Teaching Philosophy

 Education has developed on the basis of differences. Be it a difference of opinion or a difference of interpretation, knowledge is sought after to link differences together to create new information. With this creation of knowledge comes the growth of education. As education continues to grow, however, so do our students. The challenge given to the secondary educator is to properly align and balance the cognitive and emotional changes in the life of an adolescent with the constant changes in the world around them, particularly what it takes to be successful. Education is multifaceted, and the differences in the rates and ways our students develop are crucial in the facilitation of learning. Inspiring motivation and supporting the development of a secure identity are helpful tools in the secondary classroom.

 From social obligations to responsibilities in the home, every student has preoccupations; every student has a reason not to learn. By acknowledging these factors in an adolescent’s life, I intend to use them to help initiate learning. Students are only engaged in material that directly affects them. If I can make education personal, my students will be more motivated to learn. A stable and supportive classroom environment is imperative to learning and the development of a secure identity. When students are engaged in their own education, they are more likely to create an environment conducive to mutual respect and acceptance.

 In order to motivate my students, I intend to implement freedom of choice in my classroom. I will encourage student ownership of their work to enhance value and I will answer the question, “why is this important?” Curiosity is inherent is every one of us. It is our job as teachers to locate and nourish it. Education is relevant to us all and as a secondary educator, I take it upon myself to give my students that reason to learn.