



SUPPORTING STUDENTS WITH DIFFICULTY WITH AN ASSET-BASED APPROACH

ACCOMPAGNEMENT DES ÉLÈVES EN DIFFICULTÉ PAR L'INTÉGRATION DE LEURS FORCES



SPÉCIALISTE SPECIALIST

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TYPE DE RESSOURCE RESOURCE TYPE

Balado / Podcast



LANGUE DE LA RESSOURCE LANGUAGE OF RESOURCE

Français / French



BALISES TAGS

- Asset-based approach
- Students with special education difficulties
- Special education



TEMPS ESTIMÉ REQUIS ESTIMATED TIME REQUIRED

30 minutes to ½ day inservice



APERÇU DU CONTENU CONTENT OVERVIEW

There's always the perception that immersion isn't for everyone. Because of the lack of support available in immersion, we often hear of students being removed from the program when they begin to struggle. Melissa's research and classroom experiences have shown that this is not the case. Melissa shares approaches that serve to improve the engagement, well-being, motivation and academic experience of immersion students.



MESSAGES CLÉS KEY MESSAGES

- All students can learn and have strengths to bring to the classroom. Know your students, they are all unique and bring their uniqueness to the class.



LES TROIS PREMIERS CONSEILS D'UTILISATION TOP THREE SUGGESTIONS FOR USE:

1. Support your French immersion teachers with professional learning about special education. Listen to the first three minutes of the podcast and ask for their reaction.
2. Melissa gives an example at the end of the podcast of what teachers can do tomorrow. Challenge your teachers to try it!
3. Discuss how your teachers demonstrate their knowledge of their students in the classroom. Create a list to share throughout the school.





PRINCIPAUX ÉLÉMENTS

MAIN FEATURES

2:10 - The importance of ensuring that teachers believe in the mindset that all students can learn. Teachers need to know their students. All students are unique and may require different support to be able to demonstrate their learning in a second language.

3:00 - Melissa describes why it is so important to be of a mindset that all children can learn.

4:25 - Melissa has created a “Strengths Wall” in her classroom. Listen to how this works here.

5:54 - How to begin to understand the strengths of your students.

7:00 - Using the strengths of your students to support their areas of weakness.

8:25 - Melissa discusses how she approaches evaluation.

9:30 - Dispelling the myth that using a strength-based approach is more work, such as the importance of knowing your students, flexibility, class structure, small group work and planning.

11:00 - What one might see in a classroom that works with this approach (transitions, learning about the students, teaching while referring to the students’ strengths, student talk time is higher).

13:20 - Socio-emotional gains: students who struggle see more gains when they are valued members.

15:00 - Melissa describes her doctoral research that supports this approach: focus on strengths, classroom environment, social emotional supports.

17:15 - The role of the educator in developing this approach in their classroom.

19:30 - Examples from Melissa’s classroom. Including retention of her students.

22:45 - What teachers can do tomorrow in their classroom to support this approach.

