

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.

Please note that the instructions for past assignments were slightly different than the current instructions that 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 and changes at the end of the document. I have removed all my comments to the student in this version.

Revised Teaching Philosophy

I was not always interested in pursuing teaching as a profession, but through years of education I have found a deep appreciation for the process of learning and a passion for sharing it with others. I teach because I love working with young people, the feeling of community that can exist within a school, and the growth that comes with developing new understandings.

My teaching philosophy may best be explained through Elliot Eisner's (1970) curriculum orientations. Personal Relevance and Self-Actualization are foundational aspects of my teaching philosophy. I believe that education should contribute meaningfully to the lives of students and that they should have choice in pursuing work that helps them to know themselves and develop their gifts. My first step toward achieving this goal is developing a relationship with each of my students that is based on genuineness, empathy, and unconditional positive-regard. These three qualities are what Carl Roger's (1951) believed were the necessary conditions for humans to self-actualize. I believe that by creating this context and setting up clear expectations for safety and inclusivity, students will have greater opportunities to reach their potential because more space and energy can be freed for learning. Developing relationships, in combination with ongoing assessment, also allows me to know my student's strengths, interests and soft spots so that I can offer differentiated instruction effectively.

Another priority in my teaching relates to responding to societal needs and working toward positive change. This is expressed through Eisner's orientation of Social Adaptation and Social Reconstruction. The Ministry of Education lays out specific curriculum requirements, but I see many opportunities within these parameters to help students develop interest in their local communities and take on projects that will help them to see themselves as agents of change. Cross-curricular projects in Science and Social Studies lend themselves well to meeting content and skills PLOs and provide occasions to work toward social and ecological justice. Having a

local context and meaningful connection to projects enhances student engagement and creates a stage that allows us to examine and deconstruct the forces that maintain inequality in the status quo. Development of Cognitive Processes also figures highly in my teaching philosophy. I see critical thinking and problem-solving as essential skills in the development of actively engaged citizens. To support this development for my students I use collaborative problem-based learning tasks that encourage creative solutions.

As a teacher I believe it is important for me to continue to monitor my progress and to provide a good model for my students. To do this I will regularly revisit and revise the goals I have set out for myself and engage in personal and professional inquiry. Maintaining a reflective practice and collaborating with other professionals will help me to build my knowledge and keep me attuned to the issues at play in my classroom, in my community, and in education. Finally, I intend to take advantage of all manner of professional development opportunities for lifelong learning and enjoyment.

References

Eisner, E. W. (1970). *The educational imagination: On the design and evaluation of school programs*. New York: Macmillan.

Rogers, C. (1951). *Client-centered Therapy: Its current practice, implications and theory*. London: Constable.

Hi Isabeau,

This version of my Teaching Philosophy is a complete rewrite of my first version. Here's what I have:

ADDED

- Carl Roger's ideas about self-actualization because it speaks to my interest and training in counselling. It's an important part of who I am that I feel was lacking in my last version.
- References to add credibility to my statements

TAKEN OUT

- Core French specific elements because I wanted to focus on my whole teacher self. Language instruction elements feel too narrow and working from a broad scope feels more appropriate in this early stage of my development as a teacher. Could speak more to French teacher identity in a longer statement.
- I think I've managed to take out some idillic statements...or at least back them up more effectively. Your feedback would be appreciated on this point!

(continued on next page)

MODIFIED

- Introduction – less narrative and more to the point...more appropriate for the length of the assignment and I still think I was able to communicate many of the same ideas and with greater links to my teaching
- Conclusion – less sentimental and aimed more at ongoing professional growth/learning

CONNECTIONS MADE TO COURSE MATERIAL

- Eisner's curriculum orientations
- Understanding as a developmental process

Thanks for a great course and all the best!