

## USING DIFFERENTIATED INSTRUCTION IN MATHEMATICS

by:

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Mathematics is valued worldwide and must be reinforced in the classroom to help learners pursue higher education, career goals, and personal fulfillment. Mathematics underpins all global technologies. The relevance of math puts more pressure on learners than any other subject. To avoid learners' self-pressure, mathematics teachers should use multiple methods. The type of learner, interest, maturity, and resources should be considered when creating a teaching plan. Only some methods are suitable for all math levels. After learning the pros and cons of each strategy, the instructor can combine its best qualities to build a new one. Teachers engage students, move from concrete to abstract, and teach at the understanding level. Students' learning needs can be met with many instructional methods.

Differentiated instruction is one of the instructional methods that are essential and appropriate to mathematics because it assumes that each classroom includes a variety of learners who can be reached through various activities and methods. The school uses differentiated instruction to meet the requirements of each learner with a unique learning style and pace. Differentiated instruction gives learners multiple chances to learn and understand. Differentiated instruction means adapting teaching methods to suit learners' needs, and it also encourages teachers to vary the curriculum and how content is presented to students rather than expecting learners to adapt (Tomlinson, 2021). Differentiated teaching allows one to embrace the benefits of a varied grouping. Based on a learner's aptitude, interest, and readiness levels, this kind of education delivers components that support suitable learning environments and embrace variety to allow individual learning progress. However, despite its significance, there needs to be more

consensus in the literature on diversifying teaching for learners in classrooms (Raymond, 2018). Within that specific framework, the emphasis has been on instructional design models that expand education goals, such as those that support inquiry-based learning or that base design on a well-studied human cognitive architecture, rather than models that are specifically devoted to differentiated instruction for mixed-ability groups. Differentiated instruction is one helpful component of the teaching process. It is also a practical, effective, and dependable approach. Techniques and approaches that engage students in their studies can meet validity and reliability requirements. Differentiate instruction focuses on providing learners with adequate time or assistance based on their developmental stage, addressing their challenges through various approaches, and helping teachers connect their teaching and the learners' comprehension level, where they learn most effectively. This approach ensures that learners' academic achievement aligns with their professors' expectations, highlighting the benefits of different teaching philosophies (Kolling, 2020).

It is impossible to deny the significance of differentiated education because it can potentially enhance students' learning outcomes. There is more to differentiated instruction than simply assisting students who are falling behind in their studies. When education is individualized at the classroom level, students can create strategies to interact with the content and advance their intellectual development. (Ivory, 2022). Teachers can differentiate their education with a supportive learning community in schools, where teachers can grasp their learners' strengths, limitations, and interests.

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