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“Tell me and I forget; show me and I remember; involve me and I understand – Author Unknown”. This quote begins my credo which was originally written when I was only a freshman. It holds so much truth for any aged person and in almost any situation, especially in teaching. As a child growing up, this idea worked well for my style of learning and it continues to be my style today. It is not only a style of learning but a way of remembering and using it in the future. Looking back at my credo, I realized that my philosophy was written, based on no experience or ways of knowing what is right or wrong. I have recently compared my new philosophy with my old and was somewhat surprised to find that I had chosen the same philosophies even after all of my education courses and experiences. Of course, I have expanded my knowledge of each and how to apply them to my students and career plans, but when it comes to making lots of changes, I am pleased to say I only have a few.

The biggest change I have made with my teaching credo is the use of the Social Reconstruction theory. Besides wanting my students to know what they can do in their community using music, I do not use this theory very much in my teachings. I realized I am a combination of Progressivism and Existentialism. While observing various classroom settings and having my own classroom, I have been exposed to an array of students. I believe it is our job as a teacher, to guide them, give them experiences, and to modify our lessons to their needs to a certain point. After that point, it is the student’s job to follow through, listen, and to learn. While student teaching, I had a couple students who were not distracting but who simply did not

pay attention to my lessons. After several various attempts to get their attention, I simply backed off, focusing more on the students who wanted to be there and were making an attempt to concentrate. One small thing I learned that goes toward the philosophy of Progressivism is that it is possible to combine a boring standard to an exciting lesson while still focusing on the student's wants. Many teachers have the mentality that if they try and fail, it is the students fault and at least they can say they tried. However, getting to know your students and how they like to be taught is a huge relief and can be a lot more fun! I had one hard fourth grade class this year who never seemed satisfied with the lessons I planned, so one day I asked them, what their favorite thing was so far. I started to get ideas on what they liked and planned lessons around that. Instead of being frustrated, I began to have more fun with my fourth grade students because they were learning in a way they understood and enjoyed! There are plenty of ways to teach certain standards and ideas, as long as you are flexible and willing to try out some new things! After only a semester of student teaching, I feel like I have mastered the act of flexibility! I was able to experience several things I never dreamed I would, and they have definitely helped me grow as an educator while studying at Manchester College.

I chose Manchester College because it is small and I knew I would get more one on one interaction's with my professor and experiences. Furthermore, I knew that kind of education would help me feel fully prepared to enter into the teaching field after graduation. Besides lack of experience and confidence in a few areas, I felt ready for student teaching! Through my education classes, I have learned to be well prepared for my classes, lessons, and any situation that may arise. In practicing organization and being ready for class, I have learned how important they are, especially when I have a class full of students waiting on me. All of the many observation hours required for each education class have also been extremely helpful in

my growing process at Manchester. I was able to see a wide variety of classrooms, teaching styles, and age levels which all have developed me into a lifelong learner.

Throughout my years at Manchester College and semester of student teaching, I have truly learned the meaning of a lifelong learner. Every day I am able to learn something new from my teachers, assignments, peers, environment, or my mistakes. I have grown in many areas of my life while attending a liberal arts school, not just in my ability to teach music. I have taken classes in other areas of study which have helped me to gain a higher appreciation for science, history, culture, and literature. The most important way I have learned to be a lifelong learner is through my mistakes. Not only have I made mistakes by skipping class, not being prepared, staying up too late, or messed up one of my homework assignments, I have made many mistakes in the classroom. At times, it was fun to make the mistakes because the outcome was interesting to see whether it worked or not. For example, I tried to let fourth graders choose their own groups for a game, even giving them a time limit. However, it was chaos and I had to divide most of them into groups myself. It was chaotic, time consuming, and a lesson learned. Being a music teacher, I am able to try things and then switch my method for the next class. So for the next fourth grade class, I gave each student a colored piece of paper and each color was a group. It took some trial and errors for me to be successful in many situations of my student teaching, but that was what I liked most! I have already grown so much and I know that will continue in any situation I am placed.

Curriculum, Assessment, Relationships, and Environment are all objectives which have helped establish my ideas and plans of teaching. Each of my teachers has exhibited most or all of these CARE objectives in my general education classes and education classes. I never realized they were used in all of my classes until this reflection, and it is obvious because I have

succeeded in my classes and I have learned much with full enjoyment. Not only learned in my classes, I have also grown in the Environment objective through clubs, organizations, events, and campus life. Having general education classes, various field experiences, and workshops, my objectives in relationships have grown with being around people of all ages, backgrounds, and cultures. After being taught with these CARE objectives in mind and now learning to teach with them, I am confident I will continue to learn and use the Curriculum, Assessment, Relationships, and Environment objectives as I go about my educational journey.

I have been truly blessed with my time at school. I have grown in ways I never imagined and experienced a lifetime of memories. I have traveled from Puerto Rico to China to France and Spain. I have taken classes about film, social dancing, psychology, literature, world music, and of course classes on becoming a better teacher. I have gone from a scared freshman to a confident senior. I have made tons of friends and connections from people all over the world. I feel positive that Manchester College has prepared me to be the best teacher I can be and to continue my education whether it is asking advice, going to workshops, watching other teachers, or going for a higher degree. I am ready for the challenges ahead of me and I am ready to make mistakes and to learn from them as I continue to grow into the educator that Manchester College has helped me reach.