

My philosophy of education is that all students have their own quirks, strengths, weaknesses, needs, family life issues, and interests. I believe schools should acknowledge the statement above and understand students should not all be treated the same while also creating expectations for a certain standard for all students. I believe the school setting is a stable constant for many children so a safe, warm environment is key to bringing out the best in each student. I believe students should be able to ask questions while learning, make mistakes to learn from, learn to solve problems independently, and create positive social interactions to carry on into adulthood. According to John Dewey's educational philosophy, "Dewey suggested that individuals learn and grow as a result of experiences and interactions with the world". (Hargraves, 2021) John Dewey's theory aligns with my alignment of Progressivism in schools and students should be able to learn educational subjects in ways that can be applied to the world outside the classroom walls. I teach because, selfishly, the students make me happy on a daily basis and need adults who care for them outside of their homes. Students may have wonderful home lives but knowing other adults care about them outside of the home is a self-esteem boost and one they will carry for the rest of their lives.

I will teach students the key subjects which are the cornerstones of education, including math, ELA, history, science, and activities related to arts and physical education. I will also teach students the importance of being kind, staying curious, asking questions, treating others with respect despite their differences, and why learning should never stop no matter their age. I will teach students school subjects that apply outside of the school setting, as John Dewey's view "was that theoretical information should always be applied practically to ensure an authentic understanding of whatever is being taught". (*Problem Based Learning | What Is John Dewey's Theory*, 2023) It is important for students to know how to cut paper, write legibly, communicate with peers and adults, be comfortable with the world around them, and understand asking for help does not make one less independent. According to an online article from The International School, "in the modern digital age, it takes information and media literacy – critical, problem-based thinking, teamwork, and technological savvy – in order for a person to be considered literate". (*8 Most Important Skills for Students*, n.d.) So many skills we were taught are still equally as

important but the current and future generations will need to have literacy skills when it comes to technology as well. Technology has also changed the way we work as teams so group work also needs to have a technological component. Students need to leave the classrooms with a lot of knowledge so it is hard to narrow down what to include or exclude but these skills are important to me in my development as a teacher.

I believe students learn in a variety of ways which include direct lecturing by the teacher, group work to build team and social skills, learning through the use of games and technology, field trips, role playing, and student centered stations. I believe students need to learn based on prior knowledge and through a variety of different mediums. According to the Harvard Gazette, “The [study](#), published Sept. 4 in the Proceedings of the National Academy of Sciences, shows that, though students felt as if they learned more through traditional lectures, they actually learned more when taking part in classrooms that employed so-called active-learning strategies” . (Reuell, 2019) The article from above denotes students may believe lectures or teacher driven mediums are effective, but actually show active learning or student driven mediums are more effective with grasping and remembering information. I will get to know all my students using surveys (student and parent), ice breakers, games, and observations to determine the variety of mediums I will use each year.

I believe knowing if learning is taking place does not occur with one type of assessment but rather multiple types including formative and summative assessments. I think it depends on the information being given to the students, which kind of assessment should be given and it also depends on where in the process of learning the topic are the students. According to Cornell University, these questions are beneficial, “what are the students supposed to get out of each assessment?” and how are the assessments aligned with learning outcomes?”. (*Measuring Student Learning | Center for Teaching Innovation*, n.d.) If the lesson plans are not clear and lessons given are too ambiguous, the assessments will never provide valuable information as to whether or not students are learning. I believe the use of assessments will provide valuable feedback to the teacher on if a different strategy needs to be used, a topic is not sinking

in and information should be retaught, and which groups of students may be lagging. I think feedback should be provided to students as long as the material was given in a clear manner by one-on-one conversations or small group activities. If the entire class has issues, the feedback should be given that the teacher will use a different method and sometimes teachers make mistakes as well.

I know it's corny but the lyrics, "I believe the children are our future, Teach them well and let them lead the way, Show them all the beauty they possess inside, Give them a sense of pride to make it easier, Let the children's laughter remind us how we used to be" will always ring true to me when working with children. (*Whitney Houston – Greatest Love of All Lyrics*, n.d.)

References

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