

Teaching Credo

Sahara Kipfer

Education 111

Professor Eastman

October 31, 2006

### Teaching Credo

My teaching credo was written to give you an insight to my teaching philosophies. I strongly believe that it is important for schools to emphasize different ways of teaching. Children do not learn in the same fashion; therefore, teachers should incorporate a variety of lesson plans. A positive learning environment will be created if a teacher does not confine to one set of beliefs and values. Thus, diversity is essential to a teacher's structure.

It was my dream at such a young age to become a teacher, but like most people I changed my mind over time. However, I came back to my first aspiration during my sophomore year of high school. My goal is to become a first grade teacher. I was encouraged by one of my high school English teachers to pursue my passion in working with children. She believed that her students should think for themselves and hold strong to their beliefs. My desire is to encourage individual thinking and have students question what they believe in order to find meaning to their beliefs. Schools should stress the importance of teaching through progressivism, existentialism, and social reconstructionism.

According to progressivism, education should be child-centered instead of focused on the teacher or the content area (Parkway and Stanford, 2007). Not all students are alike; they are individuals who have different ways of thinking. The curriculum should be based upon the students' wellbeing instead of academic substance. The teacher should allow room for the children to express their individuality. This will help the teacher to gain insight into how the students learn and what strategies work best to convey a lesson. Not every person learns in the same way; some people work better in groups, alone, or through class discussions. Teachers should vary their lessons to promote all the different styles of learning. Gardner's theory of multiple intelligences is important to this style of teaching. "According to Gardner, every person possesses the eight intelligences, yet each person has his or her particular blend of intelligences" (Parkway and Stanford, 2007). There is no one correct way to teach to every student because they are all individuals with different needs.

Existentialism concentrates on what is important and true in the student's opinion (Parkway and Stanford, 2007). This way of thinking generates creative choice. It is vital that individuals create their own way of thinking and not depend upon other people's beliefs. If people begin to think in the same state of mind, then the world will be conformed to one shape and not be diverse. The curriculum that the teachers relate to their students should focus around the students' interests. It is in the best interest of the teacher to challenge his or her students. By challenging the students, it encourages them to find individual meaning in their life. If the students are not challenged then they will lack the motivation to try. Lev Vygotsky, proposed a theory of the zone of proximal development. He says that teachers should challenge their students with higher levels of competence (Dabbagh and Riddle, 1999). These levels should be adapted to each student independently due to the fact that no one learns at the same exact speed. By applying this theory, children will strengthen their cognitive development.

Students will better understand a concept if it is properly and concisely explained. Constructivism focuses on the processes of learning more than on the behavior of learning (Parkway and Stanford, 2007). Students can use cognitive processes to better understand the construction material. Presenting knowledge to the students in a creative fashion will better enhance their learning environment. Variety will invoke the class' interest and keep their attention centered on the subject. What an individual finds to be important will reflect in how well they strive to learn.

Social reconstructionism emphasizes that schools should take the lead in changing society (Parkway and Stanford, 2007). It is important for the students to experience the outside influences of the surrounding community. By bringing in outside resources, the

students are exposed to new ways of thinking. They will then be able to question their beliefs and know why they consider something to be true. A teacher should develop a healthy relationship between the students. Student-teacher relationships are formed by working one on one and getting to know what are the strengths and weaknesses of the child. According to the Bronfenbrenner's theory, children should be more culturally aware (Stanford and Parkway, 2007). Teachers should integrate the many cultures that are not included in their classroom into their lessons. If children do not become socially aware of what exists outside of their community, then their consciousness will be limited.

It is my aspiration to create a positive learning environment where the students are free to think for themselves. I do not want my students to conform to the society, but be leaders of liberated thinking. My lesson plans are going to integrate the many different styles of learning. I want my students to experience all the styles and be able to identify with what styles help them absorb more knowledge.

### References

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