

## M8U2A2

### **Case Study Reflection:**

My case study was about Emma who is a 5 years old girl from Beijing. She is very happy and always smiling. Overall well-behaved enjoys playing with others and toys where she can build structures. Her mother works in another province and sees her only during holidays which is why she is cared for by her grandmother, Emma has an older teenage brother, who lives with his mother, Emma's father is not involved in her life.

After presenting my case study on Emma, my cohort and instructor gave some critical feedback. I really did appreciate Diana's input specifically, as she had a personal experience with a child like Emma while she was teaching in China and she thinks Emma has learning disabilities and her parents won't accept it. According to Diana, Emma may have dyslexia.

My instructor recommended to tell the parents to have her see a doctor even though it is hard to approach the parents with such suggestion due to Chinese cultural.

Jorge mentioned that Emma sounds like a student that will need constant repetition of the concepts taught to help her recall and give her task where she can use her hands.

Lia suggested that it would help her giving Emma a journal.

It helps to see and hear someone speak so passionately about a topic that is important to them.

As I stated in the presentation, Emma is not my student. I don't know her personally but she is my friend's student. After the presentation we have discussed several ways we can support Emma and I shared with her many of the suggestions discussed with the cohort. However, my friend ended up facing a very different challenge. Recently, all schools in Beijing went on lockdown. The moment this happened, my friend who is Emma's teacher started worrying for her. As her teacher, she knew that no one would be supporting Emma at home during the online learning sessions. It has now been almost three weeks since we started online learning and Emma's teacher has yet to see her in one of the sessions.

Emma, who is living with her grandmother, would not be joining online classes because her grandmother does not know how to use a computer. She then stated that she would leave some work for Emma to do while she went to work. This was another red flag as now we are all wondering who is caring for Emma when her grandmother is at work.

Here are some possible suggestions for Emma's learning:

- Have her parents provide her with a tutor for as long as online learning continues, with the intention of keeping the tutor even when face-to-face school resumes.
- Give Emma her own individual online session with a bilingual teacher from the school. However, someone will still need to help her log on and help keep her on task.
- Allow Emma to come to school once a week to be supported and guided with the activities her peers are working on online. Emma would be allowed to complete as much work as she could.

As Emma's situation gets worse the school principal decided to include the assistant principal of Student Wellbeing to get in contact with Emma's parents. An email was sent and they have yet to hear from any of Emma's guardians. The AP of Student Wellbeing will now be calling Emma's guardians to request a face-to-face meeting about her progress in school. They are ready to make adjustments to their own schedules and responsibilities just to support her.

We are expected to be conducting online sessions for the rest of May. At that point, Emma would have lost 1 month of school. Upon returning to school, all students will be assessed for their growth this month. It is a sad possibility that Emma will have to repeat kindergarten once again. Should this be the case, it will be highly recommended that Emma's parents hire a support teacher for the upcoming school year.

## **Standard Presentation Reflection:**

My presentation was about standard 2:**Learner Difference.**

Being the second in our cohort to present made me nervous but at the same time I wanted to present soon that later as the module 8 I believe is more challenging for me with the clinical practice and not being an everyday teacher is not easy on me.

Standard 2 learner differences explains the importance of understanding student's individual differences and value diverse cultures and communities where the students come from. During my presentation some of my peers helped out in reading some parts such as the guiding questions and it was good as I felt calm and a bit confident knowing that they are there with me thanks to them.

With this standard as teachers we should know that diversity of students must be valued, celebrated and integrated in everyday's learning. One of the guiding questions is how does the teacher use knowledge about individual differences and diverse cultures to develop inclusive learning environments that support all students in meeting high standards? My interpretation on this is that we as teachers should understand individual differences and diverse cultural backgrounds for our students and communities where we are to ensure inclusive learning environments that enable each student to meet high standards.

The second guiding question is does the teacher create a positive classroom environment by making learners feel valued and creating a climate of mutual respect? My interpretation is we should build Positive relationships through communication such as promoting Class Discussion and Peer Interaction, staying Connected with Students, Come Up with Projects Students Can Get Excited About, Create a Sense of Order and Routine.

I had two questions for the cohort, the first was if someone has an experience regarding this standard ? as my peers are all teachers, they may have experiences that would help me(us) understand.

Katie Chikit shared saying she has differentiation in her class where she has ELL students so she prepares different works for students where they get to choose

which level they want they also have learning supports in class to help those students in need.

Diana also shared her experience with her student who does not speak english nor vietnamese but other students mad her feel valued and Diana as a teacher helps her using gestures and praising her which has helped her adjust.

Overall, my presentation went well even though I was very nervous and worried that my internet may interfere while presenting as I have faced those troubles quite many times during the VC. I would like to thank my cohort member(peers) I very much appreciate being with them as they are very professionals and experienced I am lucky to have the opportunity to learn from them I've learned a lot from module 1 and I look forward to continue learning from them and Dr Tabitha as well.