

Title:

When “One Size Fits All” Doesn’t Fit: Rethinking How We Support Students and Teachers

Subtitle:

A calm reflection on why uniform approaches often fall short in grades 5–12.

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In many classrooms, especially in grades 5–12, there is a quiet pressure to make learning look the same for everyone. Lessons follow a set pace. Assignments are standardized. Expectations are uniform. On the surface, this seems fair — every student receives the same instruction, the same materials, and the same goals. But in practice, this “one size fits all” approach often limits both students and teachers in ways we don’t always see at first.

Students do not learn in identical ways. Some process information quickly and move confidently from one step to the next. Others need more time to think, rehearse, or make sense of what they’re hearing. Some students thrive with structure and predictability, while others need movement, visual cues, or hands-on practice to stay engaged. When instruction is designed around a single pace or a single method, many students end up working harder to keep up rather than learning more deeply.

Teachers feel this tension as well. When the system expects uniformity, educators have less room to adjust pacing, shift strategies, or respond to what they see in front of them. Creativity becomes harder to sustain. Flexibility becomes something you do “when there’s time,” instead of something built into the design of the lesson. Over time, this can make teaching feel more like managing compliance than guiding learning.

The truth is simple: classrooms are diverse places. Students bring different strengths, needs, and ways of thinking. Teachers bring different styles, instincts, and professional

judgment. When we try to make everything uniform, we unintentionally narrow the space where real learning happens.

My work — including the videos, snippets, and articles I share — is built around a different idea. I believe that educators deserve tools and perspectives that help them respond to the students in front of them, not the students imagined by a standardized model. I also believe that students learn best when they are given multiple ways to understand a concept, practice a skill, or show what they know.

In the coming weeks, I'll be exploring these ideas in more depth. Some articles will follow a traditional essay format like this one. Others will use a structured approach that reflects how I think about teaching and learning in my own practice. My goal is not to replace anyone's method, but to offer options — practical, steady, and adaptable — that support the real work happening in classrooms every day.

If “one size fits all” has ever felt too tight, too rigid, or too limiting, you're not alone. There are better ways to support students and teachers, and I'm looking forward to exploring them with you.