

Philosophy of Education

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Introduction

This paper is an effort to share my personal philosophy of education. Found within this paper are explanations of the purpose of education, my personal philosophy of education, my motivation for choosing a career in education, and my understanding of curriculum, instruction, and assessment. Each of these topics will be covered more in depth in each of the sections of this paper. Throughout my time in an education course, I have gained insight that has led me to my beliefs that I am sharing in this paper. Each of these topics are building blocks to my future as a teacher.

Purpose of Education

There are many pieces that make up the purpose of education, rather than one simple idea. One important purpose of education is that it is meant to better one's future. Specifically, "Jefferson argued that the greater command a person has in subject knowledge and method, the greater the intelligence he will achieve, which will correlate to a higher attainment of happiness" (Mai). Although, this may not be 100 percent accurate today, the idea is still relevant. The more education one can receive the better, because greater education usually leads to more opportunities. These opportunities are experiences that can help to create a more fulfilling life and in return can increase happiness. The purpose behind education is to provide people with the tools they need to eventually have all of these doors and opportunities open for them, so they can better their life.

Philosophy of Education

I believe that education is not always concrete instruction, but rather is sometimes stumbled upon. Like Bruner believes, "important outcomes of learning include not just the

concepts, categories, and problem-solving procedures invented previously by the culture, but also the ability to ‘invent’ these things for oneself.” (McLeod, 2018). This means that children are able to discover ideas for themselves, rather than always being told everything right out of a textbook. I also believe that education is important in the classroom, but that it also extends far beyond the classroom. Education is a lifelong thing and it never ends, even after our time in school is done. For example, John Dewey states that “education takes place with the participation of the individual in social activities and relationships with his fellow human beings (Shawal). This is important in that education includes textbooks, but it also includes learning through experiences with others and those are the things that can’t be read out of a textbook. Lastly, I believe that although learning should not be centered around the teacher, it is important to establish that the teacher is in charge, but yet still approachable. This is comparable to B.F. Skinner’s Behaviorism theory, which states “behavior is shaped through positive reinforcement and negative reinforcement” (L., 2007). Essentially, this refers to classroom management and still allowing the teacher to have a powerful role, while still being able to not be the only one who does the talking, but rather allows the students to learn through each other as well. All of these things are key pieces to my own philosophy of education that will continue to change and develop as I enter the career of teaching.

Motivation

My dream job from a young age has always been to be a teacher. It was in second grade that I had a teacher named Ms. Rieland. I loved school already, but that year I really loved school. To this day I am not sure what I liked so much about second grade, but I knew that was the grade I wanted to teach. My love for school really continued through sixth grade. After that, I

entered middle school and like most kids, it was a rough two years. For me, it was all about just surviving and trying to find some friends. High school came and although my love for school disappeared after sixth grade and has never really resurfaced, I do love high school in so many ways. It may not be the 6 hours of sitting in classrooms that I love, but it is the experience as a whole and the teachers that I have had that have made my high school experience a blast.

Throughout high school, I have taken a variety of classes that opened my eyes to career opportunities other than teaching. For a short while, I even had the thought of going into chemistry or accounting. Teaching as a career disappeared from my mind. However, senior year rolled around and my mind changed, again. It was through my education course and my own AP Statistics class that I found what I wanted to do. I had the chance to sit in on a 10th grade geometry class for five weeks and believe it or not, I loved it. This, combined with excelling in my math courses and really loving math, I knew that I found my calling. I was always so against teaching high schoolers that did not want to be at school, but I enjoy the upper level math and all other aspects of high school. I want to see students excel in high school athletics and arts. I want to be apart of their decisions for the future. I want to see them find themselves. High school has been all of this for me and so much more. The reason I want to be in teaching is because I want to help make high school as special for other students as it has been for me. My own math teacher for the past two years has shared her passion of math with me and I want to someday be able to share my love for math with my students. Also, my psychology teacher during junior year was one of the greatest teachers I had ever had. My goal as a future teacher is to be like her. Yes, psychology and math are different, but all great teachers have things in common. All of these amazing pieces to the puzzle have led me to the dream of being a teacher. Motivation in the

classroom is also extremely important. For example, “Self-determination theory when applied to the realm of education is concerned primarily with promoting in students an interest in learning, a valuing of education, and a confidence in their own capacities and attributes” (Vero & Puka, 2017). This means that motivation is important in the classroom because there is concern in trying to have students take an interest in their learning. It also plays a role in students seeing value in why they are at school for six hours at a time, five days a week, nine months out of the year. Lastly, it allows students to build confidence in themselves. All of these things are directly related to motivation in the classroom and why it is important.

Curriculum, Instruction, and Assessment

As I enter college next year, I will be majoring in math and minoring in secondary education. This includes a licensure of grades five through twelve. The curriculum that I would teach would revolve around the upper level math. I have a strong interest in the high school age group, as well as a strong math interest in algebra. Although it is difficult to choose specifics, so I would be interested in teaching all high school level math. This would include geometry, trigonometry, algebra, statistics, and calculus. Throughout out my instruction, it is important to remain positive and enthusiastic in order to keep the overall mood of the classroom positive and engaging. This is because in research conducted by Barak Rosenshine in 1970, he reports “positive associations between teacher enthusiasm and student achievement” (Marzano, 2007). Math still does have state standards that must be met, so there is still the need to take the traditional approach to teaching and planning lessons. Specifically, “States have standards documents that represent concrete expectations of what should be addresses in schools at different grade levels and for specific subject areas (Marzano, 2007). To assess students daily, I

do intend on having homework. This provides them with practice, but also shows me where each student is at on a certain topic. For example, it is important to “design homework assignments that support academic learning and communicate their purpose” (Dean, Hubbell, Pitler, & Stone, 2012). It is important that homework is not busy work, but rather has a purpose and is effective in its purpose. At the end of a unit, there will be a test over the whole chapter. This shows them how well they understood and is a tool for myself to see how effective of a teacher I was. All of these tools for curriculum, instruction, and assessment will be beneficial in my own classroom someday.

Conclusion

Throughout this paper, I have stated the purpose of education using evidence from theorists and philosophers. Also, I have given my personal philosophy of education, which is also supported with evidence. I wrote where my interest in teaching originally came from and how past teachers have influenced me. Lastly, I explained how I will use curriculum, instruction, and assessment in my own classroom someday. This paper is full of my own thoughts on education, supported by the thoughts of many other people in education. My journey in teaching is just beginning and there is so much more ahead of me.

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