

# Philosophy of Education

Every teacher needs to have a philosophy of education. The philosophy is the way educational components are viewed. The role of school can be viewed differently depending on which philosophy is used. Different philosophies have different views of the roles of both teachers and students. Even a curriculum can be taught in many different ways, it all depends on which philosophy is adopted. Philosophies depend on personal beliefs and values. I believe in Progressivism. I believe that hands on experience is the best way to learn. Learning by doing and by experimenting is very effective. Children love to do things with their own hands.

As a six grade science teacher, my students are mostly eleven years old. They look up to me, and I must always meet their high expectations. They love to do experiments and see the results. From my experience as an undergraduate student, learning science by only lecturing did not seem to work. However, students started to get more engaged when there were experiments to do and materials that students could actually hold in their hands. Not only that we had fun doing the experiments, but we learned the lesson in a very effective and efficient way. This is what made me interested in science, the experiments and the results we came up with at school.

School has a very important role in society. Schools should be a reflection of the community. From my point of view, schools should make life better through practicing freedom inside schools. It should focus on the whole child, and teach children what they need to know about different aspects of life resulting in a better society. It gives students the option of choosing what they want to learn. School should educate students in an active way through giving them active experimentations. The purpose of education is to enable students to test ideas, and give answers

to questions that the students have. To ensure that schools serve all students well, there must be a system that assess each school performance and offers intervention when needed.

Students have a role in education. A student is a problem solver, who makes meaning of what he or she is experiencing. I want my students to come to school ready to learn, ready to experiment new ideas, and ready to find ways to apply what they have learned. Students should cooperate, show good manners, and follow school rules. Students are prepared to take their role when they are motivated. I like to motivate students by encouraging them and showing them that they are appreciated. Inquiry based teaching and active experiments in science can have a great effect on student's motivation.

As a teacher my role is to provide students with experiences that they can learn from. I always try to find experiments that are related to our science lessons and that students can do by themselves safely. I like to plan lessons that provoke the students' curiosity. This will get students engaged and make them learn by doing. Experiments make students interested in learning science, and gives them hands-on experiences that they can relate to. I understand that each student is different. I should reach out and help each student in the best way possible, until all students can reach their full potential. I should do so with a positive attitude and high expectations for each and every student individually. I will do regular professional development to ensure that I know the latest and most effective ways of teaching science to my students.

The curriculum needs to be carefully designed to be relevant to students lives. It needs to take students' interests into consideration. It should be based on what students want to learn. It should also take into account the diversity of students in my classroom. Students could help in deciding what will be in the curriculum as long as it follows my thyme and objectives. I like to give my students a questionnaire at the beginning of every chapter so that they can choose which related

project they would like to do for every topic we study. For example, in the cells and genetics they could choose which cell exploration activity they would like to do. They decide if they would like to see cells under the microscope, build their own 3D cell with recycled material, or use the Cell Inspector website to inspect different cells. Each student gets to choose what his or her chapter's project will be.

Instructions have to be clear and easy to follow. Instructions should lead to fulfilling the lesson's objective. Differentiated instruction maybe needed to address classroom diversity. After giving the instructions for the class as a whole, I like to pass by those students who I know might be struggling and help them out individually. I like to write the lesson instructions on the board before each period starts. Once students have come to class, I greet them and explain to them the instructions on the board. For example, instructions could be "in groups of five students, open your biology book on page 25. On the poster sheet provided for each group, draw the cell as in the book and color it with the markers provided for you on the desk. Label all the missing parts. When you finish, choose one person from each group to present your work to the entire class".

Assessment is needed before, during, and after each lesson. I like to assess my students before each lesson to know what knowledge they have about the given topic by giving them a pre-assessment quiz. That way, I could start building up on their previous knowledge and make sure that all students have the prerequisite knowledge they need. Assessment during the lesson is important to me because it guides me as I go through the lesson. I use the Rule of Thumb during the lesson to make sure that all students understand what we did so far. Any student that is not sure what to do will need more differential instructions to catch up with the rest of the class.

Assessment at the end of the lesson shows how much students have learned. I assess students by

evaluating their end of chapter project. The project will show how each student has understood the lesson and was able to apply it to the final project.

Classroom management is crucial for learning. In my classroom, rules are posted on the wall to remind every student to be respectful, helpful, and to raise their hand before speaking. I believe that the best classroom management is to know students very well, and that the students know what their teacher values. That way they can relate to their teacher and show respect. Keeping the students engaged with different interesting activities is always a good way to manage my classroom.

I believe for education to be efficient, families need to be included in the education process. At the beginning of each year, I meet with all parents and describe to them what we will be doing throughout the year and how they can help. I encourage parents to come to class as guest speaker and tell us about their science experiments. I ask parents to volunteer and be our class helper as well. Students love to see their parents in class, and that keeps them motivated. Students are diverse and come from diverse families. This should be taken into consideration. For example, any parent that does not speak English will need a translator to stay connected with us.

My philosophy of education is that each student is different and as a teacher I need to address these differences. I need to teach what interests the student by giving them the experience that provokes their curiosity and to keep them motivated. Students should be taught by logic and reasoning.