

Sample Assignment #4

Scenarios and Reflection

Scenarios--Responses and Reflection

Prepare a separate response to each scenario. Each response should be no longer than 600 words and should reflect what you have learned in this course to date. In fact, you might want to refer to particular course readings in responding to each scenario. Once you have written your responses, write a reflection of no more than 300 words describing and commenting on the process you went through in completing this assignment. The feedback form attached will be used when evaluating this assignment.

Scenario 1

You are in your first year of teaching, a grade 3 class in an inner city public school. You have 29 students in your class, 14 of whom speak a language other than English at home, either exclusively or in combination with English. These 14 students represent 8 different cultural and linguistic backgrounds: Polish (3 students), Ukrainian (2 student), Chinese--Cantonese (3 students), Japanese (1 student), Brazilian--Portuguese (1 student), Russian (1 student), Quebecois--French (1 student), Chinese--Mandarin (2 students). Each of these 14 students speaks English sufficiently well to keep up with their school work. However, halfway through the year the principal introduces a new student to your class. This young girl is newly arrived from China and understands only Cantonese. She does not understand any English and appears highly intimidated by the daily routine of your classroom. She interacts exclusively with the other Cantonese-speaking students in your class. You are concerned about the social and academic acclimatization of this new student.

What strategies would you employ to help this newly arrived student integrate socially and academically?

Scenario #2

You are a third year grade 7 teacher in a rural public school. The community in which you are teaching is a very insular one and includes individuals who are at least fourth generation Canadian. They are all of exclusively Western European background and all speak English as their first and only language. The community is of predominantly one religious background. Partway through the year a new student is introduced into your class. This young boy and his family are refugees from a non-Western-European war-torn country where English is not spoken. While

the parents understand little English, this young boy's English skills are quite good since he was taught English as a foreign language in his home country. His family is of the same religious background as your larger community and was, in fact, sponsored by the local church. Although this young boy's English skills are quite good, he does not share the cultural background, life experience, or 'accent' that your other students share. During class this newly arrived student is quiet and withdrawn and during recess and lunch you notice that he is always alone. During one lunch period you hear three other students from your class teasing this new boy about his accent, asking him if that is how everyone spoke on 'the boat ride over here'.

How do you address this situation?

Scenario #3

You are in your fifth year of teaching a grade 10 academic course in an urban multicultural high school. The head of your department continues to be adamant that you use the same textbook that the other teachers in your school are using for this course. Despite your colleagues' enthusiasm for this text, and your department head's insistence, you continue to feel that this textbook presents the subject matter from an exclusively Western-European point of view and does not portray a balanced picture of your subject as it exists in today's world.

Given the necessity of continuing to use this particular textbook, what can you do to make your course more inclusive and how do you help students get a more balanced view of the subject you teach?

Scenario #4

Your school has a fairly traditional curriculum, you and your colleagues are feeling over-whelmed. There is a limited and fairly traditional extra-curricular program but a very diverse student population. You have noticed marked segregation among student groups: ESL by themselves, different ethnic groups on their own, native-born white students in their groups. To some degree this segregation seems to be based on comfort levels more than antagonism, but there are incidents that leads you to suspect it's more than this. How would you address this through building a more inclusive school environment?

Scenarios--Response and Reflection

Teacher candidate's name: _____

Completeness

Is there a maximum 1-page reflection on the assignment? Yes----- -----Some----- None

Is there a maximum 2-page response to Scenario #1 Yes----- -----Some----- None

Is there a maximum 2-page response to Scenario #2 Yes----- -----Some----- None

Is there a maximum 2-page response to Scenario #3 Yes----- -----Some----- None

Is there a maximum 2-page response to Scenario #4 Yes----- -----Some----- None

Does the 1-page reflection describe the process you went through in completing this assignment?

Poor Fair Good Above Average Excellent

Does your response to Scenario #1 reflect what you have learned to date in this course?

Poor Fair Good Above Average Excellent

Does your response to Scenario #2 reflect what you have learned to date in this course?

Poor Fair Good Above Average Excellent

Does your response to Scenario #3 reflect what you have learned to date in this course?

Poor Fair Good Above Average Excellent

Does your response to Scenario #4 reflect what you have learned to date in this course?

Poor Fair Good Above Average Excellent

Are your reflection and your responses written clearly?

Poor Fair Good Above Average Excellent

Overall Impression: The overall impression created by this assignment is:

C+ B- B B+ A- A A+

Comments:

