

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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Woodhouse,1980 *Writing-Intensive* Wendy Strachan,2008-04-01 In one of the few book length studies of a major post secondary writing across the curriculum initiative from concept to implementation Writing Intensive traces the process of preparation for new writing requirements across the undergraduate curriculum at Simon Fraser University a mid sized Canadian research university As faculty members across campus were selected to pilot writing intensive courses and as administrators and committees adjusted the process toward full implementation planners grounded their pedagogy in genre theory a new approach for many non composition faculty So doing the initiative aimed to establish a coherent yet rhetorically flexible framework through which students might improve their writing in all disciplines Wendy Strachan documents this campus cultural transformation exploring successes and impasses with equal interest The study identifies factors to be considered to avoid isolating the teaching of writing in writing intensive courses to engender a university wide culture that naturalizes writing as a vital part of learning across all disciplines and to keep the teaching of writing organic and reflected upon in a scholarly manner across campus A valuable case history for scholars in writing studies WAC WID and curricular change studies *The Routledge Handbook of Corpus Approaches to Discourse Analysis* Eric Friginal,Jack A.

Hardy,2020-12-17 The Routledge Handbook of Corpus Approaches to Discourse Analysis highlights the diversity breadth and depth of corpus approaches to discourse analysis compiling new and original research from notable scholars across the globe Chapters showcase recent developments influenced by the exponential growth in linguistic computing advances in corpus design and compilation and the applications of sound quantitative and interpretive techniques in analyzing text and discourse patterns Key discourse domains covered by 35 empirical chapters include Research contexts and methodological considerations Naturally occurring spoken professional and academic discourse Corpus approaches to conversational discourse media discourse and professional and academic writing The Routledge Handbook of Corpus Approaches to Discourse Analysis is key reading for both experienced and novice researchers working at the intersection of corpus linguistics and discourse analysis as well as anyone undertaking study in these areas as well as anyone interested in related fields and adjacent research approaches The Journal of Education ,1876 Voice and the Fictional Narrative Donna

Rose Casella-Kern,1981 *Philosophy of Education in Action* David W. Nicholson,2022-02-06 Philosophy of Education in

Action An Inquiry Based Approach Second Edition is an innovative introductory text that invites readers to explore philosophy of education through the lens of their own observations and experiences Using the Wonder Model of Inquiry readers investigate the purposes of education how schools are designed to fulfill those purposes and the influence of philosophy on educational practices Grounded in authentic classroom vignettes and supported by examples from actual schools and educational programs readers think critically and creatively about philosophical issues Probing questions analyze the curriculum examine pedagogy conceptualize the role of the teacher and student in the learning process and explore the role of school organization and design Readers are guided to reflect upon their own practices and articulate their own philosophical beliefs Readers also imagine and design a hypothetical school using project based methods to interpret synthesize and evaluate different educational philosophies The Continuum of Educational Philosophy locates practices in relation to philosophical perspectives The Second Edition includes updated sources and examples of schools and programs that represent different philosophical perspectives In addition to applying the 3Cs criteria of evaluation two new chapters highlight voices that respond to and challenge different educational philosophies The final chapter adds guidance on how to construct and compose a personal philosophy of education statement

Educational Exhibits and Conventions at the World's Industrial and Cotton Centennial Exposition, 'New Orleans 1884 - '85 U.S. Bureau of Education, 1886 **The Johns Hopkins University Circular**, 1965 Includes University catalogues President's report Financial report registers announcement material etc *Junior College Journal* Walter Crosby Eells, 1962 Includes Junior college directory formerly Directory of the junior college 1931 1945 **About Philosophy** Robert Paul Wolff, 1992 **Tracing the Impact of First-Year Writing** Laura Wilder, 2024-11-15 Tracing the Impact of First Year Writing presents the results of a large scale longitudinal study of college writers that explores the impact of a required first year writing course with a comparative approach not previously available Over five years Laura Wilder conducted 143 interviews with and collected 774 pages of writing from 58 students half of whom had taken a new first year writing course and half who had not Wilder found that while in many ways the experiences of both groups are comparable demonstrating how students receive valuable educations in rhetoric and writing from a variety of sources beyond a first year writing course students who took the first year writing course were much more likely to identify as writers This identification supported students use of writing in powerfully generative and knowledge building ways that they carried with them long after the course into other appropriate contexts In contrast to previous longitudinal studies of college writers undertaken at institutions with high prestige and resources Tracing the Impact of First Year Writing explores the role of writing at a regional public university and documents how students experiences with writing can be highly divergent across the curriculum and unequal across campuses Additionally this book includes the voices of students who do not identify as capable writers and have strongly negative emotional reactions to writing and writing instruction and adds empirical support to innovative calls in the field to transform the first

year writing course into one that inspires students to reflectively consider writing itself **The Academic Job Search Handbook** Julia Miller Vick, Jennifer S. Furlong, 2013-06-12 For more than 15 years The Academic Job Search Handbook has assisted job seekers in all academic disciplines in their search for faculty positions The guide includes information on aspects of the search that are common to all levels with invaluable tips for those seeking their first or second faculty position This new edition provides updated advice and addresses hot topics in the competitive job market of today including the challenges faced by dual career couples job search issues for pregnant candidates and advice on how to deal with gaps in a CV The chapter on alternatives to academic jobs has been expanded and sample resumes from individuals seeking nonfaculty positions are included The book begins with an overview of the hiring process and a timetable for applying for academic positions It then gives detailed information on application materials interviewing negotiating job offers and starting the new job Guidance throughout is aimed at all candidates with frequent reference to the specifics of job searches in scientific and technical fields as well as those in the humanities and social sciences Advice on seeking postdoctoral opportunities is also included Perhaps the most significant contribution is the inclusion of sample vitas The Academic Job Search Handbook describes the organization and content of the vita and includes samples from a variety of fields In addition to CVs and research statements new in this edition are a sample interview itinerary a teaching portfolio and a sample offer letter The job search correspondence section has also been updated and there is current information on Internet search methods and useful websites *The English Record* ,1999

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