MEANING OF DIFFERENTIATED TEACHING INSTRUCTIONS
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Educators believe that differentiated learning is a framework for the teacher to devise effective teaching. According to the research, we need a more competent professional teacher who is diligent to engage herself to prepare a well-planned detailed lesson plan (DepEd Order No. 42, s. 2016) which is based on the Curriculum Standards and Principles of Enhanced Basic Education Act of 2013 (RA 10533).

Differentiated learning means the application of differentiated classroom instructions that are directly related to the diversity of learners inside the classroom. I think, the teacher should first conduct an assessment or survey about the types of multiple intelligences the learner characterizes to determine his learning style. Know their learning profiles. Checking of learner’s background can be a great help for the teacher in planning what type of pedagogical approaches can she consider, and use based on the identified different learning styles of the learner from the survey results. Not to mention, the preparation of the learning activities that should be constructive, reflective, inquiry-based, collaborative, and integrative (section 5e, RA 10533). Therefore, the teacher should prepare more than two activities per session to be able to facilitate a meaningful process of learning for the students to learn best.

The following are the principles of differentiated instructions. “What Does Research Have to Say?” Of course, it is about how the students learn. Just take note of the following:

1. Many learners think and remember best when studying with music, (Price, 1980). While Pizzo (1981) noted a significant increase in reading scores to the pupils tested under noisy environment.
2. When learners are permitted to move from one instructional station to another, they achieve better scores than remaining seated the whole time. (Joan Della Valle, 1985).
3. Some students do their best thinking alone. Many work better in pairs or teams. Some like to learn with adults whereas others need peers… (Thomas de Bello, 1985).
4. Global learners grasp large concepts and then tackle the details and facts related to the concept when taught in a style that is correct to them. (Douglass, 1979; Trautman, 1979).
5. Each learner’s perceptual strength should be identified. New material should be introduced to learners through their strongest modality and reinforced through their second strongest modality… (Kroon, 1985; Martini, 1986).

To become more effective, the teacher must know his learners well then look for the appropriate teaching strategy suited for them. Remember, it is number six (6) objective in the Individual Performance Commitment and Review Form (IPCRF-RPMS) of the teacher to be observed and rated by the School Head. It is stated “Used differentiated, developmentally appropriate learning experiences to address learners’ gender, needs, strengths, interests, and experiences.” Be more patient if we want the best for them. Indeed, it brings a better impact on the performance of our students.