

FIELD STUDY 1
OBSERVATION OF TEACHING –LEARNING IN ACTUAL
SCHOOL ENVIRONMENT

EPISODE 2
DIVERSITY OF LEARNERS

Introduction

This episode will guide the student teachers in understanding their student gender, needs, strengths, interests, and experiences as well as the characteristics of exceptional learners and how the teacher should handle them.

Learning Outcome:

At the end of this activity, the student teachers should be able to:

1. observe how stakeholders can promote a gender-sensitive school/classroom;
2. discuss the steps in creating a student-centered classroom; and
3. determine how the internal stakeholders deal with exceptional learners;
4. observe how teachers use various strategies in teaching talented students;
5. write a reflection about the film “Every Child is Special”.

My Performance (How I Will Be Rated)

Tasks	Excellent 5	Very Satisfactory 4	Satisfactory 3	Poor 2	Very Poor 1
Observation/ Documentation	All tasks done with outstanding quality; work exceeds expectation.	All or nearly all tasks done with high quality	Nearly all tasks done with acceptable quality	Fewer than half of tasks done; or most objectives meet but with poor quality	None of the task done, no objectives met and very poor quality
My Analysis	Analysis of questions are answered completely; in depth answers thoroughly based on theories/ exemplary	All or nearly all tasks done with high quality. Analysis of questions are answered completely. Clear in connection with theories	Analysis questions were satisfactorily answered completely. Vaguely related to the theories	Analysis of questions are not all answered. Grammar and spelling unsatisfactory	Analysis of questions are completely not answer. Grammar and spelling are very poor

My Reflection	Reflection statements are profound and clear, supported by experiences from the episode	Reflection statements are clear, but not clearly supported by experiences from the episode.	Reflection statements are shallowly supported by the experiences from the episode.	Reflection statements are unclear and shallow and are not supported by the experiences from the episode	Reflection statements are not totally clear, shallow and are not supported by experiences from the episode
My Portfolio	Portfolio is complete, clear; well-organized and all supporting documentation are located in sections clearly	Portfolio is complete, clear, well- organized and most supporting documentation are available and/or in logical and clearly marked locations.	Portfolio is incomplete; supporting documentation is organized but is lacking	Portfolio has many lacking components; is unorganized and unclear	Portfolio has completely lacking components, is unorganized and very poor
Submission	Two days before deadline	On the deadline	A day after the deadline	Two days after the deadline	Three or more days after the deadline
Total Score					

Overall
Score

Rating
(Based on Transmutation)

Transmutation to grade/rating

Score	Grade	
24-25	1.00	99
23	1.25	96
21-22	1.50	93
20	1.75	90
18-19	2.00	87
17	2.25	84
15-16	2.50	81
14	2.75	78
12-13	3.00	75
10-11	4.00	
Below 10	5.00	

My Observation

1. Interview at least two (2) of the following internal stakeholders (principal, department head, cooperating teacher, guidance counselor) on
 - 1.1. how they promote a gender-sensitive school/classroom.
 - 1.2. how they deal with students with disability and gifted learners.

Write their responses on the column provided below:

INTERVIEWEE	QUESTIONS	RESPONSES
Interviewee 1 (pls. specify)	How he/she promotes a gender-sensitive school or classroom?	<i>As a teacher, I promote a gender-sensitive school or classroom by creating an environment that respects and celebrates the diversity of all students. To achieve this, I use inclusive language, diverse readings, and representation in all of my lessons. I also take into account the diverse backgrounds of my students when lesson planning and engage in ongoing professional development to stay up to date on best practices. By doing so, I create a safe and inclusive space where all students feel valued and supported, regardless of their gender identity or expression.</i>
	How he/she deals with students with disability and gifted learners?	<i>As an educator, I strive to create a learning environment that supports and empowers all students, including those with disabilities and gifted learners. To achieve this, I create personalized learning plans that include accommodations and modifications for students with disabilities. I use differentiated instruction to meet their needs and provide positive reinforcement to help build their confidence and motivation. For gifted learners, I provide enrichment activities, create personalized learning plans, and use differentiated instruction to challenge and engage them. To ensure success for both groups, communication with students and parents/guardians is key, as is collaboration with other teachers and specialists. By doing so, I create a learning environment that promotes equity, inclusivity, and student success for all.</i>
Interviewee 2 (pls. specify)	How he/she promotes a gender-sensitive school or classroom?	<i>As the head teacher for my department, I work collaboratively with my team of teachers to ensure that we are promoting a gender-sensitive school environment. This includes offering professional development on inclusive teaching practices, providing resources for inclusive curricular materials, and encouraging the use of diverse readings and representation in the classroom. We also work to create a supportive and inclusive culture within the department by valuing and respecting all</i>

		<i>students and staff members, and promoting open communication and collaboration. By working together, we create a safe and inclusive space where all students feel valued and supported, regardless of their gender identity or expression.</i>
	How he/she deals with students with disability and gifted learners?	<i>As the head teacher for my department, I prioritize creating a supportive and inclusive learning environment for all students, including those with disabilities and gifted learners. To meet their unique needs, we provide training to our teachers to develop personalized learning plans using accommodations and modifications for students with disabilities. We also use differentiated instruction to challenge and engage gifted learners, providing enrichment activities and personalized learning plans. Collaboration with other teachers, staff, and parents/guardians is essential to ensuring that all students receive the support they need to succeed in their learning journey. By valuing and supporting all students, we create an environment that fosters growth, achievement, and a sense of belonging for all.</i>

2. Discuss how the following steps create a progressive, student-centered classroom:

2.1. Create ongoing projects.

By creating ongoing projects, students are given the opportunity to take ownership of their learning, explore their interests, and work collaboratively with their peers. These projects allow for creativity, problem-solving, and self-directed learning, as students work towards a final product or presentation that showcases their knowledge and skills.

2.2. Integrate technology.

The classroom provides a platform for students to access information, collaborate with peers, and create content. Technology can also provide alternative ways for students to demonstrate their understanding, such as through multimedia projects or online discussions. By using technology, teachers can create a more engaging and interactive classroom environment that supports student-centered learning.

2.3. Replace homework with engaging in-class activities.

By eliminating traditional homework assignments, students are given more time to engage in meaningful, hands-on activities that reinforce classroom learning. In-class activities can include group work, discussions, projects, and interactive games, all of which encourage active learning and foster student engagement.

2.4. Eliminate rules and consequences.

While it is important to have a safe and respectful classroom environment, eliminating strict rules and consequences can empower students to take responsibility for their actions and learn from their mistakes. Teachers can create a culture of trust and respect by encouraging open communication and problem-solving, rather than simply imposing consequences for misbehavior.

2.5. Involve students in evaluation.

By involving students in the evaluation process, they are given the opportunity to reflect on their own learning, set goals for improvement, and take ownership of their progress. Students can provide feedback on their own work and that of their peers, as well as participate in self-evaluations and conferences with teachers. This approach fosters a growth mindset and encourages students to take an active role in their own learning.

My Analysis:

1. Based on your interviews with the two (2) internal stakeholders on how to promote a gender-sensitive school or classroom, which of the answers is better? Why?

Both interviewees provided valuable insights on how to promote a gender-sensitive school or classroom. However, I believe that the answer provided by the head teacher is better because it showed a more collaborative and holistic approach to promoting a gender-sensitive school environment.

The head teacher emphasized the importance of working collaboratively with the team of teachers to ensure that they are promoting a gender-sensitive school environment. They also mentioned offering professional development on inclusive teaching practices, providing resources for inclusive curricular materials, and encouraging the use of diverse readings and representation in the classroom. Additionally, they highlighted the importance of creating a supportive and inclusive culture within the department by valuing and respecting all students and staff members, and promoting open communication and collaboration. This approach shows a clear understanding of the importance of creating a safe and inclusive space where all students feel valued and supported, regardless of their gender identity or expression.

While the cooperating teacher also mentioned using inclusive language, diverse readings, and representation in all of their lessons, their answer was less collaborative and did not mention working with other teachers or promoting a supportive and inclusive culture within the school. Overall, the head teacher's answer provided a more comprehensive approach to promoting a gender-sensitive school environment.

2. Based on your interviews with the two (2) internal stakeholders on how to deal with students with disability and gifted learners, which of the answers is better? Why?

Both internal stakeholders provided insightful answers on how to deal with students with disability and gifted learners. However, the first educator's response is better because it is more specific and detailed. They mentioned creating personalized learning plans that include accommodations and modifications for students with disabilities, using differentiated instruction to challenge and engage gifted learners, and providing positive reinforcement to build their confidence and motivation. The educator emphasized the importance of communication with students and parents/guardians and collaboration with other teachers and specialists to ensure success for both groups.

In contrast, the head teacher's response was less specific and lacked concrete examples of how they deal with students with disabilities and gifted learners. While they mentioned providing training to teachers to develop personalized learning plans and using differentiated instruction to challenge and engage gifted learners, they did not provide specific examples of how they achieve these goals. Additionally, the head teacher's response focused more on creating a supportive and inclusive learning environment, which is important but does not directly address the question of how to deal with students with disabilities and gifted learners.

While both internal stakeholders provided valuable insights, the first educator's response was more relevant and specific to the question of how to deal with students with disabilities and gifted learners. Their answer demonstrated a clear understanding of the challenges faced by these students and provided concrete strategies for meeting their unique needs.

3. Which among the steps in creating progressive, student-centered classroom is the best step? Why?

After analyzing the steps, the best step in creating a progressive, student-centered classroom is creating ongoing projects. This step provides a platform for students to take ownership of their learning, explore their interests, and work collaboratively with their peers. It also encourages creativity, problem-solving, and self-directed learning, as students work towards a final product or presentation that showcases their knowledge and skills.

Creating ongoing projects is a student-centered approach that allows students to actively engage in the learning process, develop critical thinking skills, and take responsibility for their own learning. It also provides opportunities for differentiated instruction and encourages students to work at their own pace. Furthermore, this step promotes student motivation and engagement by giving them the freedom to pursue topics that interest them.

While integrating technology, replacing homework with engaging in-class activities, involving students in evaluation, and eliminating strict rules and consequences are also important steps in creating a progressive, student-centered classroom, creating ongoing projects stands out as the best step as it provides an avenue for students to take charge of their own learning and develop skills that will be useful in their future academic and professional pursuits.

My Reflection:

From this episode,

1. I realized that

As an educator, I found this episode to be a helpful reminder of the importance of creating a student-centered classroom. It is essential to not only provide an inclusive and gender-sensitive environment but also to ensure that students with disabilities and gifted learners are given the necessary accommodations and support.

The strategies discussed, such as integrating technology, involving students in evaluation, and replacing homework with engaging in-class activities, provide opportunities for students to take ownership of their learning and demonstrate their understanding in diverse ways. It is crucial to recognize that each student has unique needs and backgrounds, and as such, teachers must be committed to ongoing learning, reflection, and adaptation to meet their diverse needs.

Overall, this episode has reinforced the idea that creating a student-centered classroom is not a one-time event but a continuous process of learning and growth. By incorporating the strategies and approaches discussed, teachers can create an environment that fosters student engagement, creativity, problem-solving, and self-directed learning, resulting in better academic outcomes for all students.

2. I believe that

After listening to the interviews with the cooperating teacher and the subject head teacher, as well as the discussion on creating a progressive, student-centered classroom, I have come to realize the importance of incorporating various strategies to cater to the diverse needs of students.

I have learned that creating an inclusive and gender-sensitive classroom is crucial to make every student feel valued and respected. This can be achieved by using inclusive language, diverse readings, and representation in lesson planning, and through ongoing professional development. Accommodating and supporting students with disabilities and gifted learners is equally essential and can be done through differentiation, individualized education plans, and providing appropriate resources and accommodations.

I also understand that creating engaging activities and projects, integrating technology, and involving students in evaluation are crucial steps towards creating a student-centered classroom. By doing so, we can provide a more interactive and hands-on learning experience for students, and encourage them to take ownership of their learning and progress.

Overall, I believe that creating a student-centered classroom requires a commitment to ongoing learning, reflection, and adaptation to cater to the diverse needs and backgrounds of each student. It is essential to create an environment where every student feels valued and respected, and where they are encouraged to take control of their education to achieve their full potential.

3. I feel that

As a teacher, I have come to realize that creating a progressive, student-centered classroom is an effective approach to help my students achieve their learning goals. I have observed that this approach promotes active participation, collaboration, and creativity among my students, as opposed to just passive listening and memorization.

Through this approach, I have seen my students develop critical thinking and problem-solving skills, which are essential in real-life situations. I have also noticed that integrating technology and eliminating traditional homework have made learning more personalized and engaging for my students. It has helped me foster a sense of ownership and responsibility among my students for their learning.

The involvement of students in the evaluation process has also been a valuable aspect of this approach. It has allowed me to understand the strengths and weaknesses of my students, and it has given my students the opportunity to reflect on their learning progress.

Overall, I believe that creating a progressive, student-centered classroom is an effective way to promote a positive learning environment and help students achieve their full potential. It has been a rewarding experience for me as a teacher to witness my students thrive in such an environment, and I look forward to continuing this approach in my teaching practice.

4. When I become a teacher, I will

I was particularly impressed by the idea of integrating technology into the classroom and using it as a tool to enhance student learning. I also appreciate the emphasis on creating a gender-sensitive and inclusive environment, as well as accommodating students with disabilities and gifted learners. It is important to create a classroom that is welcoming and respectful of all students, regardless of their background or abilities.

Overall, this interview has given me a lot of insight into what it takes to create a successful and student-centered classroom. It has reinforced my belief that education is not just about delivering content, but also about creating an environment that fosters growth, exploration, and creativity. I look forward to applying these ideas in my future teaching practice and continuing to learn and adapt to meet the diverse needs of my students.

5. Write your personal reflection about the film "Every Child is Special".
The film showcases the power of a teacher's empathy, patience, and understanding in making a difference in a child's life. It also highlights the need for a more inclusive education system that accommodates and supports students with different learning styles and abilities.

Watching the film reminds us of the importance of recognizing each child's unique abilities and providing them with the necessary resources and support to achieve their full potential. It also encourages us to challenge the traditional education system and promote a more inclusive and student-centered approach.

Overall, "Every Child is Special" is an inspiring and uplifting film that leaves a lasting impression on its viewers and emphasizes the importance of inclusive education and supporting children with special needs.

My Portfolio

My Personal Illustration of Diversity of Learners

My personal illustration of diversity of learners would be a colorful, diverse garden with a variety of flowers, plants, and trees. Each plant represents a unique student with different needs, interests, and backgrounds. Some plants require more water, while others need more sunlight. Some plants are taller and stronger, while others are smaller and delicate.

Just like plants, students have different learning styles, abilities, and challenges. As educators, we need to recognize and celebrate these differences, and provide a nurturing environment that allows each student to thrive and grow. By acknowledging and valuing diversity in our classrooms, we can create a vibrant and inclusive learning community where every student feels valued and respected.

My Reflections

As an aspiring teacher, I have come to appreciate the significance of creating a student-centered classroom that values the diversity of learners. The insights gained from the interview with the cooperating teacher and department head have given me a deeper understanding of how to promote inclusivity and equal opportunities for students with disabilities and gifted learners. By integrating technology, providing ongoing projects, and replacing homework with engaging in-class activities, teachers can encourage students to take an active role in their learning.

Watching the film "Every Child is Special" has also emphasized the importance of recognizing and embracing the unique abilities and potentials of each student. It has highlighted the need for teachers to create a nurturing environment that allows students to thrive and grow.

*****END OF EPISODE 2*****