DIFFERENTIATED INSTRUCTION

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A teacher's response to a student's varying needs, interests, and learning styles is differentiated instruction. It refers to a systematic approach to developing curriculum and instruction for a wide range of academically diverse students. It's a way of approaching the classroom with the dual goals of honoring each student's unique learning needs while also maximizing their learning potential. Differentiated instruction requires teachers to employ various teaching and learning strategies to meet the diverse needs of students in any class (Freinds and Bursuck, 2009).

Differentiated instruction allows teachers to tailor their teaching approach to their students' learning styles. The students all have the same learning objective. However, depending on how students prefer to learn, different teaching methods are used. Rather than a one-size-fits-all approach, a teacher employs a variety of teaching methods. Working with students in small groups or one-on-one could be an example of this (Tucker, 2014).

According to Pro Tips (2019), differentiated instruction can be implemented in the classroom in a variety of ways. The most common types of differentiation are grouping, varying amounts of time, and changing the task. Students can be divided into groups based on their ability level, interests, or mixed understanding levels. Both teachers and students benefit from grouping students by ability level. Teachers can work one-on-one with each group and provide specific instruction based on their needs when they work in groups. Intermingled groups encourage students to work together more. Students who have a better understanding of the material can assist their peers who are in need. These kinds of groups are a little more self-contained. Grouping can be replaced by varying the
amount of time or changing the task. Some students can complete an assignment quickly, while others require more time. Students can work at their own pace when given a task list. Allowing students to choose the type of final product, such as a project, maybe a more effective way to change the task. Optional activities are a great way to keep students engaged and stimulate their creativity.

Differentiated instruction engages the bright student in uncovering deeper learning layers while also structuring the curriculum to support lower-level students or students with both identified and unidentified learning disabilities. Pairing students to allow for peer teaching is another way to reinforce the strong student's understanding of the material while also providing a peer instructor for a struggling student. The typical learning style is another way for teachers to use their classrooms' strengths to create differentiated instruction. Educators know that a one-size-fits-all approach to teaching will not meet the needs of all—or even most—students, just as consumers understand that a one-size-fits-all approach will not work when buying a pair of jeans. If no effort is made to vary instruction to meet each student's individual needs, the curriculum will bore some students and perplex others. Differentiated instruction is the key to reaching all students (Tucker, 2011).

References:

