MEETING PUPILS’ NEEDS THROUGH DIFFERENTIATED INSTRUCTION

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Dealing with diverse learners possessing different abilities, characteristics, behaviors and attitudes is not that easy. Making them well-educated entails a kind of strategy that would promote better learning. One great answer would be the differentiated instruction.

According to Tomlinson (2000), differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

Moreover, Levy (2008) and Kaur (2010), in meeting the needs of the mixed-ability classroom, teachers are the key factor to establish the suitable teaching method and to ensure that the individual development of diverse classroom is a success.

How may a teacher apply differentiated instruction in the classroom? In implementing differentiated instruction, the teacher considers the given subsequent ideas.

Have the pupils work with a certain skill. From this, an activity may be introduced. The pupils perform the skill but the level of challenges and complexities should be different depending on the needs of the pupils. This also gives consideration to the level of thinking and understanding and this helps the pupils deal with the skills required in the class.
Another way to show differentiated instruction is to have a major topic to be discussed in the class. From the main topic, the pupils are encouraged to think of subtopics or related topics which are at best interests to them. In doing such, they are giving more attention to the subtopics they chose because their interests are on them.

The teacher may also have formulated a list of tasks. One of those tasks is intended to be performed by the whole class and the others are intended for individual needs. Through this kind of activity that differentiated instruction proposes, the pupils’ needs may be addressed as a whole and as differently.

Making use of manipulatives or hands-on-supports is also introduced in differentiated instruction. There are learning materials that reinforce the pupils’ learning and they are indeed addressing the individual skill needs of the learners.

The time also matters in differentiated instruction. The teacher should give ample time for the pupils to accomplish a certain skill or task. Through this, the abilities are developed most especially those who need enough time to accomplish.

Differentiated instruction is highly recommended in teaching because it addresses the varied needs of learners and it truly deals with diversity. The success in the academic achievements of the learners may be realized through differentiated instruction.

References:

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