MY TEACHING PHILOSOPHY

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Intro

⭐ When it comes to teaching, as well as managing your own classroom, each individual has their own way of handling the situation and approaching the situation. Sometimes it can change day-to-day, and for others, the same routine for every class every day is more productive and manageable.
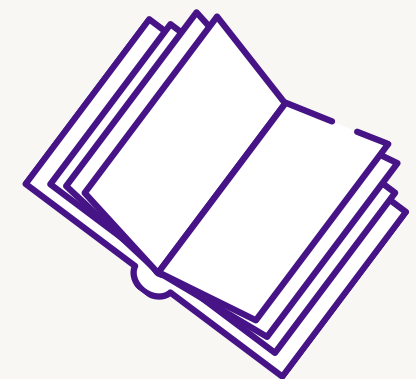
Personal Values

- Make the classroom a space of actual learning

- Make it a space for the students to feel comfortable

  ★ feedback and constant conversation

  ★ providing them with information they can use

- a space where students can feel seen and heard, as well as a place for them to learn something for the future, not just for a test

Theories of Learning - Humanistic

> "emphasizes personal freedom, choice awareness, & personal responsibility" (Parkay, 2018, p. 59)

> avoid forcing "students to learn; instead they should create a climate of trust & respect that allows students to decide what and how they learn" (Parkay, 2018, p. 60)
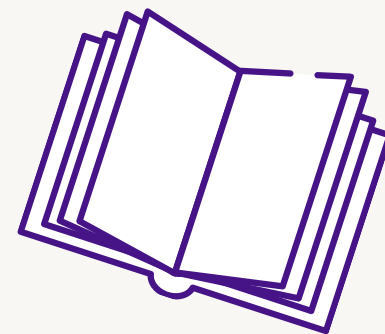
★ In my classroom, students learn their actions have consequences but through trust and the ability to be their own person
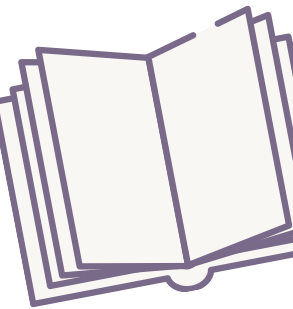
How students learn is just as important as what they learn, they are the focus of the classroom to make it a space they want to be in
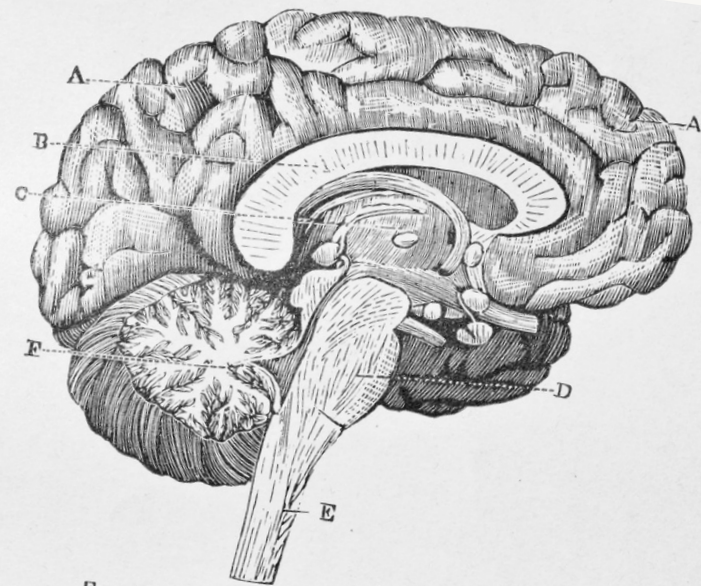

FIG. 31.—VERTICAL SECTION OF THE BRAIN.
A, Left Hemisphere of Cerebrum.
B, Corpus Callosum.
C, Optic Thalamus.
D, The Pons Varolii.
E, Upper Extremity of the Spinal Cord.
F, The Arbor Vitæ.

Theories of Learning - Constructivism

- Cognitive Science
  - ★ "views learning as an active process in which learners construct understanding of the material they learn" (Parkay, 2018, p. 61)
- "focuses on the processes of learning rather than on learning behavior" (Parkay, 2018, p. 61)
  - ★ scaffold learning for the students
- "student-centered rather than teacher-centered" (Parkay, 2018, p. 61)

Philosophies of Education
Social reconstructionism

- schools should take the lead in changing or reconstructing society, not only transmitting knowledge about existing social order but actively seeking to reconstruct it as well (Parkay, 2018, p. 58)

- our job is to give knowledge for the next generations to make positive change

Philosophies of Education
Care Ethics & Moral Edu

> "The primary aim of moral education is to produce people who will engage successfully in caring relations" (Noddings, 2010, p. 6)

> cannot be forced

- ★ must have lines of communication established
- ★ listen to the needs and perspectives of others
- ★ work towards a concept of justice that is acceptable to all parties involved

Classroom Management

Parmar

Simon

Fairfield

Glasser
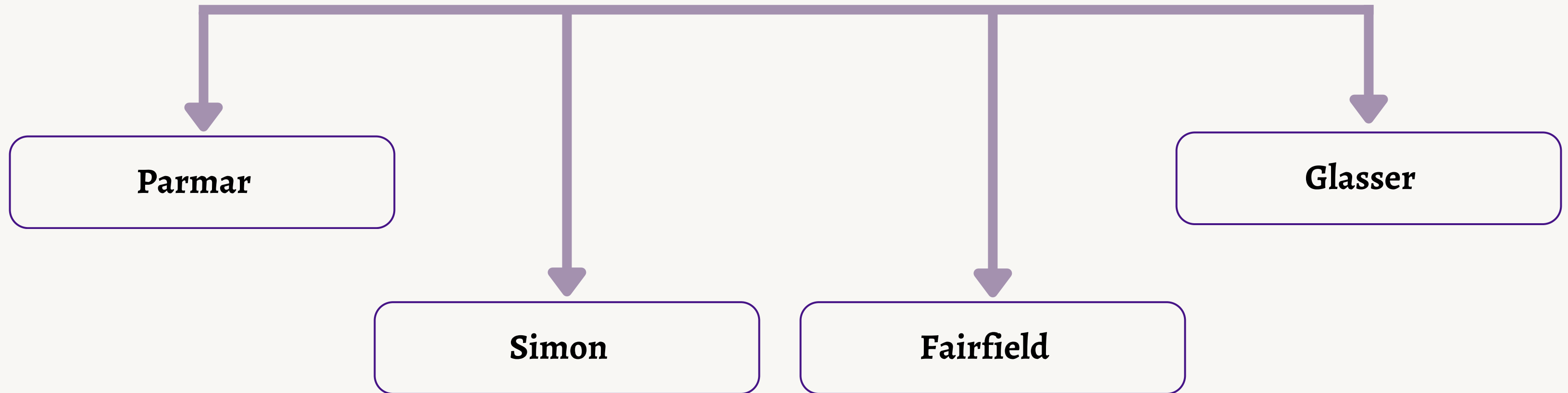
Classroom Management: Parmar

The only way to create a classroom where students feel seen and heard is to establish trust and that cannot happen unless they know who their teacher is, what are their beliefs, and that more than anything how they plan to help

"As teachers, we have found that identifying ourselves to students in terms of our own positionality—that is, naming exactly who we are in terms of the racial, ethnic, and religious group memberships that affect our social position—has been a way to carve a safe space for students in which to discuss sensitive racial and ethnic matters." (Pollock, 2008, p.6)
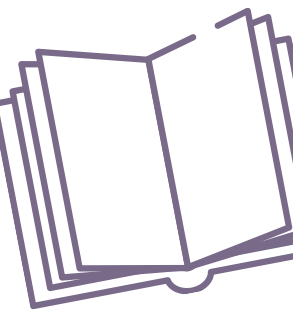
"We have also found that as educators, we cannot possibly begin to teach with frankness unless we name who we are in relation to our curriculum and admit what we do and do not know." (Pollock, 2008, p.1)

Classroom Management: Simon

- School as a community

- Nurturing classroom culture

- Climate of respect, trust, & security

- Everyone is valued equally in the classroom community

- "Teachers focused on making learners feel comfortable and safe by flexibly utilizing classroom space. This helped keep learners relaxed and motivated as they participated in different activities." (Simon et. al, 2021, p. 14)

To make the classroom comfortable, the surrounding school needs to be taken into account. Making sure to include other parts of the school community as one ensures students develop their own interest and see the teacher cares just as much about what they do in the classroom as well as outside of it

Classroom Management: Fairfield
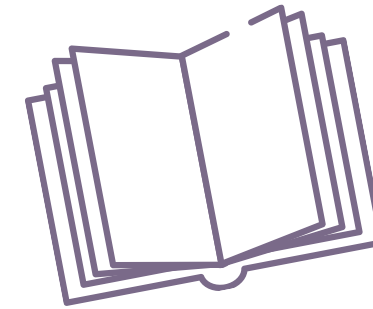
- It argues that listening is not simply a passive act, but an active and creative process that involves questioning, interpreting, and responding to what is being said

  - ★ "Listening, it must be stressed, is a highly complex act. It is an act of appreciation and receptivity, but to receive is not to surrender the will and be passive upon; it is a mode of engagement" (Fairfield).

  - ★ "To listen is to acknowledge that we are being addressed, that someone is not only speaking, but speaking to us" (Fairfield).

Giving the students the opportunity to learn how to listen to each other, as well as the teacher, gives them life skills while also helping them truly feel heard and seen amongst each other in the safe environment

Classroom Management: Glasser

Working with all other models, making sure to model listening and interacting with others is the only way the students can really understand how to respect themselves and each other. Unless they see the example behavior, they won't know how to create the space I am trying to have in my classroom

It emphasizes the need for teachers to reflect on their own communication style and how it can impact their management efforts. The document also suggests independent reading on various topics related to classroom management, such as zero tolerance policies, testing procedures, mental health challenges among students, and meeting the needs of LGBTQI students

"Teachers exert positive influence by demonstrating the behavior they expect, speaking with students in a kind and helpful manner, teaching students how to follow routines, having students practice kindness and civility, and providing feedback that is helpful rather than punitive." (Charles, 2019, p. 15)

Case Study pt 1 : Communication

At the beginning of the year, we started off with the unit on Short Stories, and we read The Hockey Sweater, a story about being unique. Then students had to write about a time that made them unique, whether it be something they did, had, went through, or just about anything.

- My Cooperating Teacher and I split up who would read and grade which of our classes. In each of the ones I did, I made sure to make a little comment, relating to them or encouraging them in some way to begin creating a space to be heard in the classroom.

- After the students received their copybooks back with my comments, there was one girl who came up to me and immediately started a conversation about what I wrote and she ended it by saying I was cool

    ★ From the beginning of the year open communication was established with the students and created the opportunity for more as the year continued
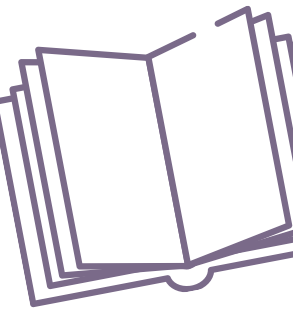
Case Study pt 2:
Personal Responsibility

While most of our classes often have the issue of talking too much when they are supposed to be working or listening, there is one class in particular that simply just will be talking constantly and has to be stopped several times each class period.

- Each class period I am constantly stopped and waiting for silence, raising my voice, or specifically calling out students who are talking when they shouldn't be. The only thing that has started to work a bit is if I remind them it is their own time their wasting and that they are simply being disrespectful. In beginning to have them realize the conseqences of their actions and that they have to take ownership of their actions it has started getting through to them.

- It has even reached the point where other students have begun telling them to be quiet, showing them they are being rude to each other not just me; this is another way the classroom is becoming a space of expected respect, as well as teaching them skills they need later in life.

Conclusion/My Philosophy

My job as an educator is to give these students the knowledge and skills that can get them through life as kind, intelligent people and the only way to do that is create a classroom where they can be themselves and feel heard and seen
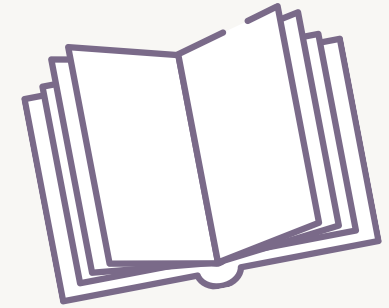
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