

Philosophy Statement

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A child's education has the capabilities to build a foundation for a fruitful life both personally and professionally. However, academic rigor often deters and discourages students from persevering through difficult times; this often leads to self-doubt and negative self-image. As a teacher, I believe it is my job to aid in my students' journeys to become the people they were made to be. My role as an educator will have little to do with content and much to do with the receptivity and expansion of that content into the lives of my students.

Throughout both my practicum I and II experiences, I have learned the value of loving students in the thick of their situations. The love that I have received within my home life, my faith, my friendships, and my student-teacher relationships is an absolute privilege. I aspire to foster this love within my classroom so that, even when it is not spoken, my students will not have to wonder if anyone loves them. Teaching, to me, encompasses the heart of Christ; to love and be loved in a completely selfless way.

Although genuine compassion and love sits steadily at the heart of my teaching philosophy, the content of my classes weighs heavily on the relationships I cultivate with my students and the way they think about themselves. Differentiation is the key to the implementation of this idea that the content being taught in the classroom is not only applicable but necessary and helpful in their lives. As a method of differentiation, I plan to use Project Based Learning (PBL) to give students different options and opportunities to explore essential concepts that aid in real-world application.

Academically, there is so much more I want to teach my students than mathematics. Critical thinking can be cultivated using math content in many ways. Some may think, *'there is*

only one way to teach math: lecture. ' When a good teacher is in front of a math classroom, they see all of the ways to combine crucial life skills with the content. This is the teacher I aspire to be. I plan to foster these skills by using classroom discussion and student lead instruction through questions. It essential to create and ask good questions; this will be an underlying theme in the curriculum.

Overall, I desire to create an enthusiastic, rigorous environment that fosters relational encouragement. The end goal is not for my students to be dependent on these relationships, but to experience kindness within my classroom and desire to share their light with the world. Cultivating an approach to mathematics curriculum that is not daunting can tend to be difficult, but when differentiation is being used in its most optimal setting, students will feel inspired to run toward their goals.