TEACHING MULTI-GRADE LEARNER

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Teacher I

Can multi-level teaching help solve the deterioration of the equality of education? Can it be more fun for children instead of the traditional lecture method? According to a staff Development Guide, compiled by Flood, James, et al., multi-level teaching is acknowledging the differences among learners’ reading abilities from a wide range of level and addressing these differences to achieve their goals.

While the learners in the classrooms have varying levels of competence, this poses a challenge to us teachers who must consider the interest of the learners while addressing their diverse needs. It is then necessary that teacher include strategies for organizing group, pair and individual work so as not to frustrate learners with lower skills and bore others with more advanced skills.

The following are guide questions that may help address the diverse needs and abilities of the students in the classroom.

1. Mixed Instruction

What subject matter and objectives could be suited for everyone? Will you read the topic to them for the first time? Will you have certain children ‘rehearse’ the reading before the whole group lesson and read it dramatically for others to hear? Will anyone miss the point of the story if you do not explain, show, or demonstrate some particular terms or concept first? What literature will children enjoy ‘revisiting’ in small group lessons when you have other objectives in mind?

2. Small-group extension of whole-group instruction
About the nature of the activities and the leaners: Is there a follow-up activity that everyone needs to do because of a common objective? Are there different follow-up activities you could plan that focus on different objectives for different learners? Are there learners who need to read beyond the topic, branching into other related topics immediately?

About management: Will your help be needed by more than one group at a time, or have you planned differentiated activities which they could do independently? Will groups finish the activities at about the same time?

3. Group or Individual Instruction

About the nature of the activities and the leaners: do the leaners need any class warm-up activities before they break into groups? Will the activities all pertain to the same topic read, or to a wide variety of leaners’ interest?

About management: Can you give directions clearly enough that every group can get to work quickly? Will any group need your assistance more than others?

4. Assignment

Will assignment be the same for everyone? If so, will that assignment be appropriate for all leaners? Will all teacher be able to complete it independently? Will assignment need to vary, depending on leaners’ responses to the lesson? If so, can you think of several possibilities beforehand and have those ideas ready? Will assignment evolve from differentiated small-group activities? Can leaners help create appropriate homework assignment?

As a multigrade teacher we need to address the diverse needs and abilities of the pupils in the classroom for us to have an effective and efficient teaching and learning process.
References:

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