



## 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

**Debbie Barry**



## **Personal Philosophy Of Education Paper:**

**Affective Teacher Education** Patrice R. LeBlanc, Nancy P. Gallavan, 2009-02-16 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 A 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 group 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 educations 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

**A Syllabus in the Philosophy of Education (introductory Course) Based on the Dewey-Killpatrick Views** Herman Harrell Horne,1927 *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,2016-11-23 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 *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 **The Journal of Educational Sociology** ,1928 *Resources in Education* ,2001-04 Worldviews and Christian Education W. Shipton, E. Coetzee & R. Takeuchi,2014-04 In Worldviews and Christian Education editors W A Shipton E Coetzee and R Takeuchi have brought together works by experts in cross cultural religious education The authors and editors have a wealth of personal experience in presenting the gospel to individuals with various worldviews that differ greatly from those held by Christians who take the Bible as authoritative They focus on the beliefs and issues associated with witnessing to seekers for truth coming from backgrounds as diverse and animism Buddhism Confucianism Hinduism Islam Marxism Taoism and postmodernism Back Cover Beyond Cartesian Dualism Steve Alsop,2006-02-15 There is surprisingly little known about affect in science education Despite periodic forays into monitoring students attitudes toward science the effect of affect is too often overlooked Beyond Cartesian Dualism gathers together contemporary theorizing in this axiomatic area In fourteen chapters senior scholars of international standing use their knowledge of the literature and empirical data to model the relationship between cognition and affect in science education Their revealing discussions are grounded in a broad range of educational contexts including school classrooms universities science centres travelling exhibits and refugee camps and explore an array of far reaching questions What is known about science teachers and students emotions How do emotions mediate and moderate instruction How might science education promote psychological resilience How might educators engage affect as a way of challenging existing inequalities and practices This book will be an invaluable resource for anybody interested in science education research and more generally in research on teaching learning and affect It offers educators and researchers a challenge to recognize the mutually constitutive nature of cognition and affect *Teaching, Learning and Education in Late Modernity* Peter Jarvis,2012-06-12 Professor Peter Jarvis has spent over 30 years researching thinking and writing about some of the key and enduring issues in education He has contributed well over 30 books and 200 papers and chapters in books on learning theory adult education and learning continuing professional education nurse education primary school education distance education and third age education In this book he brings together 19 key writings in one place Starting with a specially written

Introduction which gives an overview of Peter's career and contextualises his selection within the development of the field the chapters cover Learning Learning and Spirituality Learning and Doing Teaching The End of Modernity Learning in Later Life This book not only shows how Peter's thinking developed during his long and distinguished career it also gives an insight into the development of the fields to which he contributed In the World Library of Educationalists international scholars themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands of their work and see their contribution to the development of a field as well as the development of the field itself Contributors to the series include Richard Aldrich Stephen J Ball John Elliott Elliot Eisner Howard Gardner John Gilbert Ivor F Goodson David Labaree John White E C Wragg

**The Process of Community Health Education and Promotion** Eva I. Doyle, Susan E. Ward, Jody Oomen-Early, 2009-08-05 Improved health and quality of life are the overarching goals of community health education and promotion and thus form the backbone of this thoroughly revised and updated text The authors provide a balanced overview of the information perspectives and competencies that health professionals need to promote health and quality of life effectively in community school workplace and health care settings They orient the discussion within the professional paradigm of boundary crossing partnerships across health disciplines emphasizing the role of collaborative efforts to better meet community health needs The Process of Community Health Education and Promotion Second Edition is designed to stimulate thought discussion and action It incorporates real world examples practical questions and a conversational tone to engage readers in a meaningful way The authors experiential learning approach is evident in the multitude of special features designed to help readers explore ideas and test recommended approaches For example learning objectives and review questions highlight targeted learning concepts For Your Information boxes provide nutshell descriptions how to guidelines checklists and examples that complement and expand on chapter content The For Your Application activities at the end of each chapter offer abundant opportunities for self directed or instructor guided learning experiences Moreover the appendixes include a community assessment project guide and a professional portfolio guide to which many of the activities throughout the book contribute This text successfully links the classroom to the real world with a skills based focus that not only enhances professional preparation but also facilitates and supports continuing professional development

**STEM Education: An Overview of Contemporary Research, Trends, and Perspectives** Elliott Ostler, 2015-09-04 STEM Education An Overview of Contemporary Research Trends and Perspectives is a resource designed for STEM professionals in the field of education The book contains essays on STEM content ethics history research and educational programs

Leadership Education Frank H. Freeman, Kristin M. Axtman, Mary K. Schwartz, 1998 This sourcebook contains descriptions of original leadership course syllabi and programs for use by educators student activity directors and others designing and delivering leadership

development courses and programs To be selected for this sourcebook programs must focus on leadership contain details about curriculum objectives format outline learning modules projects activities and evaluation include innovative or unique content method of delivery or audience and have been included in a previous edition The descriptions are divided into five primary sections degree programs graduate and undergraduate academic sources from high school to graduate level cocurricular programs professional programs and community programs Also included are a bibliography of reading material used in the courses and programs two essays describing the design of new campus programs and an index for references to institutions course topics teaching methods and leadership skills and styles JMD *Journal of Health, Physical Education, Recreation* ,1963 **Foundation Concepts of Global Community Health Promotion and Education** Barbara Lorraine M Hernandez,Hernandez,2010-08-03 Foundation Concepts of Global Community Health Promotion and Education examines the underlying concepts appropriate in any global community health promotion and education course It investigates the history terminology philosophy theory ethics programs resources and settings for the practice of community health education and promotion The roles and responsibilities of health promotion practitioners are also explored in detail as are the many employment opportunities for health education and health promotion professionals Important Notice The digital edition of this book is missing some of the images or content found in the physical edition Resources in Vocational Education ,1979

**The Effective Special Education Teacher** Laurie U. deBettencourt,Lori A. Howard,2015-07-24 This comprehensive pedagogically rich guide aims to help teachers entering the rewarding field of special education become highly successful and competent The authors thirty plus years of experience interacting with teachers and learning their needs endows them with a deep understanding of important issues teachers encounter as well as their concerns about employing the best teaching methods The book s well structured easy to follow sections are devoted to developing collaborative relationships preparing individualized educational programs writing lesson plans selecting instructional and behavioral techniques and understanding the teacher evaluation methods in current use today Guidance is also provided for self reflection and formulating future goals Each chapter contains numerous vignettes rubrics templates strategies and stimulating activities

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