

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...

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Community and Public Health Education Methods: A Practical Guide Robert J. Bensley, Jodi Brookins-Fisher, 2023-11-29 Updated to keep pace with this ever evolving field, the fifth edition of *Community and Public Health Education Methods: A Practical Guide* teaches students to effectively communicate health education messages and positively influence the norms and behaviors of both individuals and communities. Written by and for health education specialists, this text explores the methods used by health educators, including didactic techniques designed to guide others toward the pursuit of a healthy lifestyle. Divided into four sections, this well-organized guide begins with a focus on building the foundation for selecting and applying community and public health education methods. It then explores acquiring tools necessary for applying community and public health education and health promotion strategies. Section III examines health communication and media, including exploring social marketing concepts, applying health communication skills using social media, and exploring digital media strategies.

Introduction to Teaching Gene E. Hall, Linda F. Quinn, Donna M. Gollnick, 2013-01-04 An introduction to teaching and education showing prospective teachers how to inspire learning in students. It is packed with learning features such as teacher interviews and challenging assumption boxes to engage students and encourage debate.

Resources in Education, 2001

Professional Studies in Primary Education Hilary Cooper, Sally Elton-Chalcraft, 2018-01-27 This textbook provides a wide-ranging overview of everything you will need to know to prepare you for initial teacher training and your early career in the primary classroom. Covering practical issues including planning, assessment, and classroom organisation, and thought-provoking topics such as reflecting on your own teaching practice and developing critical thinking skills, this textbook gives you a pragmatic and insightful understanding of teaching in primary schools. This third edition has been comprehensively revised to include new chapters on Personal, social, health, and economic education; PSHE; Safeguarding and your responsibilities; Teaching EAL learners; Behaviour management and encouraging behaviour for learning; Inclusion and special educational needs, including the 2015 SEND Code of Practice; Critical perspectives on fundamental British values; Moving on to Master's level study. This is essential reading for all students on primary initial teacher education courses, including university-based PGCE, BEd, BA with QTS, and schools-based

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Outdoor Environmental Education in Higher Education Glyn Thomas, Janet Dymont, Heather Prince, 2021-11-01 This book brings together an international group of authors to discuss the outdoor environmental education OEE theory and practice that educators can use to support teaching and learning in higher education The book contents are organised around a recently established list of threshold concepts that can be used to describe the knowledge and skills that university students would develop if they complete a major in outdoor education There are six key sections the theoretical foundations and philosophies of OEE the pedagogical approaches and issues involved in teaching OEE the ways in which OEE is a social cultural and environmental endeavour how outdoor educators can advocate for social justice key approaches to safety management and the need for on going professional practice The threshold concepts that form the premise of the book describe outdoor educators as creating opportunities for experiential learning using pedagogies that align their programme s purpose and practice Outdoor educators are place responsive and see their work as a social cultural and environmental endeavour They advocate for social and environmental justice and they understand and apply safety principles and routinely engage in reflective practice This book will provide clarity and direction for emerging and established outdoor educators around the world and will also be relevant to students and professionals working in related fields such as environmental education adventure therapy and outdoor recreation *APAIS 1992: Australian public affairs information service* ,

Resources in Vocational Education , 1980 **School and Home Education** , 1916 *APAIS 1994: Australian public affairs information service* , *Journal of Health, Physical Education, Recreation* , 1963 *Journal of Proceedings, and Addresses* National Educational Association (U.S.), 1891 *Journal of Proceeding and Addresses* National Education Association of the United States, 1891 Vols for 1866 70 include Proceedings of the American Normal School Association 1866 69 include Proceedings of the National Association of School Superintendents 1870 includes Addresses and journal of

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