

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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The Turtle Hypodermic of Sickenpods David Solway, 2000 David Solway describes the betrayal of the ancient covenant between teacher and student the loss of passion on one side and eagerness on the other to the detriment of us all BOOK JACKET **A Student's Guide to Academic and Professional Writing in Education** Katie O. Arosteguy, Alison Bright, Brenda J. Rinard, 2019 This concise handbook helps educators write for the rhetorical situations they will face as students of education and as preservice and practicing teachers It provides clear and helpful advice for responding to the varying contexts audiences and purposes that arise in four written categories in education classroom research credential and stakeholder writing The book moves from academic to professional writing and chapters include a discussion of relevant genres mentor texts with salient features identified visual aids and exercises that ask students to apply their understanding of the concepts Readers learn about the scholarly and qualitative research processes prevalent in the field of education and are encouraged to use writing to facilitate change that improves teaching and learning conditions At the heart of this book is a commitment to the value of teachers voices From the Foreword by Mya Poe director Writing Program Northeastern University This book is one tool to help prospective educators embrace all the writing that is to come Anne Elrod Whitney Penn State College of Education The authors know the questions students might ask and the places where they might misstep The book is supportive analytical logically sequenced clear and student friendly Tim Dewar UC Santa Barbara

Resources in Education, 1998 *The Teacher Portfolio* James Green, Sheryl O'Sullivan Smyser, 1998-06-28 Follow three very different teachers through the process of creating a reflective teacher portfolio This book covers all the basics of portfolios Chapters cover each of the standard parts of a portfolio Introduction Influences Instruction Individualization and Integration and explore how the teachers apply the principles to their classrooms and styles Teachers peer mentors and administrators alike will appreciate this detailed approach to the evaluation process With this book you can turn your portfolio into a powerful tool of self assessment as well as a tangible demonstration of your teaching capabilities

Introduction to Rubrics Dannelle D. Stevens, Antonia J. Levi, 2023-07-03 This new edition retains the appeal clarity and practicality that made the first so successful and continues to provide a fundamental introduction to the principles and purposes of rubrics with guidance on how to construct them use them to align course content to learning outcomes and apply them in a wide variety of courses and to all forms of assignment Reflecting developments since publication of the first edition the authors have extended coverage to include Expanded discussion on use of rubrics for grading Grading on line with

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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

What Counts in Teaching Mathematics Sandy Schuck, Peter Pereira, 2011-02-04 In this book internationally recognised scholars and practitioners synthesise current practice and research developments in the area of mathematics teacher education and mathematics education The book s two sections examine the role and significance of collaborations and critical friends in the self study of mathematics teaching and teacher education and the emerging conflicts dilemmas and incongruities arising from the study of mathematics education practices The book considers the insights gained from self analysis regarding the practitioner themselves as well as their pedagogical content students and approaches The contributions highlight the complexity characteristics and features of mathematics education The chapters reveal nuances in teaching and learning that are of particular relevance in mathematics education In addition the book contains ideas and suggestions on how to enhance the teaching of mathematical content to pre service teachers Accordingly the book appeals to a wide audience of educators including education academics teachers student teachers and researchers As teacher educators involved in mathematics education reflection on practice and engagement in practitioner research is becoming increasingly important in our efforts to enhance our teaching Teachers and student teachers also gain from the insights arising from such reflection The knowledge and experience encapsulated in

this book provides much for the mathematics education community to build on

Women's Ways of Making It in Rhetoric and Composition Michelle Ballif, D. Diane Davis, Roxanne Mountford, 2010-03-17 This volume explores how women in the fields of rhetoric and composition have succeeded despite the challenges inherent in the circumstances of their work. Focusing on those women generally viewed as successful in rhetoric and composition, this volume relates their stories of successes and failures to serve as models for other women in the profession who aspire to make it too to succeed as women academics in a sea of gender and disciplinary bias and to have a life as well. Building on the gains made by several generations of rhetoric and composition scholars, this volume provides strategies for a newer generation of scholars entering the field and in so doing broadens the support base for women in the field by connecting them with a greater web of women in the profession. Offering frank discussion of professional and personal struggles as well as providing reference materials addressing these concerns, solid career advice and inspirational narratives told by women who have made it in the field of rhetoric and composition, this work highlights such common concerns as dealing with sexism in the tenure and promotion process, maintaining a balance between career and family, struggling for scholarly and/or administrative respect, mentoring junior women, finding one's voice in scholarship and struggling to say no to unrewarded service work. The profiles of individual successful women describe each woman's methods for success, examine the price each has paid for that success, and pass along the advice each has to offer other women who are beginning a career in the field or attempting to jumpstart an existing career. With resources and general advice for women in the field of rhetoric and composition to guide them through their careers as they become, survive and thrive as professionals in the discipline, this book is a must-have reading for every woman making her career in the rhetoric and composition fields.

Teaching Learning for Effective Instruction Michelle M. Buehl, Jane S. Vogler, 2022-10-01 Given the complexity of learning an increasingly diverse student population and growing demands on today's teachers, educational psychology has never been more relevant for informing instructional practice. Notably, an understanding of learning—both what it is and how it occurs—is essential for teachers to design and implement effective instruction that is responsive to the needs of their learners. As part of the six-part series *Theory to Practice: Educational Psychology for Teachers and Teaching*, this volume highlights what and how teacher educators should teach about learning so that developing teachers will be more effective in their instructional practice. Preservice teachers represent a group of unique learners in that they are learning about learning in order to support others' learning. Similarly, teacher educators represent a unique group of educators in that they are guiding others in not just content knowledge but also in how to teach content across a variety of domains. As a means to highlight the ideas and constructs most essential for preservice teachers to learn, this volume was crafted for teacher educators, whether teaching educational psychology content incorporated into domain-specific courses or in a dedicated educational psychology course. Each chapter offers insight into what teachers need to know about learning as well as practical applications for how to teach the content. Chapters draw from

a variety of theoretical perspectives about learning and identify common misconceptions that educational psychology instructors and teacher educators need to address in their work with preservice teachers

ENDORSEMENT The volume takes an expansive and inclusive view of teacher education and highlights how educational psychology can contribute to conversations about learning motivation teaching inquiry cooperation and collaboration study strategies intercultural competence assessment and student perceptions Nancy E Perry Anita Woolfolk Hoy

Teaching Reading and Teacher Beliefs Xinyu Mo,2020-09-30 This book explores language teacher beliefs in English as a Foreign Language EFL reading instruction in the context of Chinese university English instructors Since the 1990s there has been a renewed interest on teacher beliefs in the domain of language teacher cognition However most studies in this area aim at investigating the relationship between particular aspects of teacher beliefs and classroom practices largely ignoring the complexity of teacher beliefs This study explores the issue from an alternative perspective by conceptualizing teacher beliefs as a complex dynamic and multi faceted system By adopting five rounds of interview and four classroom observations the year long study reveals seven key features of the belief system shared among six participants It calls for the holistic complex and insider view to examine teacher beliefs in relation to the sociocultural and historical contexts where the teachers work and live

The Art of Teaching Philosophy Brynn Welch,2024-08-22 From a team of renowned and innovative philosophy teachers this volume offers accessible reflections and practical suggestions for constructing a successful philosophy course The collection covers syllabus design classroom management and exercises and assessments with each section concluding with insights from students on what they have learned from studying philosophy An essential resource for teachers of philosophy at any stage of their career each contribution balances reflective values with concrete practices and presents a valuable discussion about theories of philosophy pedagogy

CliffsNotes FTCE General Knowledge Test 4th Edition Jeffrey S. Kaplan,Sandra Luna McCune,2018-06-19 The exam that all future teachers in Florida need to take the FTCE General Knowledge Test is being revised Offered year round by appointment the general knowledge test is required for every educational specialty Chapter reviews are dedicated to the four subtests that comprise the test Essays English Language Skills Reading Mathematics Included in the package are two model full length practice tests to ensure success on test taking day

The Chicago Guide to Landing a Job in Academic Biology C. Ray Chandler,Lorne M. Wolfe,Daniel E. L. Promislow,2008-09-15 The Chicago Guide to Landing a Job in Academic Biology is an indispensable guide for graduate students and post docs as they enter that domain red in tooth and claw the job market An academic career in the biological sciences typically demands well over a decade of technical training So it s ironic that when a scholar reaches the most critical stage in that career the search for a job following graduate work he or she receives little or no formal preparation Instead students are thrown into the job market with only cursory guidance on how to search for and land a position Now there s help Carefully clearly and with a welcome sense of humor The Chicago Guide to Landing a Job in Academic Biology

leads graduate students and postdoctoral fellows through the perils and rewards of their first job search. The authors who collectively have for decades mentored students and served on hiring committees have honed their advice in workshops at biology meetings across the country. The resulting guide covers everything from how to pack an overnight bag without wrinkling a suit to selecting the right job to apply for in the first place. The authors have taken care to make their advice useful to all areas of academic biology from cell biology and molecular genetics to evolution and ecology and they give tips on how applicants can tailor their approaches to different institutions from major research universities to small private colleges. With jobs in the sciences ever more difficult to come by, *The Chicago Guide to Landing a Job in Academic Biology* is designed to help students and post docs navigate the tricky terrain of an academic job search from the first year of a graduate program to the final negotiations of a job offer.

ICEL2015-10th International Conference on e-Learning Dr Carlton Watson, 2015-06-12. These proceedings represent the work of researchers participating in the 10th International Conference on e-Learning ICEL 2015 which is being hosted this year by the College of the Bahamas, Nassau, on the 25-26 June 2015. ICEL is a recognised event on the International research conferences calendar and provides a valuable platform for individuals to present their research findings, display their work in progress and discuss conceptual advances in the area of e-Learning. It provides an important opportunity for researchers and managers to come together with peers to share their experiences of using the varied and expanding range of e-Learning available to them. With an initial submission of 91 abstracts, after the double-blind peer review process, there are 41 academic research papers and 2 PhD papers. Research papers published in these Conference Proceedings. These papers come from some many different countries including Australia, Belgium, Brazil, Canada, China, Germany, Greece, Hong Kong, Malaysia, Portugal, Republic of Macedonia, Romania, Slovakia, South Africa, Sweden, United Arab Emirates, UK and the USA. A selection of the best papers, those agreed by a panel of reviewers and the editor, will be published in a conference edition of *EJEL*, the Electronic Journal of e-Learning (www.ejel.com). These will be chosen for their quality of writing and relevance to the Journal's objective of publishing papers that offer new insights or practical help into the application of e-Learning.

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spontaneously it is in essence an attribute of individual atomic nuclei radioactive decay is a property of several naturally occurring elements as well as of artificially produced isotopes of the elements

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radioactivity some nuclides have an atomic nucleus that decays spontaneously without any external influence known as radionuclides they transform themselves into other nuclei ionising radiation is emitted during this process this is known as radioactivity

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it some future development of atomic theory perhaps a modification of the thomson model would most likely yield a causal explanation of radioactivity in terms of the internal structure of the atom

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