**Class Profile #1**

 **Classroom Strengths**  **Classroom Challenges**

**Class:**  12 males; 11 females

**Considerations**:

1. Large rural area, students travel long distances on bus
2. About 30% of students are Indigenous

Lack self-regulation skills

Wide geographical distribution leads to lack of community, belonging

Language/Literacy proficiency

High Energy

Enjoy speaking in front of classroom peers

Curious, interested, eager to learn

Visual/Kinaesthetic learners

**Class Profile #2**

 **Classroom Strengths**  **Classroom Challenges**

Emotionally at risk

Poverty

Medical needs

Organizational skills

Social skills

Attendance

Critical thinking

Empathic, sensitive

Curious, interested, eager to learn

Diversity of strengths

**Class:**  11 males; 13 females

**Considerations**:

1. Inner City School
2. About 70% of students learning English as an additional language

**Class Profile #3**

 **Classroom Strengths**  **Classroom Challenges**

High Anxiety

Trauma (refugee families)

Challenging behaviour

Critical thinking

Gender Imbalance

Unique interests

Supportive community/families

Multilingual, multicultural

Rote skills

**Class:**  17 males; 7 females

**Considerations**:

1. Families used to traditional schooling
2. About 85% of students learning English as an additional language

**Class Profile #4**

 **Classroom Strengths**  **Classroom Challenges**

Large Class size

Attentional issues

Low tolerance for boredom or “teacher talk”

Divided socially along class lines

Expressive, communicative

Musical, kinaesthetic

Active, learn by doing

**Class:**  13 males; 17 females

**Considerations**:

1. Significant parental pressure to “do well”
2. Divided socio-economically – some wealthy families, also basement suites occupied by lower income families