Managing the Learning Environment

Student Grade level or Grade range (e.g. PK-5): K2~9th grade
Subject Area: EFL, Art, History

Classroom Culture and Climate

Reflection:
I believe a positive learning climate allows students to be free and comfortable to be themselves as well as empathetic towards others, and also not afraid to ask the right questions as well as share their own opinions. This learning environment is inclusive, and through differentiation, students are empowered with autonomy and 21st century skills. A comprehensive ICT atmosphere that speaks to children of today who are digital natives will help assist in information dissemination and reduce any gap of misunderstanding and unfamiliarity in content taught.

Strategies for Positive Classroom Climate
- Safe learning environment: From greeting students when they step into the classroom to allowing students to ask the right questions. These elements will allow students to feel comfortable to be curious and learn.
- Peer-to-peer and teacher-to-student positive and encouraging interactions: An empathetic in the classroom environment will provide lateral and top-down support both academically and emotionally.
- Clear instructions with visual aid: Student grasp of what is asked of them and what they need to do for every step will establish a solid foundation for moving forward.
- Challenging but not impossible: Goals set for each assignment should be challenging enough where students will feel a sense of accomplishment after completion, yet, not too challenging to the point where students stop trying.

Strategies or Modifications for Virtual Learning Environment
- Engaging activities: The assignments should be fun and peak student interest as virtual learning require students to be more self-proactive in their own learning process.
- Well-established virtual classroom etiquette: Set instructions that are understood by all students to know exactly when to speak up and how, and when to listen or raise questions. This is a must to prevent a total breakdown of classroom order.

- Modularized learning: Incrementalize learning goals so there are consistent achievements met and easy to follow teacher walkthrough of objectives.

Classroom Norms and Behavior Expectations

- Let's laugh and have fun (Establish an approachable teacher-student-relationship): Using humor to cement bilateral engagement. Avoid authoritative commands and tone.

  Give plenty of encouragement such as hi-fives and fist bumps (or headbutts, which I'm currently experimenting with, ha).
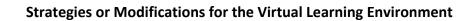
- Tell me everything (Encourage student expression): Ask open-ended questions. Avoid negative criticism and judgement. If a student makes a mistake then allow that student to finish without interruption, then rephrase in the correct manner without direct and judgemental criticism.

- We are independent (Foster student autonomy): Intentional mistakes to allow students to catch then encourage. Utilize tablets or any digital device in class so young learners can get into the habit of independent information triangulation.

  More time and effort should be spent in the beginning of the semester to have mini activities whenever a new information (new vocabulary, grammar, or concept) appears by using available tools in the classroom (dictionaries, tablets, etc) and conduct a word search race to make it fun (first person to find the information and writes it down in their notebook gets X amount of points, the second person gets X amount of points, etc….). After student adaptation they should be able to independently seeking needed information on their own without asking the teacher.

- Let's get lost together! (It's ok to learn): See the curriculum as a reference, teacher should allow a certain degree of digression during class to explore other topics of interest and fulfill student curiosity wherever they take us. Get lost together!

  The teacher can spend time sharing personal hobbies and passion, in turn, try to understand the students' interests and trends. Establish a line of communication to share personal past time. Or, find a common point of interest and retreat back to that periodically to escape from dredging school work.

Strategies or Modifications for the Virtual Learning Environment

- Let's laugh and have fun (Establish an approachable teacher-student-relationship):
  This might become limited due to the lack of physical interactions. With this said,
  digital interactions can open new ways of positive interaction that entertains and
  peak student interest.

  Usage of emojis and gifs can be fun interactions. Or activities like create a google doc
  where each student can add a word or a piece of information on

- Be nice to each other (Mutual respect): Being able to wait and listen to others
  patiently to avoid chaos.

- Tell me what you think (Encourage questions): Lacking a physical presence and limited
  interaction it might be harder for teacher to get certain activity procedures and
  directions across. Students should feel safe to ask questions when lost.
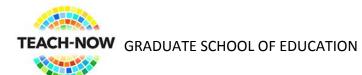
Clear Routines and Procedures	
Situation	**Steps**
Entry Routine	- Say hi to the teacher. - Wait for the teacher to assign a seating arrangement. - Take out their pencil cases or go get the communal stationeries if they are lacking. - Taking out their communication books and writing down the date and the day's objectives. - Put their communication nooks on the TA's table. - Return to their seats and take out their student book.
Review Routine	- Ask about previously learned topics and target languages. - Individually check each student's retention. - As a class check the class' retention. - Activities such as 'run and write' as

	- students from each team take turns running to the board and write down the target language (whether spelling a vocabulary or composing a sentence). - Students write down new target language or grammar rules in their yellow notebook.
Assessment Routine	- Take out the necessary materials for the assessment (pencils, erasers, and yellow notebook). - Staying quiet and not looking around. - Raise hands when there's a question and wait for the teacher to come. - Find a book to read, do homework, or play at their desk quietly upon completion.
Break time Routine	- Try to speak English. - No running. - No throwing balls.
Exit Routine	- Review the day's content, and next class' objectives. - Students count the points or stickers earned for the day. - Return chairs and tables to their original places. - Put chairs on top of the tables (if the last day of class). - Say goodbye to teacher.
Routines for the Online Classroom:	
Login Routine	- Say hi to the teacher and classmates. - Chat and share the day's experience with others while waiting for the rest of the class to log on. - Check the day's objectives and target language. - Take out necessary stationeries.

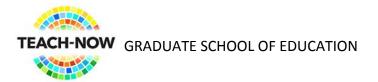|	
Class Routine	- Wait to be called upon to speak. - Ask for assistance if lost.
Logout Routine	- Review the day's objectives. - Review given assignments and requirements. - Ask questions and clear misconceptions. - Say goodbye to class.

Transitions	
Situation	**Steps**
Entry Transitions	- Teacher says "com-", students reply "-munication book" while taking out their communication books. - Students who finish their communication book will go write their names beneath their team. - First students to finish their name can decide what they want for their team. This completes the entry transition.
Academic Transition	- A breaktime in between these two segments. The 15 minute break itself is the transition. - This transition starts when the teacher says "break time".
Workbook Transition	- Teacher hums "workbook please", and students reply "please thank you" while taking out their workbooks.
Focus Transition	- Teacher puts one finger in front of mouth like the "quiet" gesture, the other hand starts counting down. Students see this and know to get the others attention to look at the teacher and be quiet. Once the teacher acquires the class' attention

	the teacher can then transition to the next part of class.
Exit Transition	- The teacher assistant enters and start jogging down the points each student earned in their communication books. The teacher does a last review Q&A of the day's content then says "bye bye!", and the students reply "goodbye teacher".
Transitions for the Online Classroom:	
Login Transition	- Teacher greets each student and engage in small chit chat, students may also chat with each other. Once the class is ready the teacher will signal for attention by saying "Alright class, let's begin!"
Logout Transition	- The teacher says "Alright class", makes sure he/she has all the students' attention. Double check to see if anybody has a question. Then says goodbye to class and waits til the whole class signs off.

Response to Culture Shock from Displacement Traumatic Stress	
Trauma Symptoms	**Response Strategies**
Often fatigued	Encourage the student to take up a new hobby.
Lack of interest	Join an after school club and meet new friends.
Easily agitated	Making myself available whenever the student wants to chat.
Depressed	Be more observant and sensitive to the student especially during the

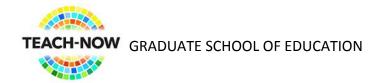|	uncertainty and doubt phase
Being more quiet than normal	communicate and try to persuade the student to be more open minded.
Refusing to join group activities	Try to be positive and energetic, lead by example.

Management Technology	
Technology	**Rationale and Use**
Best Sand Timer	This tool is very straightforward, it's a countdown timer that's designed to be more visually chic with a simplified interface. I chose this app because I use the countdown timer quite consistently in my classrooms as they help both the students and I to manage time.
Technology for the Online Classroom:	
TeacherKit	Teachkit seems to be extremely helpful in helping the teacher keep track of all his/her classes and students. It is multifunctional, being able to track attendance, to grades of various assignments and tests, as well as roll calls and daily performance. What I felt as the most impactful function is its ability to summarize a student's overall performance in every aspect into a statistical chart which can be shared to parents. Generalized data that can help visually inform a student's academic growth is something that can be appreciated by both parents and teachers.

Family Communication	
Tools for Regular Communication	- *Constant update when issues are observed and consistent lines of communication*- I found many conflicts between the school and parents are caused by the lack of communication while the

	issue was developing with the student of interest. When the parents are finally contacted they often feel blind-sided by an issue that might have already gotten out of control. Consistent update on student development can actually help protect the school while keeping the parents in the loop. - *Staying empathetic but objective*- Empathy can go a long way when discussing problematic situations with parents while staying objective can help you see the bigger picture. - *First sweet then sour*- Always try to discuss positive aspects of the student in question first. This would make the parents more receptive when you deliver the more difficult news afterwards. - *Be a good listener*- After the delivery, listen to what the parents have to say. This will help you get a better grasp of their perspective and experience, therefore providing you a more encompassing comprehension of the student's situation; and hopefully help you find a more effective solution. Parents will also appreciate a teacher who's a good listener and willing to understand their story.
Reporting Requirements for Suspected Child Abuse:	My current school does not have a policy in case of child abuse. Taiwan's Ministry of Health and Welfare dictates the case be reported to police by calling 110 if there is immediate danger to an individual. If the situation has been ongoing for a period of time then it should be reported to 113 hotline for their assistance. Ministry of Health and Welfare https://www.mohw.gov.tw/cp-190-231-1.html#:~:text=%E4%BB%BB%E4%BD%95%E6%99%82%E9%96%93%EF%BC%8C%E8%8B%A5%E6%82%A8%E7%99%BC%E7%8F%BE,%E6%82%A8%E7%9A%84%E5%80%8B%E4%BA%BA%E8%B3%87%E6%96%99%EF%BC%8C%E8%AB%8B