This case study focuses on a diverse group of students who were new to the school, struggled to connect with their peers and were non-native English speakers. The teacher faced a challenge in recognizing that students have different needs and needed to re-evaluate his teaching methods to assess students based on what they know.

**This Suit’s for Wearing**

***Philosophy: What do you think it means to be a quality educator?***

Being a quality teacher goes beyond delivering the set curriculum. While it's important to cover the required content, it's not effective unless the content is being adapted to meet the needs and learning styles of each student. It's about creating a classroom environment that not only fosters learning growth but also ensures that students feel supported, safe and engaged in learning. Teachers are role models, and mentors to their students, they need to inspire students to have a sense of belonging, generosity, mastery, and independence to achieve their full potential and not limit them. Teachers need to be able to recognize the structural limitations of the educational system and actively work to improve upon those frameworks as well as attempt to teach through them. Ultimately the goal should be to adapt the systematic structures rather than adapt students to those said structures. In this case, Dyer's problem in his class was that he stereotyped students based on their social circles, and backgrounds (especially non-native speakers), and perceived them as their “inability” to fit in with the rest of the class. As educators, it is essential to embrace and appreciate these differences and foster an inclusive environment where all students get the help they need to learn.

***Implications for Practice: Whether we like to admit it or not, the myth of the normal child affects our perceptions of our students. How will you challenge this myth in your own practice***

In my practice, I will challenge the “myth” of the normal child by embracing and recognizing diversity within the classroom. By acknowledging this I will be able to adapt my lessons to meet the needs of the students individually rather than as a group. There is no “normal” child in school, all students learn in different ways and it's important for us as teachers to recognize that and for our students by creating a safe environment where all students no matter their background, or their learning levels feel safe and accepted. A way to challenge this myth is to follow Shelley Moore (2016), where she introduced the 7-10 split. I learnt that instead of rolling down the middle (for a lesson plan) and aiming to get the “normal/majority” of the students, aim for the outer sides to get to the students who usually get left out. Moore said that like bowling we need to "enter at a curve [so] you will knock down more pins (students) and create a bigger domino effect... [to] knock down the most pins with one shot, we aim for the pins that are the hardest to hit.”. To challenge this “myth”, I need to constantly reflect on my teaching to see if I am supporting the students enough, equally, and meeting their needs.