

# Differentiated Instruction and Inclusive Education

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## Introduction

Imagine you are teaching SS2 students in Lagos. In the same class, you have:

- A boy who reads far above grade level.
- A girl struggling with dyslexia.
- A quiet student who prefers visual aids.
- A lively one who learns best through debates.

If you teach them all the same way, who will win? Who will lose?

This is the reality of Nigerian classrooms today—**diverse learners, one teacher**. This is where **Differentiated Instruction (DI)** and **Inclusive Education (IE)** become vital.

## Objectives of this Seminar:

1. Define and explain the concepts of DI and IE.
2. Explore strategies to apply DI in Nigerian classrooms.
3. Discuss how DI promotes inclusion.
4. Share practical tips and case studies.
5. Reflect on how teachers can start small but scale effectively.

## Key Concepts

### Differentiated Instruction (DI)

A teaching philosophy that recognizes students' differences in readiness, interest, and learning style, and adapts instruction to meet those needs.

### Inclusive Education (IE)

An approach where all learners—regardless of ability, disability, background, or social class—are educated together in the same environment with equal opportunities to participate and succeed.

## Why DI and IE Matter in Nigerian Secondary Schools

Diversity in classrooms, Learning gaps, Special needs, Equity

## Core Strategies of Differentiated Instruction

DI can be implemented through four major areas: Differentiating Content, Differentiating Process, Differentiating Product and Differentiating Learning Environment.

## Use Cases

**Use Case (Ibadan, Nigeria):** In a secondary school in Ibadan, a teacher grouped students for Mathematics:

- Stronger students explained concepts in Yoruba to peers struggling with English.

**Use Case 2 (Lagos, Nigeria):** In SAAC, an unusual CBT of 100 multichoice questions consisting of 4 options each, was created for SS1 students to complete within a two-hours' time frame. During class interaction after the expiration of the online test:

- Many students found it intriguing
- Few complained about not hitting 100%
- One female student, who scored 73% said, "The test is boring". Why do you think she reacted that way?

**Use Case 3 (Lagos, Nigeria):** On day 1 of summer school, during feedback interactions, when some students were asked what they found interesting and not interesting. One boy in JS2 class said, "ICT was boring because the teacher kept explaining the topic that he already knows. Mathematics was interesting because the topic was new". What DI strategy is best fit for him?

## Challenges and Solutions

### Challenges Nigerian teachers face:

- Large class sizes (sometimes 60+).
- Limited teaching aids.
- Pressure to "cover syllabus."

### Solutions:

- Group work to manage large numbers.
- Use peer tutors and student leaders.
- Focus on **depth not speed** - better understanding leads to better WAEC results.

## Conclusion

Differentiated Instruction is not extra work - it is smart teaching. Inclusive Education ensures every child belongs and succeeds.

*"Fairness is not giving every student the same thing. Fairness is giving every student what they need to succeed."*

### Scan to connect with all resources

<https://tinyurl.com/saac-di-ie>

<https://tinyurl.com/saac-b-di-ie>

<https://tinyurl.com/saac-training-papers>

