Teaching Credo

I love music. I love listening to it, I love playing it, I love performing and I love sharing it with others. I love teaching. I love showing people new things, I love helping them get through a struggling idea. I love challenges. I love coming up with new ideas and finding easier ways to do things.

And yet, this barely justifies wanting to become a teacher. Many people have asked me that question, but I still cannot find a way to explain it that would not seem artificial or ‘corny’ as the case may be. I once thought that I wanted to teach because it gave me a ‘rush.’ However, after reading that “individuals who enter the teaching profession for altruistic reasons make it clear from the beginning that they will remain in the profession only if they derive the expected satisfaction from working with children,” I realized that in a way, I had this same sort of thought (Jensen 5). I have thought about this for a long time and I realized that yes, I do love working with children and yes, I enjoy seeing them learn something new, but if you do not enjoy it in the first place then there is no reason for going into teaching. I believe that teaching is a career that needs dedication but also enjoyment. I feel that even when I have problems that I can overcome them and become a stronger teacher in the process.

I am constantly thinking about why I want to teach, and what I think today might be different from tomorrow. What I do know though, is that I want to teach no matter how difficult it is. I have weighed it up and decided the good outweighed the bad by a lot for me. I do not care about verbal gratification, I just want kids to have the chance to enjoy music and learning as much as I have up to this point and will continue to do for years to come.
Skimming the surface of why I want to teach has made me consider the ideas of how I am going to help others learn and lead them to something new. I hope that I can create an atmosphere that is unlike any other atmosphere they have seen. Teaching music is a different concept than many of the core curriculum others may teach. In that thought, it is necessary to be able to teach them many concepts in new ways. Just as math and social studies teachers must integrate English skills in their curriculum, my teaching style will integrate math, social studies and English into music.

However, I will also show them that music is important for music itself as well, not just as a new venue for old ideas. If a new concept comes up such as a new style, I will have the students explore new ways of explaining it, helping my students become independent thinkers. One of my most important beliefs of teaching is that every child should have the opportunity to experience music. I want to give every child the opportunity to play the instrument they want to learn, I hope that this will help them pick up the ideas more quickly and give them a sense of accomplishment.

Finally, I also hope to give them a sense of involvement. Music is in an interesting position, not only is it a subject offered during school, it is also an after school activity and club within itself. It is always exciting to see new friendships forming that otherwise would not have done so, because of the music setting and bonding of music students.

I hope to give my students every chance and opportunity in music that I can give them. As a result of that I will feel satisfied with myself and have my own sense of accomplishment. Even when there are tougher times, my love of music, teaching and challenges will just be strengthened. I am strong in my personal beliefs and I feel that
while some of this will change overtime, my will to teach will never dwindle, if nothing
than for the chance to excite someone else about music as much as I have been excited
about it.

Works Cited