

**Personal Philosophy of Education**

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### **Introduction**

“It must be remembered that the purpose of education is not to fill the minds of students with facts... it is to teach them to think, if that is possible, and always remember to think for themselves.” (Robert Hutchins) It has always been my belief that you do not become a teacher because you woke up one day and said or thought to yourself, “I think I’ll try that.” I believe that to teach you must have a passion for either children or the art of teaching itself. Throughout this paper I will identify my personal philosophy for education. I believe that being a teacher is a privilege that should be taken seriously in all areas including, but certainly not limited to, the instruction that is being taught, the relationship between the teachers and students, diversity in and around the classroom, and parent teacher relationships.

### **Philosophy of Schools and Learning**

Throughout my education in this course as well as other courses with Liberty University, I have gained a better personal understanding of the perspective or rather, the philosophy based on faith and reason. There are times that living in such a secular world, we lose sight of the fact that there is a bigger understanding and meaning that a religious understanding sometimes provides. (Harris, 2015) Having faith and reason is important to me as I become an educator because I feel that there should be an understanding of some type of religion, thus affording a logical understanding of the lessons we teach. “An educator who teaches in good faith will fully actualize her philosophy of teaching in the classroom, which leads to greater job fulfilment and a higher likelihood of retention in the profession.” (Newburgh, 2019)

## **Instructional Practice**

To become a successful teacher, I would “educate my students by promoting positive values (integrity, compassion, fairness, and love of lifelong learning), as well as fostering citizenship and personal, economic, and social capabilities.” (Day et al., 2016) I would apply life concepts, which are also biblical principles into my classroom such as, “Treat others as you wish to be treated” (Matthew 7:12) By combining the different practices I would hope to create a population of students/learners that are, when the time comes, valuable in the workplace, and a foundation that we are all human and everyone deserves respect, and critical thinkers that are able to think for themselves and have that ability to live independent lives and to resolve the complex concerns they will encounter throughout life.

## **Teacher-Learner Relationship**

The teacher-learner or teacher-student relationship should be a relationship that is developed with many qualities that should be engaged and show reflection with a positive aspect. Four example elements of a teacher-learner relationship would include consistent communication, an emotionally safe learning space, mutual respect, trust and feedback, and lastly true equity. (Lee, n.d.) The teacher has many roles in the educational process. One that I would like to reflect on is that teachers should create “instruction that encourages students to actively participate in educational communication.” (Švaříček, R., 2019) Aside from being able to keep students engaged with the lessons or the instruction, teachers should be aware that each student is different and unique and may require a little something different, less, or extra. Teacher sensitivity is what I believe plays an important role in addressing this case as this is the ability the teacher has to interrupt the needs of each student and respond to them adequately.

(Koenen et al., 2018) To be a good student/learner the learner should want to learn and therefore must play an active role in the process to obtain the new lessons in a successful manner. (Shuell, 1988) The teacher-learner coupled together should be able to relate in a way that is positive, engaging, and has strong communication.

### **Diversity**

The statement above that all students are different is the biggest part of teaching. Students from all over the world create classrooms that are made up of different social classes, gender, age, ability, religions, ethnic backgrounds are amongst the obvious. (Plessis & Bisschoff, 2007) The ability to understand the diversity in the classroom should “enable the educators to increase the effectiveness of their efforts to provide the types of information and experiences that will facilitate the development of multicultural awareness and sensitivity in preservice teachers.” (Garmon, 2004) My philosophy in the classroom would have an impact in diversity with creating a warm environment where it does not matter who the student is or where they are from, everyone deserves the same respect as everyone else.

### **Parent Role and Relationship with Teachers**

While teacher-student relationships are important I also believe that a parent-teacher relationship is crucial in the education process for the student/learner. The engagement that a parent has is crucial for the opportunity to provide potential for positive student progress as well as academic achievement. (Minke, K et al, 2014) While not every relationship between parent and teacher is the same, some form of relationship is better than no relationship at all. The parent teacher relationship has shown to form “influences that would engage their children in

discussions of academic success” as well as provide interventions that could begin to develop through negative behaviors. (Minke, K et al, 2014) A student could spend as little as three to six and half hours away from their parents during a typical school day, while other students that engage in before or aftercare could be at school for as long as eleven and half hours per day. The parents that become involved create relationships that begin to co-care, where the parents and teachers are both concerned with the students social, emotional, and academic wellbeing. (Lang et al., 2020)

## **Conclusion**

In conclusion it is good to remember to not just teach facts, but to teach so that children have cognitive thought and actions. This is done by having a passion to teach. If you do not have a passion to teach, then do not, because you will not be efficient or effective in a positive manner. Religion should be kept in mind, even if not allowed to be taught, to ensure children are driven on a moral and ethical path. It is also important to remember that what you teach will one day be put into action within society through relationships and the workforce. While remembering the above practices, remember to involve the parents. These relationships will enforce your educational practices, while enforcing the parents’ practices, enabling the student/s to become responsible adults later in life.

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