**Foundations of Education Chapter 4**

**I.Why is philosophy important to teachers?**

**-your understanding will enable you to think clearly about what you are doing and to see what you are doing in the larger context of individual and social development**

**-knowledge of philosophy of education will help you understand the complex political forces that influence schools**

**-knowledge of how philosophy has influenced schools will help you evaluate more effectively current proposals for change**

**-it can reveal principals that may be used as a guide for professional action**

**-a school’s philosophy is actually a public statement of school values, a description of the educational goals it seeks to attain**

**(what is the philosophy of the school you work in?)**

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Wagner Community School

**Vision**

We are committed to academic excellence so that all students will exceed their potential and become contributing members of our diverse society.

**Mission**

Wagner Community School will provide “Every Child, Every Chance, Every Day” to excel.

**Belief Statements**

We will:

* Recruit and retain highly qualified personnel who are dedicated and motivated to increasing their professional knowledge and skills.
* Interact with students, parents, community members, and staff to provide the highest quality education.
* Make decisions based on needs, available resources, research, and best practices.
* Educate all students to develop their potential to become contributing members of a democratic society.

**Goals**

* To provide each child an opportunity to become proficient in the skills of reading, math and science.
* To provide differentiated instruction that allows for the development of the intelligences, styles, and creativity of each child.
* To provide a curriculum that meets the highest standards for a variety of post-secondary options.
* To provide opportunities for each child to develop a sense of personal and group worth.

Adopted:

Revised: 10-10-06

Revised: 01-12-09

Revised: 04-11-11

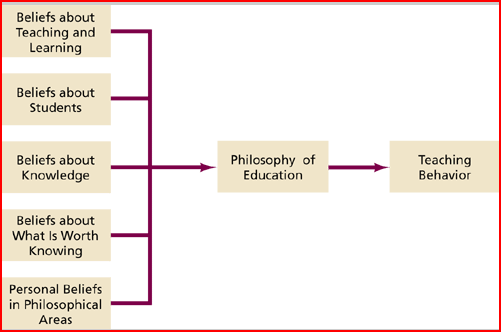
**II.What is the nature of philosophy?**

**-it is concerned with identifying the basic truths about being**

**III.What determines your educational philosophy**

**-it consists of what you believe about education-the set of principles that guides your professional action**

**-you should be aware of the need to reflect continually on what you do believe and why you believe it**

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**1.beliefs about teaching and learning**

**-one of the most important components of your philosophy**

**-what will your primary role as a teacher be????**

**2.beliefs about students**

**-what you believe students are like is based on your unique life experiences, particularly your observations of young people and your knowledge of human growth and development**

**-negative view of students may promote teacher-student relationships based on fear and coercion rather than on trust and helpfulness**

**3.beliefs about knowledge**

**-how teachers view knowledge is directly related to how they go about teaching**

**-teachers differ in their beliefs about whether students’ increased understanding of their own experiences is a legitimate form of knowledge**

**4.teachers have different ideas about what should be taught-but we all have to follow the STANDARDS**

**IV.What are the branches of philosophy?**

**1.metaphsyics**

**-concerned with explaining the nature of reality-what is reality-what is the world made of**

**-schools are concerned with this because curriculum is based on what we know about reality**

**2.epistemology**

**-focus on knowledge-what knowledge is true**

**a.knowing based on authority-the textbook, teachers, and administration is authority**

**b.knowing based on divine revelation-supernatural revelations**

**c.knowing based on empiricism(experiences)-knowledge from the senses**

**d.knowing based on reason and logical analysis-from the process of thinking logically**

**e.knowing based on intuition-arrived at without the use of rational thought**

**3.axiology-teachers have interests not only in the quantity of education but also in the quality of life that becomes possible because of the knowledge**

**a.ethics**

**-what is good, evil, right, wrong, just, and unjust**

**-can help teachers solve many of the dilemmas that arise in the classroom**

**b.aesthetics-concerned with values related to beauty and art**

**c.logic**

**-area that deals with the process of reasoning and identifies rules that will enable the thinker to reach valid conclusions**

**-deductive-general to specific thinking**

**-inductive-specific to general**

**-Socratic questioning**

**-discussion leader only asks the questions**

**-discussion is systematic-not free for all**

**-leader’s questions direct the discussion**

**-everyone participates in an effort to go beneath the**

**surface and to explore the complexities of the topic or**

**issue under discussion**

**V.What are five modern philosophical orientations to teaching?**

**1.perennialsim**

**-views the truth as constant and ensures that students acquire knowledge of these unchanging principles or great ideas**

**-belief that the natural world and human nature have remained basically unchanged over the centuries**

**a.education must promote humankind’s continuing search for truth**

**b.the cultivation of human rationality is the essential function of education**

**c.education should stimulate students to think thoughtfully about significant ideas**

**2.essentialism**

**-our culture has a core of common knowledge that the schools are obligated to transmit to students in systematic, disciplined way**

**-stresses what is believed to be essential knowledge and skills (3R’s)**

**3.progressivism**

**-based on the belief that education should be child-centered rather than focused on the teacher or the content area**

**a.content of curriculum should be derived from students’ interests rather than form the academic disciplines**

**b.effective teaching takes into account the whole child and his or her interests and needs in relation to cognitive, affective, and psychomotor areas**

**c.learning is essentially active rather than passive**

**-the best way to prepare students for an unknown future is to equip them with problem-solving strategies that will enable them to discover meaningful knowledge at various stages of their lives**

**4.existentialism**

**-offers the individual a way of thinking about life, what has meaning for me, what is true for me, it emphasizes creative choice, the subjectivity of human experiences, and concrete acts of human existence over any rational scheme for human nature and reality**

**-life has no meaning and the universe is indifferent to the situation humankind finds itself in**

**5.social reconstructionism**

**-holds that schools should take the lead in changing or reconstructing the current social order**

**-critical pedagogy-focuses on how education can promote social justice especially or those who do not enjoy positions of power and influence in society so teachers teach students how to identify and to understand the complexities of social injustice**

**-feminist pedagogy-challenges the emphasis on efficiency and objectivity that perpetuates the domination of masculine rationality**

**V.What psychological orientations have influenced teaching philosophies?**

**1.humanistic psychology**

**-emphasizes personal freedom, choice, awareness, and personal responsibility so the goal of education is self-actualization**

**2.behaviorism**

**-desirable human behavior can be the product of design rather than accident**

**It is an illusion to say that humans have free will**

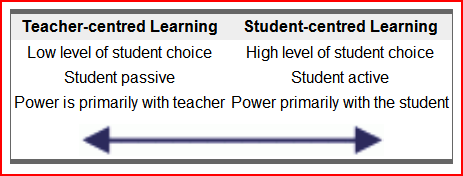
**-our behavior is really determined by forces in the environment that shape our behavior**

**3.constructivism YES**

**-students use cognitive processes ot construct understanding of the material to be learned(NOT that they receive information transmitted by the teacher)**

**-supports student-centered rather than teacher-centered learning**

**-focuses on the mental processes and strategies that students use to learn**

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**VII.How can you develop your educational philosophy?**

**-no single philosophy fit perfectly with your idea of the kind of teacher you want to become**

**-there may be some element of each approach that seems compatible with your own emerging philosophy of education**

**-don’t feel that you need to identify to a single educational philosophy around which you will build your teaching career**

**\*\*most teachers develop an *eclectic* philosophy of education which means they develop their own unique blending of two more philosophies**