Philosophy of Education

Tasha Stewart

Primary Junior Section 2

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Much of my philosophy of education has come from the experiences that I have had working with struggling youth. I have worked with youth who have been affected by mental and physical illness, youth who have moved from countries that speak different languages and are struggling to fit into this new community, and youth who have unfortunately been abandoned by their families. The lessons that they have taught me are long lasting, and are lessons that I will certainly bring with me into the classroom. From these experiences I have learned that teaching requires patience, *as each child learns differently, and at his or her own pace. In this way, it is important that teachers implement differentiated lessons into their program, as a way of ensuring that each student is given the opportunity to execute his or her strengths. Above all, it is the teachers’ responsibility to create a warm, welcoming classroom environment that accepts and embraces difference.*

In a twenty-first century technological world, I believe that there is not one specific way that we can describe how students learn best. In fact, multiple intelligence theory tells us that students do learn differently in terms of the way they receive, absorb, and recall information. According to Thomas Armstrong some people learn best through hands on activities, while others learn best through writing, or visual representations of the content they are learning. Children within the twenty-first century also rely heavily on technology (i.e. the internet, computers, television, ipods, etc), and therefore, do most of their learning through the click of a button, visual representations that they see on a screen, or sounds that they hear. *In order for students to construct meaning within this century, therefore, it is imperative that they are able to see, or visualize, the whole picture of the content they are learning.*

I believe that knowledge is something that is difficult to define, as it constitutes a variety of different areas. Gone are the days where individuals who referred to knowledge in casual conversation referred to reading and writing specifically. Nowadays, knowledge reflects the variety that we see within our society (i.e. culture, the way we learn, technology, etc); therefore, to assess knowledge it is the teacher’s responsibility to keep the term variety within his or her mind. There is no question that expectations need to be met, but accommodations or modifications can be made in an attempt to enable some students to achieve those expectations in their own unique way.

Purpose of schooling/ goals of education