

Allison Oleksyn

Dr. Elaina Guilmette

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Teaching Philosophy

“A good teacher cannot begin or continue to inspire learning without being a learner”

(Licklider, 2008) When I've been looking into various relationships throughout the school system, this passage has stood out to me. However, this class has taught me that relationships do not always have the same effects, and that not all relationships are created equal. Additionally, it raises questions like: Why is this taking place? What exactly is the significance of a student-teacher relationship? Why is self-presentation so important? All of this goes back to the reason why you, as an individual, need to work toward becoming a lifelong learner, with some help from the significance of connection. As I consider these important ideas, I will concentrate on the readings and discussions we talked about that have shaped my understanding of what it means to learn, teach, and receive an education.

Learning on a Continuum

The transformative process of absorbing information that, when combined with what we have experienced, alters what we know and builds on our preconceived thoughts is called learning. It is built on analysis, input, and procedure. Students' brains are constantly hard at work learning new skills and connecting old and new information. When it comes to their relationship with their teacher, those same brains are also constantly processing information. This connection

is also essential to the student's overall relationship with the school. Throughout their time in the educational system, students participate in a variety of learning activities, particularly in character development, which are frequently overlooked. Growing up, I certainly cleared my path through all the different social groups in my little rural school. "Norms" are never realistic, no matter how often they are forced; Everyone has their own set of standards. We as a society are exceptional inside itself meaning we are unmistakable from each other; we even show various ways of behaving. It becomes apparent that early relationships and interactions, including those with teachers, have a significant impact on a student's behavior and social skills. Regardless of whether the teacher is aware of it, students are likely imitating actions. I oversaw this idea within our lecture, the way Dr. Gulimette can grasp every student within a conversation is remarkable. This suggests that your actions and words have a significant impact on your teaching and the study of your student-teacher relationship.

Experiential Learning Inside the Classroom

As I got older, the connections I made with my teachers positively impacted my learning, so this idea became very special to me. I discovered that extraordinary educators don't simply instruct, they motivate and inspire. Occasionally, I had the opportunity to learn from teachers with such enthusiasm, but this was not always the case. I, as a future educator, am guilty of wanting to rectify the negative experiences I had as a student, and I may assume that many others share my sentiment. This may be a broad term because there are many different levels of trauma, but the obligations these aspiring teachers feel may be caused by trauma. Teaching is both a profession and a means of teaching students important life lessons like forgiveness, sharing, and

respect. It also helps students realize their full potential. To ensure the success of future generations and the advancement of an education sector that is always improving, strengthening this bond between students and educators is essential.

Teaching and learning cannot be separated. Learning about the most recent developments in education consistently helps teachers improve their skills. Very much like how educating and learning share a bond, you as a teacher share a bond with your homeroom. You oversee how your future students interact with the classroom and the environment in which they will learn. Throughout our lectures, it has become very clear to me that engagement is key. Teachers' perceptions of their relationships with their students also influence student engagement. When teachers say they have a difficult relationship with their students, they are more likely to see signs of disengagement. As seen in our lectures, Dr. Guilmette showed it was possible to keep the class engaged by discussion, she has also shown how powerful discussion really is. She examines the art of connection while also relating to us on a student level by utilizing previous experiences. This was important to me throughout our class because it taught me that teachers are important because they change lives, inspire aspirations, and push people to their limits.

Conclusion

When I saw how rewarding it was to form relationships with my own teachers, I knew I had made the right choice. Relationships between students and teachers are what determine a classroom's success or failure. It is truly amazing to be able to exercise this control and contribute to the advancement of the subsequent generation. Everywhere and at any time,

connections are being made; it all comes down to how long this relationship lasts. Being able to have the control of this connection in your hands is what makes teaching meaningful to me.

References

Licklider, B. (2008, August 27). *My philosophy of teaching*. Faculty Focus | Higher Ed Teaching & Learning. Retrieved April 3, 2023, from <https://www.facultyfocus.com/articles/my-philosophy-of-teaching/>