

SYMPP - (18689) - A GLIMPSE AT DIFFERENTIATED INSTRUCTION: TEACHERS' BELIEFS AND PRACTICES

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Short Abstract

Inclusion has been urging the schools to respond to students' diversity by presenting appropriate learning paths for each one of them (Ainscow, 2020; Pozo-Armentia et al., 2020). Differentiated instruction (DI) is an approach to teaching that emerges as an adequate response to students' diversity (Tomlinson, 2014), and in this sense is a good response to an inclusive education (UNESCO, 2004). However, despite the positive results that DI has on students' participation and learning (Pablico et al., 2017; Yavuz, 2020), teachers do not implement it as often (Pozas et al., 2020; Smale-Jacobse et al., 2019), among other reasons because of their beliefs (Coubergs et al., 2017; Gheyssens et al., 2020; Roose et al., 2019). Teachers' beliefs guide their practices and influence the way they perceive and evaluate situations in the classroom (Pajares, 1992). Some studies have also revealed that teachers' beliefs regarding their educational contexts affect the degree to which they will develop DI (Pozas et al., 2020). This communication aims to identify teachers' beliefs regarding diversity, curriculum, and assessment, and to examine its relationship with the nature of teachers' perceived difficulties in enacting their intentions. The current study is a multiple case study (Yin, 2018) of six research cases involved in the training program. Data was collected through reflective portfolios (Brown, 2001), which were analysed using an inductive method (Bogdan & Biklen, 2007). The results show that some beliefs (namely regarding students' assessment and curriculum) are perceived as major constraints for developing DI, limiting teachers' actions for responding to their intentions.

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