

Frame for Philosophy of Education

“Goal 1: Educators articulate, maintain, and develop a philosophy of education that is demonstrated in their practice.” UAS School Of Education

I have chosen my [Statement of Teaching and Learning](#) from ED333, Philosophy of Education, to outline my personal philosophy of education. It was written at the very beginning of my Master of Arts in Teaching journey in 2014, but everything in the statement still rings true for me today.

In my practice I use scaffolding techniques for a constructivist approach to teaching (Slavin, 2012). I find it equally important to use a constructivist approach when addressing social and emotional problems (Fields, Fields, & Perry, 2010). Conflict and resolution skills has been a high priority issue in my classroom over my first two years of teaching. Unless students feel both physically and emotionally safe, not much learning can take place in a classroom (Johnston, 2012). I have spent a great deal of time and energy addressing conflict issues with my students because they are life skills that my students need to learn and unless there is harmony in the classroom, academic tasks will be futile (Jensen, 2013).

I use positive and respectful language with my students because everything I do and say is an example to them (Johnston & Allington, 2004; Johnston 2012). It is important to model the behavior that you want your students to emulate (Jensen, 2013). I have high expectations for my students as well as for myself (Lemov & Atkins, 2010).

I take pride in an organized and lovely classroom environment. I believe that students need to feel welcome in their learning space and that that space should be bright and colorful but without too much overstimulation (Miller, 2008). I design my classroom with a furniture layout

conducive to learning and wall space is used for positive messages and academic support (Miller, 2008).

I get to know my students, their academic achievement levels, and their interests. It is important to know learning styles, background knowledge, and preferences of students to be the most effective in scaffolded learning and relevant assessment (Tomlinson & McTighe, 2006).

I love what I do. I learn from my students, they learn from me, and it is a source of great joy when we learn new things together. I have a philosophy that everyone should be a lifelong learner. I model this for my students and it is my hope that when our time together is through, they are inspired to continue learning and growing.

[Link to Statement of Teaching and Learning](#)

References

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