

Philosophy of Teaching – Examples

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I am always trying to turn my students into self-sufficient learners who use their resources to figure it out instead of resorting to just asking someone for the answers. —Amy J.

My philosophy is that ALL students CAN learn. Good educators meet all students' differentiated learning needs to help all students meet their maximum learning potential. —Lisa B.

I believe that all students are unique and need a teacher that caters to their individual needs in a safe and stimulating environment. I want to create a classroom where students can flourish and explore to reach their full potential. My goal is also to create a warm, loving environment, so students feel safe to take risks and express themselves. —Valerie T.

In my classroom, I like to focus on the student-teacher relationships/one-on-one interactions. Flexibility is a must, and I've learned that you do the best you can with the students you have for however long you have them in your class. —Elizabeth YI

I want to prepare my students to be able to get along without me and take ownership of their learning. I have implemented a growth mindset. —Kirk H.

My teaching philosophy is centered around seeing the whole student and allowing the student to use their whole self to direct their own learning. As a secondary teacher, I also believe strongly in exposing all students to the same core content of my subject so that they have equal opportunities for careers and other experiences dependent upon that content in the future. —Jacky B.

I have a strong focus on formative assessment so that I have a finger on the pulse of my students' progress. I do not shy away from altering my teaching following formative assessments to ensure my students do not fall through the gaps. —Helpful Professor

As teachers, it's our job to foster creativity. In order to do that, it's important for me to embrace the mistakes of my students, create a learning environment that allows them to feel comfortable enough to take chances, and try new methods. —Chelsie L.

I believe that every child can learn and deserves the best, well-trained teacher possible who has high expectations for them. I differentiate all my lessons and include all learning modalities. —Amy S.

I believe learning comes from making sense of chaos. My job is to design work that will allow students to process, explore, and discuss concepts to own the learning. I need to be part of the process to guide and challenge perceptions. —Shelly G.

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All children learn best when learning is hands on! This works for the high students and the low students too, even the ones in between. I teach by creating experiences, not giving information. —Jessica R.

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I embrace an inquiry-based learning approach whereby I start with a question and students come up with hypotheses for answering the questions. Through this approach, students exercise skills like "predicting" and "testing" to seek knowledge. —Helpful Professor

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Students need to become clear and confident communicators of their knowledge. I often create assessments that require students to express themselves in written and verbal formats to help them develop their communication capacities. —Helpful Professor

I want my students to know that they are valued members of our classroom community, and I want to teach each of them what they need to continue to grow in my classroom. —Doreen G.

I believe students learn best when they learn in authentic contexts. By learning through real-world problem-solving, they discover the value in knowledge. —Helpful Professor

Creating a classroom culture of learning through mistakes and overcoming obstacles through teamwork! —Jenn B.

It's our job to introduce our kids to many, many different things and help them find what they excel in and what they don't! Then nurture their excellence and help them figure out how to compensate for their problem areas. That way, they will become HAPPY, successful adults. —Haley T.

For me, the ideal classroom environment is student-centered. I strive to create learning scenarios where the students are undertaking group projects while I move between groups facilitating discussions. —Helpful Professor