

## **Educational philosophy**

4 pages | 819 words

I believe that education is an individual, unique experience for every student who enters a classroom. In order for children to benefit from what schools offer, I think that teachers must fully understand the importance of their job. First, I believe that teachers must consider teaching to be a lifestyle, not a mere forty-hour-a-week job, because a teacher's goals for his/her students encompass much more than relaying out-of-context facts to passive students. As professionals entrusted with the education of young minds, teachers must facilitate learning and growth academically, personally, and ethically.

By providing a quality education to each individual in one's classroom, a teacher equips children with the tools necessary for success in life. In order to accomplish these lofty goals, I think it is important first to establish a mutually respectful, honest rapport with students — a relationship in which communication is of the highest priority. Through this relationship, a fair, democratic environment based on trust and caring can be established in the classroom, making it possible to interact confidently and safely in an academic setting.

Once this foundation is established, the educator has already accomplished a major goal: the ethical characteristics of equality; open, honest communication; and trust have been emphasized and put into practice without having to preach to students. Demonstrating these ethically correct behaviors in the classroom and expecting students to model them prepares them for adult interaction and survival in the future. Academic learning must begin with motivation and inspiration. Students deserve an educator's passion for both the subject at hand and learning as a whole.

Teaching and learning become a simultaneous journey for both the teacher and students when students' energy is aroused by a teacher's genuine intensity for learning, because everyone is ready and willing to participate in active learning. To achieve active learning, a teacher must demonstrate enthusiasm and express confidence in the students' abilities to learn and be successful. Employing constructivist methods of teaching in one's classroom forces students to take an active role in their education by making choices and assuming responsibility for intelligent inquiry and discovery.

For instance, discussions, projects, and experiments ensure student achievement and allow students and the teacher to discover individual student's preferences and strengths. This approach facilitates differentiated activities for each student's distinctive ambitions, making the subject more relevant to every student's life. Personal growth is accomplished when a teacher adopts a mentoring role. Displaying warmth and compassion shows students that teachers love them and are empathic, feeling human beings.

One-on-one mentoring involves personal conversations about goals, and taking time to share ideas and experiences. To be a mentor to every student, a teacher must project positivity, exhibit flexibility and confidence, set high expectations for oneself, and demonstrate fairness and consistency. In doing so, students can see appropriate adult behaviors first-hand and begin to emulate them as they mature. I believe that all children have the ability to learn and the right to a quality education.

All youths, regardless of gender, race, ethnicity, and capabilities should have the opportunity to learn...

# Example Philosophy Of Education Papers

**F. Doyle James**



# Example Philosophy Of Education Papers

**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 *New Essays in the Philosophy of Education (International Library of the Philosophy of Education Volume 13)* Glenn Langford, D.J. O'Connor, 2010-02-25 The contributors to this collection of essays offer a stimulating and varied range of approaches to this developing area The volume includes discussions on the concept of education and such related topics as indoctrination and the nature and scope of the theory of education Aspects of education including the field of moral education and issues which are reflected prominently in the curricula of such subjects as Mathematics and Science in schools and colleges are considered Creative Clinical Teaching in the Health Professions Sherri Melrose, Caroline Park, Beth Perry, 2021-08-30 For healthcare professionals clinical education is foundational to the learning process However balancing safe patient care with supportive learning opportunities for students can be challenging for instructors and the complex social context of clinical learning environments makes intentional teaching approaches essential Clinical instructors require advanced teaching knowledge and skills as learners are often carrying out interventions on real people in unpredictable environments Creative

Clinical Teaching in the Health Professions is an indispensable guide for educators in the health professions. Interspersed with creative strategies and notes from the field by clinical teachers who offer practical suggestions, this volume equips healthcare educators with sound pedagogical theory. The authors focus on the importance of personal philosophies, resilience, and professional socialization while evaluating the current practices in clinical learning environments, from technology to assessment and evaluation. This book provides instructors with the tools to influence both student success and the quality of care provided by future practitioners.

**LSC Writing a Philosophy Statement: An Educator's Workbook** Caroline Pryor, 2004-01-07. Writing a Philosophy Statement: An Educator's Workbook has helped hundreds of preservice and inservice teachers write a clear and concise philosophy of education statement. This workbook uses proven step-by-step writing strategies resulting in a statement usable in teaching position or graduate school applications. Sample philosophy statements and job interview questions are provided along with strategies to edit the statement. Users are provided with a Philosophy of Education Scale to evaluate their approach to teaching. This workbook can help colleges of education meet NCATE standards requirements. The activities in the workbook include: Five approaches to teaching; Strategies for identifying a personal teaching approach; A Philosophy of Education Scale; Six FAST steps for writing and editing; Using your philosophy statement for job interviews, graduate school applications, and in school-based leadership positions; Steps to writing school or district mission statement.

*Teaching as a Profession* Glenn Langford, 1978. [Essays in the Philosophy of Education](#) Celeste Ordas-Botor, 1995. *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 Oxford Handbook of Philosophy of Education** Harvey Siegel, 2009-11-12. A general introduction to key issues in the philosophy of education. The chapters are accessible to readers with no prior exposure to philosophy of education and provide both surveys of the general domain they address and advance the discussion in those domains.

[Introduction to the Philosophy of Education](#) George Frederick Kneller, 1971. [Teachers, Schools, and Society](#) David M. Sadker, Karen Zittleman, Myra P. Sadker, 2012-11-09. [Reason and Education](#) H. Siegel, 2012-12-06. Israel Scheffler is the pre-eminent philosopher of education in the English-speaking world today. This volume collects seventeen original invited papers on Scheffler's philosophy of education by scholars from around the world. The papers address the wide range of topics that Scheffler's work in philosophy of education has addressed.

including the aims of education cognition and emotion teaching the language of education science education moral education religious education and human potential Each paper is followed by a response from Scheffler himself The collection is essential reading for anyone concerned with contemporary scholarship in philosophy of education or with the place of this singularly important author in it

**Educational Judgments (International Library of the Philosophy of Education Volume 9)** F. Doyle James,2010-02-25 The topics covered in this volume originally published in 1973 include the need for a more adequate concept or definition of education the issue of whether indoctrination is compatible with education particularly with moral education and the processes of judging the merits of different approaches to aesthetic education Two contributors present complementary analyses of the relations between freedom as a characteristic of institutions and the process of learning to be a free man There is discussion of the neglected subject of rights and duties in education with special emphasis on the question of a universal right to education The volume concludes with papers on the relevance of philosophy to the practical judgments of educators and to education as a field of study

**The Professor Is In** Karen Kelsky,2015-08-04 The definitive career guide for grad students adjuncts post docs and anyone else eager to get tenure or turn their Ph D into their ideal job Each year tens of thousands of students will after years of hard work and enormous amounts of money earn their Ph D And each year only a small percentage of them will land a job that justifies and rewards their investment For every comfortably tenured professor or well paid former academic there are countless underpaid and overworked adjuncts and many more who simply give up in frustration Those who do make it share an important asset that separates them from the pack they have a plan They understand exactly what they need to do to set themselves up for success They know what really moves the needle in academic job searches how to avoid the all too common mistakes that sink so many of their peers and how to decide when to point their Ph D toward other non academic options Karen Kelsky has made it her mission to help readers join the select few who get the most out of their Ph D As a former tenured professor and department head who oversaw numerous academic job searches she knows from experience exactly what gets an academic applicant a job And as the creator of the popular and widely respected advice site The Professor is In she has helped countless Ph D s turn themselves into stronger applicants and land their dream careers Now for the first time ever Karen has poured all her best advice into a single handy guide that addresses the most important issues facing any Ph D including When where and what to publish Writing a foolproof grant application Cultivating references and crafting the perfect CV Acing the job talk and campus interview Avoiding the adjunct trap Making the leap to nonacademic work when the time is right The Professor Is In addresses all of these issues and many more

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**In the Socratic Tradition** Tziporah Kasachkoff,1998 This practical guide for teaching philosophy brings together essays by two dozen distinguished philosophers committed to pedagogy Addressing primarily practical issues such as how to motivate students construct particular courses and give educational exams the essays also touch on theoretical issues such as whether moral edification is a proper goal of teaching ethics An excellent sourcebook for graduate students just learning to teach as well as for professors searching for new strategies and inspiration or called upon to teach courses outside of their specialties

**Fiction written under Oath?** David Bridges,2006-04-18 The measured and passionate essays in this volume bring to contemporary debates about educational research both a first hand familiarity with the practices and arguments of the educational research community and a clear grasp of the ways in which philosophical sources and analysis can inform them It will be essential reading for researchers masters and doctoral students who are coming to terms with educational research

**Philosophy of Education** ,2018 **Philosophical Foundations of Education** Howard Ozmon,Samuel M. Craver,1990 Presenting breadth and depth of coverage in a highly readable style the 8th edition of this popular survey text again provides balanced treatment of all the major schools of thought about education The authors address how philosophical ideas about education developed over time arranging their coverage in chronological order and pay close attention to historical context while emphasizing each philosophy s continuing relevance to education today For each philosophy they show its application in aims curriculum methods and teaching Additionally they critically assess each philosophy and examine how numerous other scholars view it The new edition now offers a greater emphasis on women and minorities such as Montessori De Beauvoir Greene DeBois King and West

[The Rediscovery of Teaching](#) Gert Biesta,2017-05-25 The Rediscovery of Teaching presents the innovative claim that teaching does not necessarily have to be perceived as an act of control but can be understood and configured as a way of activating possibilities for students to exist as subjects By framing teaching as an act of dissensus that is as an interruption of egological ways of being this book positions teaching at the progressive end of the educational spectrum where it can be reconnected with the emancipatory ambitions of education In conversation with the works of Emmanuel Levinas Paulo Freire Jacques Ranci re and other theorists Gert Biesta shows how students existence as subjects hinges on the creation of existential possibilities through which students can assert their grown up place in the world Written for researchers and students in the areas of philosophy of education educational theory curriculum theory teaching and teacher education The Rediscovery of Teaching demonstrates the important role of teachers and teaching in the project of education as emancipation towards grown up ways of being in the world

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In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Example Philosophy Of Education Papers**," a mesmerizing literary creation penned with a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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