

(name of student removed)

This teaching philosophy is being posted to Dr. Iqbal's EDST 403 Course Site (blogs.ubc.ca/edst403) with permission from the student who wrote it. I am providing it as an example of one way of annotating your teaching philosophy to describe how it has changed as compared to the one you wrote last term. When I gave this assignment to students in January 2014, I had also asked them to submit their previous philosophy. In the case of this student, she completely re-wrote her philosophy statement, I provided her with feedback, and then she submitted this one. The feedback I provided her with has been removed. I have left only her comments.

Please note that the instructions for past assignments were slightly different than the current instructions I have given you. The main purpose of showing you this example is to demonstrate one way of « talking to me » about changes to your Statement of Philosophy. This student has put her comments in comment bubbles.

### Classroom Philosophy

**I believe that a classroom is a community.** Classrooms provide the perfect environment to educate students on how a community is built and how community members should behave. In order to develop this sense of community in the classroom, I foster mutual respect between myself and the students. Thus, I treat myself, my students and my colleagues with the respect that I expect each of my students to show themselves and others.

**I believe that impeccable classroom management creates a productive classroom.** Setting clear and consistent expectations for assignments, homework and behaviour improves classroom etiquette, and therefore, results in more productive students. At the beginning of each school year, students are involved in setting classroom norms and rules for classroom behaviour. By working together, we create a mutually agreed upon set of democratic principles that guide our behaviour and enable the utmost productivity.

**I believe in creating fun, authentic and rewarding lessons.** The greatest learning occurs when students are engaged and interested in what is being taught. I increase student interest by making the lessons interactive and relevant to children's lives. If this requires me to dress up as Indiana Jones in order to get students engaged in an archaeology lesson, then bring on the satchel and fedora.

### Teaching Philosophy

**I believe in teaching the whole child.** Helping foster socially and emotionally developed children is one of my main goals as a teacher. I spend much time working upon developing empathy, self-regulation, social awareness and increasing students' self-confidence. Group work will be a regular occurrence in the classroom, as learning how to work cooperatively with others is an extremely useful skill to have at any age.

**I believe in focusing on each individual child and supporting his/her educational needs.** Every child is different and every student learns in a different way. I recognize the uniqueness of each student and incorporate different teaching methods and styles throughout the day. Each day, on a continuous rotation, I hold a quick meeting with one student to discuss his or her "Stars" and "Dreams". During this meeting, the student is given the opportunity to discuss his or her struggles and successes; this shows where I must

Shelley 2014-2-4 11:01 PM

**Comment [1]:** I removed a section I had written about how not all subjects are as riveting as others, as I realized that like students, teachers interests vary, and what I find interesting will greatly vary from what another teacher finds interesting. However, as a teacher, it is part of my job to teach every subject with enthusiasm.

Shelley 2014-2-4 11:07 PM

**Comment [2]:** This section really brought me back to our in-class discussion about Curriculum Profiles. I fell in the Personal Relevance or Self-Actualization scope of curriculum profile and I definitely believe that this was very true for me. I studied psychology and human development for my undergraduate degree, and thus this point is extremely important to me.

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provide more support, and correspondingly, allows me to reassess the teaching strategies I use in each subject area.

**I believe that in order to be successful teacher, I must also be a student.** I must constantly seek knowledge to better my teaching practice and continue to find new ways to keep students engaged and enthusiastic about learning. I learn from my students and continue to believe that no question should go unanswered and no idea should be ignored. From attending conferences on cutting-edge educational practices, such as inquiry-based learning, to having students teach me the lyrics to “What Does the Fox Say?”, I vow to never be stagnant in my own personal development and growth as an educator.

**I believe that each student should leave the classroom happy.** Happiness is one of the key elements that contribute to optimal learning. At the end of the day, I want each student to leave the school with a smile on their face and feel a sense of accomplishment. I measure each day’s success by how many times my students and I laugh ourselves silly.

Shelley 2014-2-4 10:55 PM

**Comment [3]:** As per your suggestion, I really wanted to incorporate a concrete example of how I plan to support students’ need. I feel that this technique that I use in my current practicum classroom is very useful in not only getting to know the students better, but seeing what students feel are their strengths and what they want to work on.

Shelley 2014-2-8 11:31 AM

**Comment [4]:** I feel that this is extremely important. As a new teacher, I often see and hear about teachers whom have been in the field for years and refuse to learn new techniques or modify their teaching strategies. I strongly believe that the art of teaching is forever changing, and that it is my duty to constantly broaden my knowledge base, if I would like to be the best teacher I can be.