

January 21st, 2016

### My Teaching Philosophy

During my practicums, I asked myself what kind of teacher I wanted to be. Each of my associate teachers had introduced me to a unique approach and emphasized the importance of being able to find my own strategy that worked best for me. Questions about classroom management, assessment, or differentiated instruction filled my mind. Yet as soon as I stepped in front of the class, my focus simply became to make that one lesson the best possible learning experience for the students. My emphasis was always the students and from there, my teaching philosophy emerged.

My uncle, a teacher, once told me that a student may not remember something you taught them but will always remember the way you treated them. I haven't forgotten that and I believe above all else that all students should be treated as equals. There is more to a student's life than pure academics and it will be my responsibility to show an interest in that. Whether it be greeting students at the door, asking about weekends or finding ways to relate their interests into lessons, a student will only be able to connect with me once I've shown that I'm interested. That interest in turn promotes a positive and comfortable environment in which each individual is acknowledged and accepted. Every student walks into the classroom with their own needs and the only way those needs can be addressed is if I take the time to learn them.

A teacher doesn't need to be a student's best friend, but they should still be someone that a student can talk to comfortably and never fear to approach. So while I want to be sure to treat each student as a person, I also think it is important to be a genuine person myself. Whether it be making a joke, telling a personal anecdote or sharing my own passions, I have every intention of being myself in front of the classroom. With both teacher and students comfortable, their goals can then be achieved.

With a level of comfort established, the focus can turn to my educational goals as a teacher. My philosophy when it comes to academics is that each student should be engaged and stimulated at a level that is appropriate for them. While this may require extra preparation, each student deserves equal opportunities to succeed in my classroom. What qualifies as success may vary

between the students, as will how it is achieved but they should be at least provided that opportunity. As such, differentiated instruction, appropriate accommodations and modifications, a multilateral approach, and addressing different learning styles will be essential to my lessons.

As for the lessons themselves, I believe that the best learning occurs when the students are allowed to make their own discoveries and connections. As such my role in the classroom would be more as a facilitator than as a teacher, helping to guide them on the path of discovery. I want to promote making mistakes and trying new things, so long as they are learned from. There are definitely times when a teacher needs to teach, however those concepts are best understood when the students have had the opportunity to learn about it themselves and relate it to their own personal experiences. Recognizing and promoting these teachable moments will go a long way to creating a positive learning environment.

The implementation of my teaching philosophy should happen everyday and is set-up to allow it to occur. I must simply remember to always bring a positive attitude, even when it may not be easy, so that I constantly promote a positive environment and exhibit the qualities of a strong role model. While the premise of my philosophy is simple, I also believe that it is important to constantly evaluate my effectiveness as a teacher and to be constantly growing. As such I will ensure they have ample opportunity to be involved in class discussions regarding how we can progress as a collective.

All things considered, I am still relatively new to the teaching world and my philosophy is bound to change with new experiences. So long as it grows and I remain true to myself, I am okay with that. Simply stated, I want to be able to put a smile on a students face and go home every evening with the satisfaction that I did all I could to ensure that my class learned something new that day.

A handwritten signature in black ink, appearing to read 'Brendan Roy', is written over a horizontal line. The signature is stylized with loops and a long horizontal stroke extending to the right.

Brendan Roy