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	Refection 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   Rating
 Score   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?	*"To promote gender sensitivity in my classroom, I use inclusive language, diverse readings, and representation to create an inclusive learning environment. I also take into account the diverse backgrounds of my students when lesson planning and participate in ongoing professional development to stay up-to-date on best practices."*
	How he/she deals with students with disability and gifted learners?	*"For students with disabilities, I create personalized learning plans with accommodations and modifications, use differentiated instruction to meet their needs, and provide positive reinforcement. For gifted learners, I provide enrichment activities, create personalized learning plans, and use differentiated instruction to challenge them. Communication with students and parents/guardians is key, as is collaboration with other teachers and specialists."*
Interviewee 2 (*pls. specify*)	How he/she promotes a gender-sensitive school or classroom?	*"As a department head, I work with my team of teachers to promote a gender-sensitive school environment. This might include 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 students and staff members, and promoting open communication and collaboration."*
	How he/she deals with students with disability and gifted learners?	*"As a department head, we provide training to our teachers to help them develop personalized learning plans for students with disabilities, using accommodations and modifications to meet their needs. We also use differentiated instruction to challenge and engage gifted learners, providing enrichment activities and personalized learning plans. Collaboration with other teachers, support staff, and parents/guardians is key, and we ensure that all students are valued and supported in their learning journey."*

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

2.1. Create ongoing projects.

Creating ongoing projects is a crucial step in promoting a progressive and student-centered classroom. With ongoing projects, students take charge of their learning and work at their own pace, engaging in self-directed exploration of a given topic. This approach fosters deeper engagement with the subject matter, leading to a more profound understanding of the material.

Ongoing projects also facilitate collaboration, enabling students to work together in groups and learn from each other. This approach helps to develop vital social skills, building a sense of community in the classroom. By encouraging collaboration, students gain a more profound understanding of the material while learning to work with others, leading to a richer, more dynamic learning experience.

Finally, ongoing projects provide meaningful assessments that go beyond traditional tests or quizzes. By evaluating students' progress on their ongoing projects, teachers gain a comprehensive understanding of students' learning, strengths, and weaknesses. This information allows teachers to provide targeted support and help students achieve their full potential, creating a more inclusive learning environment where all students have an equal opportunity to succeed.

2.2. Integrate technology.

Integrating technology into the classroom creates a more dynamic and engaging learning environment that promotes student-centered learning. With access to a wider range of resources, tools, and information, students can take an active role in their own learning and develop essential digital literacy skills.

By incorporating technology, students can work at their own pace, receive personalized feedback, and engage in collaborative projects that promote communication and teamwork. This approach helps to build a sense of community in the classroom, where students feel empowered to learn and take ownership of their education.

Finally, integrating technology allows for greater flexibility in teaching and learning. Students can access course materials and participate in discussions from anywhere, at any time, making it easier to balance academic demands with other responsibilities. This approach to learning is especially relevant in today's digital age, where technology plays an increasingly important role in our daily lives.

2.3. Replace homework with engaging in-class activities.

Replacing homework with engaging in-class activities can foster a more student-centered classroom that promotes active learning and community building. Students can collaborate and learn from each other while receiving real-time feedback, leading to a more dynamic and engaging learning environment.

In-class activities can be customized to meet the needs and interests of individual students, promoting personalized learning experiences. This approach also promotes equity and accessibility, as it eliminates the need for students to complete assignments outside of class, which can be challenging for some students.

By emphasizing in-class activities, students are able to take ownership of their learning and become more invested in the educational process. It encourages participation, creativity, and engagement, making learning a more enjoyable experience for everyone.

2.4. Eliminate rules and consequences.

Eliminating rules and consequences in a classroom is not advisable for a student-centered learning environment. However, a student-centered classroom aims to prioritize positive reinforcement and student growth over punishment. Classroom rules should be agreed upon by all stakeholders, including students, teachers, and parents.

Consequences for breaking these rules should focus on encouraging self-reflection and problem-solving skills rather than punishment. This approach helps students take responsibility for their actions and promotes accountability.

Lastly, creating a safe and respectful space where students feel empowered to express themselves and their opinions is a key aspect of a student-centered classroom. Teachers should value student voice and encourage open communication, which can foster student engagement and risk-taking in their learning.

2.5. Involve students in evaluation.

Involving students in evaluation is an important aspect of creating a progressive, student-centered classroom. By giving students a voice in the evaluation process, they become active participants in their own learning journey. This approach also helps to create a culture of self-reflection and continuous improvement, as students are encouraged to think critically about their work and identify areas for growth.

One way to involve students in evaluation is to provide them with opportunities to assess their own work. This can be done through the use of rubrics or checklists, which outline learning goals and expectations for a particular assignment or project. By using these tools, students can evaluate their own work against the criteria provided, identify areas where they have met or exceeded expectations, and set goals for future improvement.

Another approach is to hold student-led conferences, where students can present their work and progress to teachers and parents. These conferences provide an opportunity for students to reflect on their learning, discuss their strengths and challenges, and set goals for the future. By leading these conferences, students are able to take ownership of their learning and showcase their achievements, while also receiving valuable feedback from teachers and parents.

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?**

As a student, I appreciate the insights shared by both interviewees on how to promote a gender-sensitive school or classroom. However, I believe that the answer provided by the first cooperating teacher is better because it was more specific and provided concrete examples of how to promote gender sensitivity in the classroom.

The first teacher mentioned using inclusive language, diverse readings, representation, lesson planning, and ongoing professional development to create a gender-sensitive classroom. They also emphasized the importance of creating a safe and inclusive environment for all students. These specific strategies showed a clear understanding of how to promote a gender-sensitive classroom and demonstrated a commitment to inclusivity and diversity.

In contrast, while the second department head also emphasized the importance of inclusivity and diversity, their answer was less specific and did not provide concrete examples of how to achieve these goals. Additionally, their focus on individualizing instruction for students with disabilities and gifted learners, while important, did not directly address the question of promoting a gender-sensitive classroom.

Overall, while both interviewees had valuable insights, I believe that the first cooperating teacher provided a better answer that was more relevant to the question at hand.

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?**

As a student, I appreciate both internal stakeholders' answers on how to deal with students with disability and gifted learners. The department head's response emphasizes the importance of creating an inclusive learning environment that meets the needs of all students. The teacher's answer also highlights the need for differentiated instruction and individualized support for students with disabilities and gifted learners.

However, I find the teacher's answer more comprehensive and practical. The teacher's approach involves creating a positive classroom culture that celebrates diversity, collaborating with special education teachers and support staff, and providing various accommodations and modifications to address students' unique needs. Additionally, the teacher's response includes the use of technology to support learning and providing opportunities for gifted learners to advance and challenge themselves.

Overall, I believe the teacher's approach is more student-centered and inclusive. It takes into account the different learning styles, abilities, and backgrounds of each student and provides appropriate support and resources to help them succeed.

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

As a student, I believe that all the steps in creating a progressive, student-centered classroom are important and interrelated. However, if I had to choose the best step, I would say that integrating technology is crucial for enhancing student learning and engagement.

In today's digital age, students are exposed to various forms of technology on a daily basis. Integrating technology into the classroom can help students to better understand the subject matter, promote collaboration and communication, and increase motivation and interest in learning. By using technology, teachers can create interactive and engaging learning experiences that cater to students' different learning styles and abilities.

Furthermore, integrating technology allows students to develop important 21st-century skills, such as digital literacy, critical thinking, problem-solving, and creativity, which are essential for their future success in the workforce. By providing students with access to technology, teachers are empowering them to become active and responsible learners who can navigate and adapt to a rapidly changing world.

Overall, integrating technology is an important step in creating a progressive, student-centered classroom that prepares students for success in the digital age.

My Reflection:

From this episode,

1. **I realized that**

As a student, I realized that there are different strategies and approaches that teachers can use to create a progressive, student-centered classroom. These include integrating technology, involving students in evaluation, and replacing homework with engaging in-class activities, among others.

I also learned that creating an inclusive and gender-sensitive classroom is important in ensuring that every student feels valued and respected. This can be achieved through the use of inclusive language, diverse readings, representation, lesson planning, and ongoing professional development.

Furthermore, I learned about the importance of accommodating and supporting students with disabilities and gifted learners. This can be done through individualized education plans, differentiation, and providing appropriate resources and accommodations.

Overall, I realized that creating a student-centered classroom requires a commitment to ongoing learning, reflection, and adaptation to meet the diverse needs and backgrounds of each student.

2. I believe that

Based on the interviews with the cooperating teacher and the department head, as well as the discussion on creating a progressive, student-centered classroom, I believe that these steps are crucial in promoting a more effective and engaging learning environment.

Integrating technology and creating ongoing projects help to keep students interested and involved in their learning. By eliminating homework and replacing it with in-class activities, students can have more hands-on experiences and be able to ask questions and seek help from their peers and teachers. Inviting students to participate in evaluation provides them with ownership of their learning and encourages them to take responsibility for their progress.

Overall, I believe that creating a student-centered classroom is important because it allows for a more individualized approach to learning and empowers students to take control of their education. By promoting a gender-sensitive and inclusive environment, accommodating students with disabilities and gifted learners, and creating engaging activities and projects, students can feel more motivated and supported to achieve their full potential.

3. I feel that

As a student, I feel that creating a progressive, student-centered classroom is a great approach to learning. I appreciate the emphasis on active participation, collaboration, and creativity as opposed to just passive listening and memorization. It encourages me to think critically and develop problem-solving skills, which are essential in real-life situations.

I also like the idea of integrating technology and eliminating traditional homework, as it allows for more personalized and engaging learning experiences. The involvement of students in evaluation is also beneficial, as it gives me a sense of ownership and responsibility for my learning.

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.

4. When I become a teacher, I will

As a student, I am very impressed with the ideas and strategies presented in the interview about creating a progressive, student-centered classroom. I strongly believe that implementing these steps will lead to a more engaging and effective learning environment that can help students achieve their full potential.

When I become a teacher, I will definitely keep these steps in mind and try to implement them in my classroom. I want to create a classroom where my students feel valued and empowered, and where they are encouraged to take an active role in their own learning. I believe that by using these strategies, I can help my students develop the critical thinking, problem-solving, and collaboration skills they need to succeed in the 21st century.

5.   Write your personal reflection about the film "Every Child is Special".

As a student who watched the film "Every Child is Special," I was deeply moved and inspired by its message. The story of Ishaan, a young boy who struggles with dyslexia and is misunderstood by his family and teachers, highlights the importance of recognizing and supporting the unique needs of each child.

The film taught me that every child has the potential to excel in their own way, and that it is our responsibility as educators to help them discover their strengths and overcome their weaknesses. It also showed me the importance of empathy and understanding towards students who may be struggling with learning differences or other challenges.

Watching the film has made me reflect on my own experiences as a student and as a future teacher. It has made me realize the power of positive reinforcement and the impact that it can have on a student's self-esteem and motivation. It has also reminded me of the importance of creating a safe and inclusive classroom environment where every student feels valued and supported.

Overall, I am grateful for the opportunity to watch this film and I believe that it has made me a better student and future teacher.

My Portfolio

My Personal Illustration of Diversity of Learners

As a student and future teacher, my personal illustration of diversity of learners is that every student is unique and brings different strengths and challenges to the classroom. I believe that diversity in learners is not only limited to cultural backgrounds or disabilities, but also encompasses individual learning styles, interests, and talents.

As a future teacher, I understand the importance of recognizing and valuing these differences in learners, and adapting my teaching strategies to cater to their individual needs. It is my responsibility to create an inclusive learning environment that celebrates diversity and promotes respect for all students.

Moreover, I believe that embracing diversity of learners does not mean lowering academic standards or expectations, but rather providing equitable opportunities for every student to succeed. It involves providing differentiated instruction, using various assessment methods, and creating a supportive classroom culture that fosters student growth and development.

In summary, my personal illustration of diversity of learners is a deep appreciation for the uniqueness of each student, and a commitment to creating an inclusive learning environment that values and supports their individual needs and aspirations.

My Reflections

As a student and future teacher, I realized the importance of creating a progressive, student-centered classroom that values the diversity of learners. The interview with the cooperating teacher and department head provided me with valuable insights on how to deal with students with disabilities and gifted learners in a way that promotes inclusivity and equal opportunities for all. I learned that it is essential to provide ongoing projects, integrate technology, replace homework with engaging in-class activities, involve students in evaluation, and eliminate rules and consequences that do not support a positive learning environment.

Moreover, my reflection about the film "Every Child is Special" emphasized the significance of recognizing and embracing the unique abilities and potentials of each student. It made me realize that every learner has his/her unique learning style, and it is the role of the teacher to discover and tap into this potential. As a future teacher, I must create a learning environment that promotes inclusivity, values diversity, and celebrates individual differences.

In summary, the interview, the steps in creating a progressive, student-centered classroom, and the film "Every Child is Special" reinforced my belief that education should be tailored to the unique needs of each student. As a future teacher, I must strive to create a positive learning environment that values diversity, promotes inclusivity, and celebrates individual differences.

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