

UNIT 2 : THE SCHOOL ENVIRONMENT AND LEARNER



Unit Objectives

1. Described a safe and secure learning environment where learners' diversity is addressed in facilitating their physical, socio-emotional, & cognitive development



Topics

Content:

1. Creating an Appropriate Learning environment
2. Learner Diversity : Developmental Characteristics , Needs and Interest



Learning Essentials

Read pp. 1, 22,30-32 of Lucas, Maria, Rita D., Borabo, Milagros L., Bilbao, Purita P., Corpuz, Brenda B.(2020). Field Study 1. Observations of Teaching-Learning in Actual School Environment. Quezon City, Philippines: Lorimar Publishing, Inc.

A. 1. A physical environment conducive for learning is one that has consistent practices that:

- Keep the school safe, clean , orderly and free from distraction;
- Maintain facilities that provide challenging activities :and
- Address the physical, social and psychological needs of the students.

2. Display board s can be powerful in communicating information about the learning environment. It has four general purposes: decorative, motivational, informational and instructional.

B. Principles of development of learners:

1. Development is relatively orderly.
2. Development takes place gradually.

3. All domains of development and learning - physical, social and emotional, and cognitive - are important, and they are closely interrelated (NAEYC,2009).

4. Development proceeds toward greater complexity, self-regulation, symbolic or representational capabilities (NAEYC, 2009).

C. The PPST highlighted the following factors that bring about the diversity of learners:

- a. Differences in learners' gender, needs, strengths, interests, and experiences
- b. Learners' linguistic, cultural, socio-economic and religious backgrounds
- c. Learners' with disabilities, giftedness, and talents
- d. Learners under challenging circumstances which include geographic isolation, chronic illness, displacement due to armed conflict, urban resettlement or disasters, child abuse, and child labor.

Teachers who celebrate and leverage student diversity in the classroom:

- Use strategies to build a caring community in the classroom
- Model respect and acceptance of different cultures and religions
- Bring each of the student's home culture and language into the shared culture of the school
- Provide more opportunities for cooperation than competition



#1 Activity: Creating Appropriate Environment

Resource Teacher: Jean Ritzel Sulpico Signature:  School: WVSU-ILS

Grade level: Grade 1 Subject Area: Literacy Date: August 13, 2025

1. Have a school tour and observe a class for a day. Take down what you have observed.
- 2.. Answer the following checklist and describe the school environment based on your observation.
3. Before you observe, be sure you have reviewed and read the following:
characteristics, needs and interests of learners from different developmental

levels; characteristics and needs from diverse backgrounds and level of abilities in the classroom.

3. Observe the learners in the different groups. Note their characteristics, interactions, etc.

4 Write your observation by completing the matrix below.

Using the checklist for creating conducive learning environment mark / if the performance indicator is evident.

Strands of Desired Teaching Performance	Performance Indicators	Evident
Creates an environment that promotes fairness	1. Maintains a learning environment of courtesy and respect for different learners (e.g. ability, culture, gender).	/
	2. Provides gender-fair opportunities for learning.	/
	3. Recognizes that every learner has strengths.	/

Makes the classroom environment safe and conducive to learning	4. Maintains a safe, clean, and orderly classroom free from distraction.	/
	5. Arranges challenging activities given the physical environment.	/
	6. Uses individual and cooperative learning activities to improve capabilities of learners for learning.	/
Communicates higher learning expectations to each other	7. Encourages learners to ask questions.	/
	8. Provide learners with a variety of learning experiences.	/
	9. Provides varied enrichment activities to nurture the desire for further learning.	/
	10. Communicates and maintains high standards of learning performance.	/

Describe the school environment based on your observation

On social environment
Learners regularly participate in a group activities. Learners also feel

comfortable approaching teachers for asking some help if they didn't understand anything and they're kind of scared to ma'am Jean. There is a time when a learner cried because she can't finish answering her activity so her classmate asked a help from me to comfort and assure her classmate.

On psychological environment

One time they got a mistake on the instructions that ma'am Jean told them and ma'am Jean corrected them. Their adviser talks to the parents of the learners everytime there's an inconvenience that happened.

On physical environment

The classroom is well maintained and clean, just need some more decorations to make the classroom a little bit alive but so far it's good. The classroom have water bottle station, where they put their bottled water also a learning kit area.

Learners' Development Matrix

Record the data you gathered about the learners' characteristics and needs in this matrix. This will allow you to compare the characteristics and needs of learners at different abilities. The items under each domain are by no means exhaustive. You may add other aspects which you may have observed.

Development Domain	Green Group/ Basic Group	Yellow Group/ Average Group	Blue Group/Fast Group
<i>Physical</i>			
Gross-motor skills	They struggle in in frequent movements and they got easily tired and kept on complaining that they want to rest.	They are very active when it comes to play.	They always runs around the classroom and want to dance. Even though their sweats are already dripping but they still want to play.
Fine-motor skills	Difficulty in holding a pencil and they have a messy handwriting.	They can hold a pencil well and can copy shapes and simple drawings accurately.	Their handwriting are very neat, clean, and they can control their handwriting. They are very

<p>Self-help skills</p> <p>Others</p>	<p>They need verbal assistance and skills example of it is when they are instructed to write their name on top of the paper but they write it below. They also seek help when it comes to tying their shoes, their hair, and tuck in of their shirts or uniforms.</p>	<p>They are indepent to their belongings. They know how to fix their selves and they follow proper instructions.</p>	<p>organized and independent in self-care and managing their materials like they arranged it neatly. They often assist their classmates when they need some helps.</p>
<p><i>Social</i></p> <p>Interactions with Teacher</p>	<p>Very dependent on their teachers especially on us (FS teachers). Everytime they have an activity they often go to us to ask some help and assistance when</p>	<p>They also seeks help on the teachers but they do it on their own first. They follows the directions independently.</p>	<p>They are always confident in asking questions and clarifications from their adviser.</p>

<p>Interactions with Classmates Interests Others</p>	<p>it comes to answering their activities or in drawings. They also want repetition in simple instructions to understands it.</p> <p>Always needs guidance when other classmates want to borrow some things or little conflict.</p>	<p>They know how to share and can maintain friendships after a conflict.</p>	<p>Collaborates with their classmates and they ask some opinions on each members.</p>
<p><i>Emotional</i> Moods and Temperament</p>	<p>Easily frustrated and sudden change of their mood.</p>	<p>They know how to express what they feel whether they are sad, angry, or happy.</p>	<p>They verbally announced that they are anxious about something.</p>
<p>Expression of Feelings</p>	<p>They express their frustration through crying.</p>	<p>They can verbally express their emotions when</p>	<p>They know to use "dissapointed" or they're proud of</p>

Emotional Independence Others	They needs frequent assurance and checking during an activity or tasks.	you asked them if they're sad or angry. They can start their activity on their own, completes it, and doesn't need constant checking during an activity or tasks.	something. They are highly self motivated and intrinsically driven on all activities and tasks.
<i>Cognitive</i> Communication Skills	They struggles to follow more than 1-step direction.	They can can follow 2-3 step directions.	Active listening and can really follow the directions.
Thinking Skills Others	They tends to give or get frustrated when they answers a problem.	Can solve simple problems.	They're out of the box when they are solving a problem.



Resource Teacher: Jean Ritzel Sulpico Signature:  School: WVSU-ILS

Grade level: 1 Subject Area: Math Date: August 14, 2025

1. Is there anyone you observed who appear left out? Are students who appear "different?" Why do they appear different? Are they accepted or rejected by the others? How is this shown?

During my Field Study in Grade 1 classroom, I had the opportunity to observed the learners, so far there is no learners that got left out but there is someone to appear different. Ma'am Jean told us that this learner has a spectrum but his parents are in denial about this. This learner tantrums in little things, and he always says that he hates his parents and sisters. Yes they're accepted because in this century we are already in an inclusivity.

2. What strategies does the teacher use to maximize the benefits of diversity in the classroom? How does the teacher leverage diversity?

In Grade 1, diversity is not merely a challenge to be managed but a resource to be utilized. One of the most effective ways a teacher leverages diversity is through Flexible grouping.



Resource Teacher: Jean Ritzel Sulpico Signature: 

School: WVSU-ILS

Grade level: Grade -1 Subject Area: Math Date: August 14, 2025

1. What dispositions and traits will you need as a future teacher to meet the needs of the learners?

Empathy and Inclusivity are essential dispositions. This allow us as a future teacher to recognize when a learner feels "different" or is struggling socially, ensuring that every child-regardless of their developmental starting point - feels accepted and valued by the class.

Patience and observational insight are also vital. Grade 1 learners are still in a transitional stage where many are still highly teacher-dependent for physical, social, and emotional needs.

2. How did you feel being in the classroom where there is diversity? Did you feel a sense of oneness or unity among the learners and between the teacher and the learners?

Being in a diverse classroom was both challenging and enlightening, as it requires constant awareness of each learner's unique developmental pace. Despite their differences, you can sense the oneness and unity of the learners. The bond between them and their teacher was built on mutual respect, showing that diversity enriches the classroom culture rather than dividing it.



These must be included in the portfolio:

- ✓ Make an Artistic colourful and creative visual expressions of your insights or feelings about the influence of home and schools and community to the learner.
- ✓ Then write a few statements on the space provided



*The Growth Garden:
Nurturing Every Learner.*

This represents the child's success depends on the synergy between home, school, and community. When these environments align, every learner regardless of their starting group can achieve full potential.