

Personal Philosophy of Teaching

Student's Name:

Institutional Affiliation:

Course

Instructor

Date

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My personal experiences have significantly shaped my teaching philosophy as a learner. Although I seemed to perform to at least an average level in most school subjects with an inclination towards sciences, the comments on my reports for sports which was a compulsory subject, were always that I showed no interest whatsoever in sporting activities. To this day, I'm always surprised how my gym teacher knew my name as I showed up only a few times and always came up with excuses on why I should not participate in the daunting activities she was asking the class to perform. However, I'm always amazed at how my beliefs towards physical activities have changed as I'm now an exercise enthusiast who always takes up different activities to challenge myself every week. Therefore, my struggle with some subjects in my school years supports my current view that conventional education may not necessarily lead to personal development and may even stifle it in some cases.

As a child of professionals, my education began at home before joining a conventional school when I was six years old. At the beginning of my education, my parents took time to teach me different things but, most importantly, emphasized the need to be inquisitive and to always ask questions. When I went to a conventional school, I was struck by how teachers provided information to students and required the students to believe all their statements and assume theories without providing them with tangible explanations and proof. This made me appear like an attentive student in class as I always asked questions and explanations for the different things that the teachers taught.

My views of the educational system are formed from my learning experiences. I, therefore, believe that the current educational system promotes uniformity, obeying the rules, and believing in exactly what one is told as opposed to being inquisitive, investigating, and

coming to a conclusion on your own. Most teachers across the education system expect all their students to believe what they say and assume the different theories they present without providing any tangible explanation and proof or requiring them to research more and find reasons and prove for themselves. This teaching approach hampers the inquisitive spirit in students and contributes significantly to students lacking innovation and not developing sufficient problem-solving skills that they can apply later in their careers.

As a teacher, I'm pretty interested in new types of teaching and learning and to differentiate my teaching approaches from the traditional format that requires students to be 'believers,' assume and obey everything the teacher says without sufficient explanation and without making an effort to investigate what is taught for themselves. As a teacher, I, therefore, do not apply the traditional teacher-centered approach to learning that makes the teacher the central authority figure and sees students as 'empty vessels' who passively receive knowledge from the teacher through direct instruction and lectures with the control and goal being positive results from assessment and testing. (Harris, 2010)

As a teacher, I favor the inquiry-based learning style, which is founded on the ability of students to investigate different concepts, theories and perform various activities through the teacher's support. The inquiry-based learning approach, which is a new learning approach, portrays teachers as supportive figures who provide support and guidance to learners during the learning process rather than being the central authority figures. (Heller & Lovelace, 2010) In the inquiry-based learning approach, I can therefore play a variety of roles as the teacher, including being a delegate, a personal model, or a facilitator.

Applying the inquiry-based learning style, my philosophy of education is that all learners are unique and must be provided with a stimulating educational environment that can enhance

their emotional, mental, physical, and social growth. As a teacher, it is my desire to create a stimulating educational environment where learners can achieve their full potential. As a teacher, I, therefore, work to provide a safe environment where the learners are invited and encouraged to take risks and share their ideas openly. I believe that there are five essential elements that enhance learning. Firstly I think that the role of the teacher is to simply support the students and act as a guide. Secondly, I believe that learners must be involved in hands-on activities during the learning process. Thirdly I believe that learners should be encouraged to be inquisitive by being provided different choices in the learning process and letting their curiosity direct their learning. As a teacher, I also believe that learners should be offered numerous opportunities in the learning environment to practice their skills in a non-judgmental and safe space. Finally, I believe that teachers must incorporate technology in their classrooms.

As a teacher, students should therefore expect me to be a supportive figure who only provides them with support and guidance during the learning process as opposed to being the only authority figure. Students should expect me to use the inquiry-based learning approach that will make them be more actively involved by taking on more hands-on projects during lessons. This will help to promote the inquisitive skill among the students.

In conclusion, as a teacher, I know that my goals for my students are being met when my students are able to perform the learned skills sufficiently in the safe environment of the classroom. As a teacher, I, therefore, create an exciting and engaging learning environment by requiring students to research topics and issues before the next class and beginning every class with an open discussion.

References

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