My Professional Teaching Credo:
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Introduction to Teaching 111
Mrs. Eastman
Abstract

Through all my years of schooling I have observed, from previous teachers, qualities within their lesson plans that I want to have as a teacher. As an educator, I want to provide my students with options that will allow them to feel connected to the curriculum. I will do this by instilling existentialism and progressivism philosophical orientations in my classroom. Within my curriculum I want to always provide creative activities that will allow them to become kinesthetically involved with the content area; therefore, helping my students to retain the information for a long period of time. As an English teacher, I want to enhance my students’ knowledge with a diverse selection of literature that will allow them to experience many different lifestyles. My goal as a teacher is to give my students the necessary knowledge to do well within my subject matter and also to instill within them the necessary skills to be successful in life.
Throughout the last 20 years of my life, I have sat through many classes, been engaged by many teachers and learned enough to make me a successful college student. From these teachers and professors I have not only gained the knowledge needed for good decision making and critical thinking skills, but I have been able to shape my ideas and myself. From observing the time and commitment I have witnessed my teachers share with me, I have learned who I want to become as a person and an educator. My relationships with previous teachers have enabled me to see techniques that have helped shape my idea of what it takes to be a good teacher. As a teacher, I will always provide my students with options so that they will be more susceptible to allowing me to fill their minds with the necessary knowledge to do well within my subject matter and also to instill within them the necessary skills to be successful in life.

In the fourth grade, my teacher, Ms. Rickert, told each one of us that we were all smart enough and determined enough to be anything in the world. It was then that I knew I wanted to be just like her. I wanted to be like her in the sense that she not only filled us with knowledge but gave us hope for an amazing future. Her lessons always included hands-on activities, role-plays, volunteers and creative games. She knew how to draw in ten year olds’ minds and keep them attentive. As a fourth grade student, I knew that I wanted to become a teacher with teaching techniques such as Ms. Rickert had; as a college student, I now know why. I now want to be a high school English teacher, but I believe many of the things that I observed in my fourth grade classroom can still be useful inside a high school setting.

Grasping the concept of learning can be a complex subject for someone who does not recognize the idea that people learn in many different ways. Since there is no “correct” way for
teachers to evaluate learning styles, teachers must be able to incorporate multiple teaching techniques and activities into their lesson plans. Looking back on all of my math classes, the one class I will never forget and still remember every idea taught was also in Ms. Rickert’s class. Every day we would get into teams and do math problems on the board, while racing. All of her students knew that they had to do their homework so that they would know how to do the problems on the board the next day. It allowed her students to become physically involved with the subject matter, while also providing a fun way to learn. I believe that creatively adding activities into the subject matter is the best for way a student to retain the information. As a teacher I plan to never have one class period full of lecture. Lecturing through a whole class is a hard way to grab your students’ minds and an even harder way to keep the mind attentive. As far as English goes, I plan to incorporate hands on activities such as acting out certain scenes from a novel or re-scripting a Shakespeare play into contemporary terms.

As a teacher, I not only want my students’ knowledge to grow in my content area, but I want them to grow intellectually as well. My way of teaching will often be based around the progressivism philosophical orientation. I believe that education should be more centered on the actual children rather than the content area or myself. A teacher can thoroughly teach a lesson every day of the year, but that next year the students are not going to retain any of it if they were not interested in the first place. Teachers first have to get their students engaged before the students will actually soak up the information. I think the best way to do that is to introduce them to things that they are interested in. In classes that are based around literature, I plan to provide them with a plethora of books that they will then get to choose which ones
sound interesting to them. I want to always create options for my students so that they feel like they are making a difference in the classroom.

Another way that I will use their decisions within my classroom is when it comes to what activities will be helpful for them to be able to remember certain facts about a novel or grammar techniques. I always want to provide options, and I think this will also help to prepare my students for their futures. One of the best ways to do that is to equip them with the essential skills, such as problem solving and critical thinking skills. These skills will allow my students to discover their own meanings to life. Group work and role-playing will often be incorporated into my curriculum because these activities help children develop skills for their futures.

Within this curriculum of mine, I will go back to what my fourth grade teacher told me. I want my students to honestly believe that they have the potential to become whoever they wish to become because every child does. To instill this idea into their heads I will incorporate the existentialism philosophical orientation into my lessons. I want to focus my curriculum around my individual students and how they can personally prosper from their own knowledge and decisions. I want all of my students to find meaning within their lives, and I want to provide them with the ideas to come to those realizations. I will provide lessons that allow them to think about what they would do in certain situations and how they would individually work through a problem. I want to provide my students with diverse literature that will allow them to evaluate a whole schema of events and lives and then fit themselves into them. Humanistic psychology will often be the main psychological orientation in my classroom. My students will be given the right to emphasize their personal choice. I want to focus on their achievements
and provide rewards when something is accomplished. These things will hopefully lead my students to individual self-actualization.

As I examine myself as an educator, I realize that through these philosophical and psychology orientations, I will base my lessons around my students; therefore, providing them with a curriculum they will more willingly want to engages themselves in. I want to have an open classroom that provides a sense of freedom and room for expression. I will stay unbiased in all my opinions, thoughts and actions and through my nonjudgmental understanding, I want to encourage my students to learn and grow. From observing all of my previous teachers, I know that giving students options is the best way to make them feel as if they are an integral part of their curriculum. Through options and lessons that allow my students to become kinesthetically involved with my content area, I hope to help my students gain knowledge in my content area and knowledge that will help them in their futures.