

Teaching Philosophy

~Mae Guerra, Experienced Educator

As I reflect upon my teaching career, it is evident that my philosophy in management systems has been greatly influenced by my mentors and colleagues. They have influenced my teaching philosophy because they have developed strong pedagogies with the knowledge to support it, they have set high academic standards for students and for themselves, they have respected intellectual diversity inside and outside the classroom, and they build trust among their students.

My management system philosophy is created from these ideas which are divided into six areas: (1) a positive learning environment, (2) clear expectations, standards and goals, (3) differentiated instruction through modification, (4) ongoing assessment, (5) self-improvement through lifelong learning, and (6) presenting a variety of learning materials to all students.

I believe in creating a positive learning environment in which respect for others is fundamental in promoting intellectual diversity. Respecting and promoting intellectual diversity requires a deeper understanding of how diversity manifests inside and outside of the classroom. Because students bring a diverse set of worldviews to the classroom, I believe that it is the teacher's responsibility to take neutral stances on controversial material, political issues, and general societal issues as well. I play the role of moderator and mentor instead of activist. Taking a neutral stance also acts to challenge students' intellectual abilities. Consequently, it presents students with a positive learning environment where they must use logic and reason to develop positions and counter positions.

I also believe that teachers should set specific and clear expectations, standards and goals from the very first day of the class. Once they are set, they should be adhered to throughout the remainder of the year. I believe setting high standards for students is an important way to get students to rise to their potential. Teachers should also set specific goals for students. Long term goals for students should be set early and should continue over time, allowing students to use what they are learning later in life.

Along with setting standards for students, I create standards for myself as well. One important standard that I have set for myself is giving students a clear indication on how they will be graded. Overall, setting clear standards helps limit grading bias and instances where students may try to take advantage of a teacher's generosity. Teachers should make an extra effort to present class materials in a variety of formats to aid in differentiated

Philosophy Of Teaching

William Hare, John P. Portelli



Philosophy Of Teaching:

Philosophy of Education Edward J. Power, 1990 This book as it covers the philosophies of education probes the fundamental issues of education while establishing educational priorities

Philosophy of Education: The Key Concepts John Gingell, Christopher Winch, 2002-01-04 First published in 1999 Routledge is an imprint of Taylor Francis an informa company

Philosophy of Education M. L. Dhawan, 2005 The book aims to familiarise readers with the most important perennial questions in philosophy of education It explores the ideas and views of famous Indian and Western philosophers theologians and educationists with distinctive theories of education and methods of teaching It is a very exhaustive and serious study on the subject

Philosophy of Education Nel Noddings, 2018-04-17 The first edition of Nel Noddings *Philosophy of Education* was acclaimed as the best overview in the field by the journal *Teaching Philosophy* and predicted to become the standard textbook in philosophy of education by *Educational Theory* This classic text originally designed to give the education student a comprehensive look at philosophical thought in relation to teaching learning research and educational policy has now been updated to reflect the most current thinking in the field A revised chapter on Logic and Critical Thinking makes the topic more accessible to students and examines how critical thinking plays a role in light of the new Common Core standards *Philosophy of Education* introduces students to the evolution of educational thought from the founding fathers to contemporary theorists with consideration of both analytic and continental traditions This is an essential text not only for teachers and future teachers but also for anyone needing a survey of contemporary trends in philosophy of education

[International Handbook of Philosophy of Education](#) Paul Smeyers, 2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics *Voices from the present and the past* deals with 36 major figures that philosophers of education rely on *Schools of thought* addresses 14 stances including Eastern Indigenous and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic *Revisiting enduring educational debates* scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum *New areas and developments* addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline

Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg **A**

Companion to the Philosophy of Education Randall Curren, 2008-04-15 A Companion to the Philosophy of Education is a comprehensive guide to philosophical thinking about education Offers a state of the art account of current and controversial issues in education including issues pertaining to multiculturalism special education sex education and academic freedom Written by an international team of leading experts who are directly engaged with these profound and complex educational problems Serves as an indispensable guide to the field of philosophy of education *The Philosophy of Teaching* Arnold Tompkins, 1894 **Issues & Alternatives in Educational Philosophy** George R. Knight, 1998 A clear brief broad spectrum survey of philosophies and philosophic issues relating to education highlighting the relationship between philosophic starting points and educational outcomes between theory and practice Annotation copyrighted by Book News Inc Portland OR

Making Sense of Education David Carr, 2005-07-08 Making Sense of Education provides a contemporary introduction to the key issues in educational philosophy and theory Exploring major past and present conceptions of education teaching and learning this book makes philosophy of education relevant to the professional practice of teachers and student teachers as well of interest to those studying education as an academic subject The book is divided into three parts education teaching and professional practice issues concerning education the role of the teacher the relationship of educational theory to practice and the wider moral dimensions of pedagogy learning knowledge and curriculum issues concerning behaviourist and cognitive theories of learning knowledge and meaning curriculum aims and content and evaluation and assessment schooling society and culture issues of the wider social and political context of education concerning liberalism and communitarianism justice and equality differentiation authority and discipline This timely and up to date introduction assists all those studying and or working in education to appreciate the main philosophical sources of and influences on present day thinking about education teaching and learning **Philosophy in the Classroom** Matthew Lipman, Ann Margaret Sharp, Frederick S. Oscanyan, 2010-06-18 This is a textbook for teachers that demonstrates how philosophical thinking can be used in teaching children It begins with the assumption that what is taught in schools is not and should not be subject matter but rather ways of thinking The main point is that the classroom should be converted into a community of inquiry and that one can begin doing that with children Based on the curriculum that Matt Lipman has developed at the Institute for the Advancement of Philosophy for Children which he heads this book describes the curriculum and explains its use The text is self contained however This revision is thorough going and incorporates new chapters as well as new material in old chapters Part One focuses on the need of educational change and the importance of philosophical inquiry in developing new approaches Part

Two discusses curriculum and teaching methodology including teacher behavior conducive to helping children Part Three deals with developing logic skills and moral judgment It concludes with a chapter on the sorts of philosophical themes pertinent to ethical inquiry for children the right and the fair perfect and right free will and determinism change and growth truth caring standards and rules thinking and thinking for oneself Education in this sense is not a matter of dispensing information it is the process of assisting in the growth of the whole individual *Readings in Philosophy of Education* Evelina M. Orteza y Miranda,1999 **Educational Philosophy** Edward J. Power,2019-08-22 The first step in education s long road to respectability lay in the ability of its proponents to demonstrate that it was worthy of collaborating with traditional disciplines in the syllabus of higher learning The universities where the infant discipline of education was promoted benefited from scholars who engaged in teaching and research with enthusiasm and preached the gospel of scientific education These schools Teachers College Columbia University the University of Chicago and Stanford University gained a reputation as oases of pedagogical knowledge Soon public and private colleges alike introduced professional academic programs for the preparation of teachers Foremost among the subjects for these programs was education philosophy with its long history and the impeccable credentials of its ancient and modern expositors Although the principal focus of this study is the history of educational philosophy in colleges and universities it also recognizes educational philosophy s antecedents Chapters cover ancient roots Christian educational theory educational theory and the modern world philosophy and education in early America development of philosophies of education disciplinary maturity for educational philosophy and prospects There is a bibliography and an index **Philosophy of Education in Action** David W. Nicholson,2016-01-13 *Philosophy of Education in Action* is an innovative inquiry based introductory text that invites readers to study philosophy of education through the lens of their own observations and experiences Structured according to a Wonder Model of Inquiry each chapter begins by posing a fundamental What if question about curriculum pedagogy and the role of the school before investigating the various philosophical perspectives that guide and influence educational practices Classroom vignettes and examples of actual schools and educational programs help to ground philosophical perspectives in real world scenarios while the book s unique inquiry based approach leads students to both think critically about philosophical questions and apply the concepts to their own teaching Features of the text include What if questions that structure each chapter to pique students curiosity stimulate creativity and promote critical thinking Authentic classroom vignettes that encourage students to analyze what it means to do philosophy and to reflect upon their own practices examine their role in the educational process and articulate their own philosophical beliefs A concluding section asking readers to imagine and design their own hypothetical school or classroom as a project based means of analyzing synthesizing and evaluating the different philosophies discussed Accessible and thought provoking *Philosophy of Education in Action* provides a dynamic learning experience for readers to understand and apply philosophy in educational practice **The Philosophy**

of Teaching Arnold Tompkins, 2016-07-11 From the Introduction THE term philosophy of teaching places the accent on the process of teaching while the term philosophy of education emphasizes the system of principles as such The philosophy of education will not be attempted the theme being restricted to the application of philosophic principles to the teaching process Not that the application of principles is a more worthy object of attention than the system of principles themselves but because I feel moved to show how helpful in practice daily and hourly are the universal principles which philosophy announces I have no sympathy with the sneer at mere theorists those who seek principles for their own sake What should we do without the light they throw upon our pathway The practical teacher is not always conscious of and thankful for the great service rendered by the speculative philosopher Universal truth seems so remote from the immediate concrete details of school work that we do not suspect its presence and controlling power Hegel well protests against the thought that philosophy deals with another world asserting its subject to be the concrete and ever present facts of life The practical teacher must sooner or later learn that inspiration and guidance through the daily routine of duty must be sought in universal truth that specific rules and recipes which seem to be so helpful because of their easy and immediate application are really impractical and confusing because they have no germinant power and breadth of application that his bearings must be taken from the fixed stars and not from the shifting scenes and lights of the lower atmosphere The application of universal principles to teaching presupposes a philosophy of education and the existence of such a philosophy is not always admitted Even that there is a science of education has been denied and for stronger reasons may its philosophy be questioned it being a higher generalization of principles A distinguished writer in the Educational Review discusses at length the question Is there a science of education and concludes in these words To sum all up in a word teaching is an art Therefore there is indeed no science of education

Philosophy of Education William Hare, John P. Portelli, 2013-11-04 Revised and updated with 25 new essays the fourth edition of this bestselling collection brings together more than 30 leaders in the field of educational theory An engaging exploration of the ideas and trends shaping education in today's classrooms Philosophy of Education includes topics on high stakes testing consumerism in education and social justice issues in the classroom How can we teach students moral values while avoiding indoctrination How should a teacher deal with controversial issues in the classroom What role should standards play in education and who develops those standards And why is the link between theory and practice in the classroom important in the first place Philosophy of Education provides students teachers and administrators with a lively and accessible introduction to the central debates and issues in education today

The Importance of Philosophy in Teacher Education Andrew D. Colgan, Bruce Maxwell, 2020 Editors Introduction Andrew D Colgan and Bruce Maxwell Part I Diagnosis and Prognosis 1 The Decline of Philosophy in Educational Study and Why it Matters Robin Barrow 2 Schools of education and John Dewey The end of the romance David I Waddington 3 Habermas's Emancipatory Interest for Teachers A Critical Philosophical Approach to Teacher Education Mathew J Hayden Part II

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Philosophies of Education Glenn Max Wingo, 1974

The Philosophy of Teaching Nathaniel Sands, 2025-03-29 Explore the timeless principles of education with Nathaniel Sands The Philosophy of Teaching The Teacher The Pupil The School This seminal work delves into the essential relationship between these three pillars of learning offering profound insights into effective pedagogy and the philosophy underpinning successful education Sands examines the roles of both teacher and pupil within the structure of the school exploring methods and strategies that foster intellectual growth and character development A cornerstone of educational philosophy this book provides a foundational understanding of teaching relevant to educators and anyone interested in the dynamics of learning Re discover the core ideas that have shaped educational thought for generations in this carefully prepared print edition This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work Scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant

In Search of Subjectivities Michael A. Peters, Marek Tesar, 2015-11-19 While traditionally identified as a practice based endeavour the many dimensions of teacher education raise important philosophical issues that emphasise the centrality of ethics to questions of relationality and professional practice This second volume of the Educational Philosophy and Theory reader series demonstrates the continuing relevance of philosophical approaches to the field of teacher education The collection of texts focuses on a wide range of topics including teacher education in a cross cultural context the notion of unsuccessful teaching democratic teacher education the reflective teacher the ethics and politics of teacher identity and subjectivity and performance in teaching Chapters also explore teacher education based on experiential learning as experience demonstrating the continuing relevance of philosophical approaches to the field In Search of Subjectivities will interest academics researchers and postgraduate students in the fields of philosophy of education philosophy education educational theory teacher education experiential philosophy ethics policy and politics of education and professional practice

Philosophy of Education J.J. Chambliss, 2013-07-04 First Published in 1996 This first of its kind Encyclopaedia charts the influence of philosophic ideas that have had the greatest influence on education

from Ancient Greece to the present It covers classical thinkers as Plato Augustine Hypatia Locke and Rousseau as well as recent figures such as Montessori Heldegger Du Bois and Dewey It illuminates time hounded ideas and concepts such as idealism practical wisdom scholasticism tragedy and truth as well as modern constructs as critical theory existentialism phenomenology Marxism and post Colonialism The coverage consists of 228 articles by 184 contributors who survey the full spectrum of the philosophy of education

Philosophy Of Teaching Book Review: Unveiling the Power of Words

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