



My Personal Philosophy of Early Childhood Education

Belief Statement The home and the early childhood education center happen to be the most important places for the socialization of the child. As a matter fact, both the home and the early childhood education center are responsible for developing the child – a complete individual. The child represents the future of my nation and the world at large. What I want children to be is therefore identical to my vision of an ideal society. As an early childhood educator, I want to provide the best possible education for my students so they would create the ideal society we all have collectively envisioned.

Philosophical Statement All students are capable of learning. Even so, every child is an individual with learning needs that differ from the needs of his or her peers. As an early childhood educator it is important to me to teach children with respect to their developmental stage. At the same time, however, I do not overlook the fact that some of my students could be slower than the rest, while a few may even be gifted. Nonetheless, I would like all my students to get to love learning as much as I do. For this reason I believe that educators must continue to conduct research on the art and science of teaching, and develop themselves so as to help their students learn as effectively as possible. I further believe that hands-on learning in early childhood education centers is crucial to the development of children. Human beings learn by doing. All the same, certain children seem to need more time to reflect on the activities that are assigned in the classroom. I do not discourage individuality in the classroom, even as I realize that hands-on activities help most students with their social and linguistic skills. In my classroom, there are 28 students and the room is not big enough to accommodate center areas. However, we have made adjustments. Centers are done at their tables. Every day, each table does a new center. (I create 5 per week). I also have other activities for my students, such as whiteboards, phonics puzzles, ABC's on cookie sheets, and activities that are exclusively available in dishpans that we refer to as buckets. When students are done with assigned activities, they get a bucket and find a spot on the floor. It seems to be working well, as they are learning. I additionally trust the fact that young students need to learn by watching. I model for my students before we can practice together, after which they complete the activities on their own. It amazes me how quickly most children are able to learn by watching. Moreover, it empowers me as an early childhood educator seeing as I am able to influence their thinking in profound ways. This is the very reason why ethics play a vital role in early childhood education. Indeed, the early childhood educator must be careful to teach the young only that which he or she would like to experience in the outside world. Raw minds of little children must be nurtured with great gentleness and care. I consider this a significant issue to discuss with the parents of my students. After all, early childhood education cannot be complete without the environment that the child is exposed to outside the classroom. Thus, I am confident that the advice and support of parents helps to make early childhood education more effective.

Personal Philosophy Of Education Paper

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A Syllabus in the Philosophy of Education (introductory Course) Based on the Dewey-Killpatrick Views Herman Harrell Horne, 1927 **Affective Teacher Education** Patrice R. LeBlanc, Nancy P. Gallavan, 2009-03-16 Affective Teacher

Education is one of the first books to provide teacher educators classroom teachers school administrators and teacher candidates with research and recommendations related to affective education All teachers want to become professional educators they want find satisfaction and reward in their chosen careers Likewise all teachers want to show their students in all grade levels and in all subject areas how to acquire apply and appreciate appropriate dispositions or outlooks related to the course content and as a community of learners This book guides and supports teachers to fulfill these two goals Each chapter explores a different aspect of affective education and offers the reader useful suggestions to prompt self assessment professional conversations and developmental activities Affective Teacher Education helps teachers to visualize teaching and learning holistically linking the knowledge skills and dispositions that students need to know do and feel to achieve in school and become lifelong learners Teaching and Learning for Social Justice and Equity in Higher Education Laura Parson, C.

Casey Ozaki, 2020-06-01 This book is the first of four edited volumes designed to reconceptualize teaching and learning in higher education through a critical lens with this inaugural publication focusing on the fundamentals behind the experience Chapter authors explore recent research on the cognitive science behind teaching and learning dispel myths on the process and provide updates to the application of traditional learning theories within the modern diverse university Through reviews of fundamental theories of teaching and learning together with specific classroom practices this volume applies social justice principles that have been traditionally seen as belonging to K 12 or adult education to higher education **Jesse Stuart On**

Education J.R. LeMaster, 2021-12-14 Could a man who never earned a master s degree tell the nation s teachers and administrators how to run their schools Jesse Stuart who had a life long love of education did just that From Stuart s autobiographical works J R LeMaster has chosen selections that demonstrate his philosophy of learning and teaching and his philosophy of life The selections establish a loose chronology of events in Stuart s lifelong education and describe his experience as preschooler student teacher and school administrator This multiple perspective LeMaster suggests is essential to understanding the process we call education a process Jesse Stuart located in nature believing that human beings are first and foremost natural beings and only incidentally cultural beings That is while we belong to an order of human beings we also belong to a larger order a universe of living things In his general introduction LeMaster discusses Stuart s life and philosophy providing the reader with a backdrop against which to study selections from *Beyond Dark Hills* *The Thread That Runs So True* *The Year of My Rebirth* *God s Oddling* *Mr Gallion s School To Teach To Love* and other Stuart works Each excerpt is illumined by LeMaster s discussion of its place in Stuart s philosophy of education Those concerned with the apparent breakdown of the American educational system will find much to consider in LeMaster s discussion of the

implications of Stuart's views on education. He contends that the present crisis in our schools stems from an inadequate philosophy for living and that Jesse Stuart, who believed education was a natural development, knew as much all along. **Personal Philosophy of Education** Debbie Barry, 2013-10-04. My personal philosophy of education is an eclectic blend of several different philosophies. Because of this, I am able to adapt to a variety of teaching situations and to apply the concepts of various philosophies in my teaching. The purpose of education is to prepare students to be responsible, productive members of society and to preserve and perpetuate the important thoughts and ideals of the society. As such, education simultaneously serves both the individual student and the society. Teachers and students have specific roles to play in education, and neither group functions effectively without the other. Teachers facilitate student learning, and students participate as consumers in their education. Curriculum should be structured to give every student a firm foundation in basic subjects and to allow students to diversify their education according to their strengths and interests. Instruction should feature the organic learning associated with mixed age groups so that learning can be accomplished naturally and so that students retain as much education as possible.

Cases on Global E-Learning Practices: Successes and Pitfalls Sharma, Ramesh C., Mishra, Sanjaya, 2006-10-31. E-learning has assumed a significant role in the educational sector in both face-to-face learning and distance learning forms. Universities all over the globe have adopted e-learning methodology or are planning to implement it in the near future. **Cases on Global E-Learning Practices: Successes and Pitfalls** looks into global practices of e-learning, examining the successes and failures of e-learning professionals. It provides a judicious mix of practical experiences and research in the form of case studies. Written by experts from all over the globe, this book shows how to design instructional strategies for e-learning, illustrates the application of e-learning with case studies, and reviews the potential of e-learning in education and training. **Cases on Global E-Learning Practices: Successes and Pitfalls** gives an understanding of the practical implementation of e-learning technologies, including what to do and what to avoid.

Foundations of Adult and Continuing Education Jovita M. Ross-Gordon, Amy D. Rose, Carol E. Kasworm, 2016-12-27. A research-based foundational overview of contemporary adult education. **Foundations of Adult and Continuing Education** distills decades of scholarship in the field to provide students and practitioners with an up-to-date practical resource. Grounded in research and focused on the unique needs of adult learners, this book provides a foundational overview of adult education and an introduction to the organizations and practices developed to support adult learning in a variety of contexts. The discussion also includes select understandings of international adult education policy and methods alongside theoretical frameworks, contemporary and historical contexts, and the guiding principles of adult education today. Coverage of emerging issues includes the aging society, social justice, and more, with expert insight from leading authorities in the field. Many adult educators begin practice through the context of their own experiences in the field. This book provides the broader research theory and practice needed for a deeper understanding of adult education and its place in society. Learn the key philosophical and theoretical frameworks

of adult education Survey the landscape of the field through contemporary and historical foundations Examine key guiding understandings and practices targeted to adult learners Delve into newer concerns including technology globalization and more Foundations of Adult and Continuing Education provides an expertly led overview of the field and an essential introduction to real world practice *The Journal of Educational Sociology* ,1928 **Sociology of Education** ,1928 Provides a forum for studies in the sociology of education and human social development It publishes research that examines how social institutions and individuals experiences within these institutions affect educational processes and social development Such research may span various levels of analysis ranging from the individual to the structure of relations among social and educational institutions The journal presents a balance of papers examining all stages and all types of education at the individual institutional and organizational levels **International Handbook of Self-Study of Teaching and Teacher Education Practices** J. John Loughran,Mary Lynn Hamilton,Vicki Kubler LaBoskey,Tom L. Russell,2007-07-03 The International Handbook on Self study of Teaching and Teacher Education Practices is of interest to teacher educators teacher researchers and practitioner researchers This volume offers an encyclopaedic review of the field of self study examines in detail self study in a range of teaching and teacher education contexts outlines a full understanding of the nature and development of self study explores the development of a professional knowledge base for teaching through self study purposefully represents self study through research and practice illustrates examples of self study in teaching and teacher education

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