Brady Jones

Introduction to Teaching

Teaching Credo
Teaching Credo

Being a role model, a comforter, a mentor, a leader, and an educator; these are the possibilities you have as teacher. Being a teacher, you must have set rules and regulations and reasons for being a teacher. As a child, I went through the phase of knowing what I wanted to be when I grew up. Back then it was policeman, fireman, and every other boys dream; but now it is becoming the best Physical Education teacher and educator I can be. I also have knack for teaching because my mother is an elementary school educator. I would like to enlighten the how and why I decided I wanted to be a teacher.

First, I would like to clarify my psychological perspectives. The one psychological orientation that I find to base my beliefs on is a constructivism. Constructivism is the view that students use cognitive processes to construct understanding of the material to be learned-in contrast to the view that they receive information transmitted by the teacher. I am firm believer of the focus on the processes of learning rather than the behavior of learning. I believe that knowing development of learning is the most important because that means that you are able to understand the process that each student needs to be a good learner. But, in all today’s schools I think it's important to have some handle on both humanistic psychology and behaviorism. Even though I believe in a constructive approach; I think it’s important that teachers are one dimensional.

Next, I would like to explain my philosophical viewpoints that I would base my teaching from the essentialism point of view. Some background of essentialism is that essentialism was a response to progressivism and advocates a conservative philosophic
perspective. I believe that the core curriculum should be essential knowledge and skills. I also feel the schooling should be practical to what the children need and not persuade social policy. This is a solid representation of what I thought all through my schooling; is that the curriculum should be applicable and essential to what I’ll be doing in the future. Also, essentialism is more of a back-to-basics movement that emphasizes facts. The big part, which I agree with the most, is that students should be taught discipline, hard work, and respect for authority. These are values that I believe strongly because these values were instilled in me ever since I was a child. Hard work is the most important value to me because of what I had to experience with my motor skills as a child. In the same principle of my psychological orientations, I feel that it is a disadvantage to one dimensional in my philosophical orientation. I believe, for me that I have some beliefs and values of a behaviorism perspective. It allows for law and order in the classroom setting.

Beliefs and values as a teacher are especially important because it is how we based our views about teachers and ways of teaching. I believe the teacher should be the one in charge at all times, but with that said you must be an on going learner. Teacher that influenced me were my mentors, people that I looked up to and wanted their approval. The teacher I want to be is a mentor to as many as I can. I do love helping people when I can because I feel that it is the right thing to do and it is something gives me enjoyment. I feel that as a teacher, I want to be a leader and authority figure but be able to balance out and have a relationship with the student that they feel that they can come to me as a friend. If I expect my students to work hard I should be working just as hard to be the best I can. And in my teaching I want to be a facilitator in a leadership
role. Students I feel should be able to be taught essential skills but with those essential skills I feel that they can learn from and off each other. I think that with more of a set curriculum there still can be an open and free learning environment.

This leads me to my next point of emphasis which is the learners and how the learning process goes. I do enjoy the learning process. I believe that everybody can become a learner at any point. Learning is a two way street. Teachers can learn from students and students get most of their learning from teachers. I personally enjoy when learning has taken place. I love the look on a student’s face when they know that something has been retained in their mind. When the learning process is at its best is when hard work has taken place by both teacher and student, and when something finally clicks for that student. That is the best feeling I feel I can get as a teacher. My job is to make sure than learning is facilitated, I feel that even if I can only help one student learn than I have done my job. As a teacher you can be the learner too. As in when you may have a culturally or ethnically diverse student you can become the learner or different types of people and culture.

Being a role model, a caretaker, a counselor, a director, and an instructor; these are the potential abilities you have as leader. Being a teacher, you must have set rules and regulations and reasons for being a teacher. You must fun but firm. Growing up I didn’t have a clue that I would want to be an educator. Back then I had the classic approach of all boys’ dreams. I found out that I have knack for teaching because my mother is an elementary school educator and I just enjoyed the process. I hope that I have enlightened the how and why I decided I wanted to be a teacher. (Parkay, 2007)
Work Cited