

Assignment #4: Statement of Teaching Philosophy

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I will strive to facilitate students' autonomy to live within or change the world they inherit

(Brighouse, 2006). I will relate the curriculum to real-life applications, but also promote students' ability to challenge the status quo (Québec, 2001). I will support students as they make important life choices.

I will teach for the development of higher-order skills to promote meaningful learning. In

instruction, I will emphasize an understanding of and connections between concepts, not a formulaic approach. I will choose evaluation methods that test higher-order skills (e.g. analysing and synthesizing) appropriate to my students' development. (Ormrod, 2006; Québec, 2001)

I will treat all students fairly and celebrate their differences. Understanding that fair does not

always mean equal, I will strive to relate to each student in an appropriate and affirming

manner. (Ghosh, 2002) In interacting with students I will choose rationality over emotion

(Ormrod et. al., 2010). I will adjust my teaching and classroom management styles if needed to promote fairness (Ghosh, 2002; Québec, 2001).

I will be true to my identity and use my strengths in my practice. I will be a visible

representative of the gay community and support LGBT students. I will seek to teach what I am

passionate about, such as mathematics, debate and volleyball. I will be theatrical, funny,

imposing or relaxed in class as called for.

I will strive to understand and manage the habits and traits that limit my effectiveness as a teacher (Borich, 2008). Though more difficult, I will not just pay attention to the loud boys in the class. I will recognize my instinct to teach to the top of the class and strive to make my teaching accessible to all my students.

I will work as a professional part of an educational team. I will utilise the human resources available at school in my teaching. I will not undermine another teacher's aims or authority, and in conflicts I will seek a professional discussion with that teacher. (Québec, 2001) I will seek out workplaces conducive to my growth as a teacher and contribute to making my workplace professional (Parkay et. al., 2009).

I will continue to reflect on my practice and seek out professional development opportunities (Grant & Zeichner, 1984; Québec, 2001). I will as much as possible guide my practice with up-to-date educational research (Ormrod et. al., 2010). I will seek to both improve my teaching and develop skills for wider educational opportunities such as administration, curriculum development, or educational policy.

References

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Ormrod, J.E., Saklofske, D.H., Schwean, V.L., Andrews, J., & Shore, B.M. (2010). *Principles of educational psychology*, (2nd Canadian ed.). Toronto: Pearson Prentice Hall.

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