

My Philosophy of Teaching

I am a teacher... I notice children in a crowd of adults ...I can clear my throat and only the guilty parties will raise their eyes to meet mine... I am thrilled with storms and carry a hand held wind meter in my bag...I will ask a child, who is a stranger, "How was your day today?"... I can hear a whisper from afar and spot a disruption as it starts to brew... I love children and strive to make a difference in their lives through education... I am and always will be a teacher.

Remembering that actions speak louder than words, I model the values that I cherish the most: integrity, perseverance, respect and a willingness to try. I want my students to become good and industrious men and women in **Spirit, Mind** and **Body** and to use their talents and abilities to contribute positively to the world. Knowing how to work collaboratively, cooperatively, and in an organized manner will ensure success in my students' future.

Spirit -I value the spiritual growth and needs of our students. Sharing my own triumphs and tribulations of daily life with my students helps to create a safe and accepting environment for all.

Mind- Valuing their different talents and learning styles, my lessons and assessments are varied and authentic. From Howard Gardner, I know that students learn differently so I vary my lessons to include as many multiple intelligences as possible. Every child can learn, it is my job to believe in their abilities and to ensure that my teaching fits with their learning styles. I structure my teaching to utilize our most limited resource: time. Making sure lessons are well thought out ensures that all the classwork is completed within the allotted timeframe, which helps to keep the homework load down. Teaching based on objectives and benchmarks, not themes, keeps me focused on the required curriculum, while at the same time, teachable moments are never ignored. Modeling, encouraging, promoting and sometimes prodding students to have strong work habits is a large part of my curriculum. Being punctual, focused, responsible and perseverant are important values for me to model and teach.

Body- I encourage parents to have their children to be involved in sports and other activities. It is my job to make sure they are not burdened with unnecessarily large loads of redundant homework.

To be a responsive teacher, I must never lose sight that I am not teaching subjects, rather I am teaching a student, the whole child. Children change and develop and it is important for me to recognize their growth. Events that occur in their lives, whether global or in their own homes, need to be addressed in an honest straightforward manner. To ignore my students' needs is to limit my effectiveness. I strive to build connections for my students especially as we study the history of their heritage. I am involved in learning more about what I teach through workshops, college classes and home studies. Researching the subjects I teach enables me to give my students the whole picture.

Discipline in my room is based on my expectations of student behavior instead of elaborate systems. I have found systems of stickers and charts can take on a life of their own and become too time consuming. I simply motivate my students through positive reinforcement and my attitude towards them and their learning. I 'catch them being good' and have high expectations for them while not overlooking their individual capabilities or developmental stage. My teaching is liberally sprinkled with humor. We laugh often while learning together in our room. I am an effective teacher because I am knowledgeable, focused, structured yet flexible, and above all caring.