

Educational philosophy

4 pages | 819 words

I believe that education is an individual, unique experience for every student who enters a classroom. In order for children to benefit from what schools offer, I think that teachers must fully understand the importance of their job. First, I believe that teachers must consider teaching to be a lifestyle, not a mere forty-hour-a-week job, because a teacher's goals for his/her students encompass much more than relaying out-of-context facts to passive students. As professionals entrusted with the education of young minds, teachers must facilitate learning and growth academically, personally, and ethically.

By providing a quality education to each individual in one's classroom, a teacher equips children with the tools necessary for success in life. In order to accomplish these lofty goals, I think it is important first to establish a mutually respectful, honest rapport with students — a relationship in which communication is of the highest priority. Through this relationship, a fair, democratic environment based on trust and caring can be established in the classroom, making it possible to interact confidently and safely in an academic setting.

Once this foundation is established, the educator has already accomplished a major goal: the ethical characteristics of equality; open, honest communication; and trust have been emphasized and put into practice without having to preach to students. Demonstrating these ethically correct behaviors in the classroom and expecting students to model them prepares them for adult interaction and survival in the future. Academic learning must begin with motivation and inspiration. Students deserve an educator's passion for both the subject at hand and learning as a whole.

Teaching and learning become a simultaneous journey for both the teacher and students when students' energy is aroused by a teacher's genuine intensity for learning, because everyone is ready and willing to participate in active learning. To achieve active learning, a teacher must demonstrate enthusiasm and express confidence in the students' abilities to learn and be successful. Employing constructivist methods of teaching in one's classroom forces students to take an active role in their education by making choices and assuming responsibility for intelligent inquiry and discovery.

For instance, discussions, projects, and experiments ensure student achievement and allow students and the teacher to discover individual student's preferences and strengths. This approach facilitates differentiated activities for each student's distinctive ambitions, making the subject more relevant to every student's life. Personal growth is accomplished when a teacher adopts a mentoring role. Displaying warmth and compassion shows students that teachers love them and are empathic, feeling human beings.

One-on-one mentoring involves personal conversations about goals, and taking time to share ideas and experiences. To be a mentor to every student, a teacher must project positivity, exhibit flexibility and confidence, set high expectations for oneself, and demonstrate fairness and consistency. In doing so, students can see appropriate adult behaviors first-hand and begin to emulate them as they mature. I believe that all children have the ability to learn and the right to a quality education.

All youths, regardless of gender, race, ethnicity, and capabilities should have the opportunity to learn...

Philosophy Of Education Paper

Michael A. Peters, Jeff Stickney



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Essays in the Philosophy of Education Celeste Ordas-Botor,1995

International Handbook of Philosophy of

Education Paul Smeyers,2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics Voices from the present and the past deals with 36 major figures that philosophers of education rely on Schools of thought addresses 14 stances including Eastern Indigenous and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg

New Essays in the Philosophy of Education (International Library of the Philosophy of Education Volume 13) Glenn Langford,D.J. O'Connor,2010-02-25 This volume includes discussions on the concept of education and such related topics as indoctrination and the nature and scope of the theory of education **An Essay Towards a Philosophy of Education** Charlotte Maria Mason,2021 This book explains that the natural and only quite wholesome way of teaching is to let the child s desire for knowledge operate in the schoolboy and guide the teacher This means that without foregoing discipline nor cutting ourselves off from tradition we must continue experiments already being started in our elementary schools These are based on the chastening fact that children learn best before we adults begin to teach them at all and hence that however uncongenial the task may be we must conform our teaching methods to those of Nature The attempt has often been made before But in this book there is a rare combination of intuitive insight and practical sagacity The author refused to believe that the collapse of the desire for knowledge between seven and seventeen years of age is inevitable

Educational Judgments: Papers in the Philosophy of Education James F. Doyle,1973-01-01

Reason and Education H. Siegel, 1996-11-30 Israel Scheffler is the pre eminent philosopher of education in the English speaking world today This volume collects seventeen original invited papers on Scheffler s philosophy of education by scholars from around the world The papers address the wide range of topics that Scheffler s work in philosophy of education has addressed including the aims of education cognition and emotion teaching the language of education science education moral education religious education and human potential Each paper is followed by a response from Scheffler himself The collection is essential reading for anyone concerned with contemporary scholarship in philosophy of education or with the place of this singularly important author in it *Educational Judgments (International Library of the Philosophy of Education Volume 9)* F. Doyle James, 2010-02-25 The topics covered in this volume originally published in 1973 include the need for a more adequate concept or definition of education the issue of whether indoctrination is compatible with education particularly with moral education and the processes of judging the merits of different approaches to aesthetic education Two contributors present complementary analyses of the relations between freedom as a characteristic of institutions and the process of learning to be a free man There is discussion of the neglected subject of rights and duties in education with special emphasis on the question of a universal right to education The volume concludes with papers on the relevance of philosophy to the practical judgments of educators and to education as a field of study **A Companion to Wittgenstein on Education** Michael A. Peters, Jeff Stickney, 2017-05-03 This book bringing together contributions by forty five authors from fourteen countries represents mostly new material from both emerging and seasoned scholars in the field of philosophy of education Topics range widely both within and across the four parts of the book Wittgenstein s biography and style as an educator and philosopher illustrating the pedagogical dimensions of his early and late philosophy Wittgenstein s thought and methods in relation to other philosophers such as Cavell Dewey Foucault Hegel and the Buddha contrasting investigations of training in relation to initiation into forms of life emotions mathematics and the arts dance poetry film and drama including questions from theory of mind nativism vs initiation into social practices neuroscience primate studies constructivism and relativity and the role of Wittgenstein s philosophy in religious studies and moral philosophy as well as their profound impact on his own life This collection explores Wittgenstein not so much as a philosopher who provides a method for teaching or analyzing educational concepts but rather as one who approaches philosophical questions from a pedagogical point of view Wittgenstein s philosophy is essentially pedagogical he provides pictures drawings analogies similes jokes equations dialogues with himself questions and wrong answers experiments and so on as a means of shifting our thinking or of helping us escape the pictures that hold us captive **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. *Philosophy of Education* Philosophy of Education Society (U.S.). Meeting, 1971

New Essays in the Philosophy of Education Glenn Langford, Daniel John O'Connor, 2010 **Beyond Liberal Education** Robin Barrow, Patricia White, 2013-01-11 This collection of essays by philosophers and educationalists of international reputation, all published here for the first time, celebrates Paul Hirst's professional career. The introductory essay by Robin Barrow and Patricia White outlines Paul Hirst's career and maps the shifts in his thought about education, showing how his views on teacher education, the curriculum, and educational aims are interrelated. Contributions from leading names in British and American philosophy of education cover themes ranging from the nature of good teaching to Wittgensteinian aesthetics. The collection concludes with a paper in which Paul Hirst sets out his latest views on the nature of education and its aims. The book also includes a complete bibliography of works by Hirst and a substantial set of references to his writing.

Teaching Without Indoctrination: Implications for Values Education Charlene Tan, 2008-01-01 This book presents a comprehensive, well-structured, and enlightening survey of the problem of indoctrination as manifested in scientific, moral, religious, and social fields within the context of an intellectual milieu that prides itself in being liberal and democratic. In the craft of intellectual midwifery, which she masters, Professor Tan has but one prescription: constant reflection, but not of the solipsistic or sterile kind. Rather, she advocates fearless questioning within the bounds of a community of learning, which is what schools should ideally be, wherein we all recognise ourselves to be at once students and teachers. Professor Alejo José G. Sison, Rafael Escol, Chair of Professional Ethics, University of Navarra, Pamplona, Spain **The Purposes, Practices, and Professionalism of Teacher Reflectivity** Edward G. Pultorak, 2010-03-16 Very little information about the impact of reflection on teacher performance, teacher retention, and student learning is available in teacher preparation programs. This book provides practical and research-based chapters that offer greater clarity about the particular kinds of reflection that matter and avoids talking about teacher reflection generically, which implies that all kinds of reflection are of equal value.

This book addresses five very pertinent concepts 1 teacher reflectivity in theory and research 2 teacher reflectivity in teacher education programs 3 teacher reflectivity with teacher candidates 4 teacher reflectivity in schools and classrooms and 5 teacher reflectivity and international perspectives

Proceedings ... Papers, Reports, Discussions, Etc., Printed in the Journal of Engineering Education American Society for Engineering Education,1907 *Liberalism, Education and Schooling* T.H. McLaughlin,2017-03-27 A tribute collection of essays edited by author s colleagues and friends Practical Rationality, Learning and Convention Christopher Winch,2022-02 **Resources in Education** ,2000 *The education of mining engineers, a paper. Excerpt from the Trans., Federated inst. of mining engineers* John Herman Merivale (colliery manager.),1893 *Philosophy of Education Concerns: Purposes, Content and Methods of Education* Celeste O. Botor,Aniceta M. Ortinero,1994

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