

Educational Philosophy

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Learning is the only thing the mind...

...never exhausts...

Learning and the process of gaining knowledge should allow your mind to prosper, not exhaust. Memorization and constant pressure brought on by testing are aspects of modern education that are exhausting to a students' mind, and therefore are not keystones to the learning environment of my classroom. By getting to know my students' personal stories and learning styles, I can cater my teaching to what works best for my students and make learning nearly effortless for them. Understanding what is beneficial to student growth is key to know as a teacher, and that is why I want to choose assessments and activities for my students that not only support their learning but that also get students excited to learn.

... never fears...

As a student, I faced many fears at school: fear of failing, fear of judgment, fear of asking questions. I want to make certain that fear has no place in my classroom. My students will leave their fears at the door every morning as they walk into the welcoming, caring, understanding, and supportive environment that I have created for them in my classroom. My students will learn that asking questions, trying (and sometimes failing), and trust are vital to their success not only in my classroom, but in the real world as well. They will learn that fear is something that can hold you back from your true potential if gone unrecognized. Fear is a stepping stone used to propel you forward, and is not to be dwelled upon.

... never regrets.

Education should never be something that one looks back on and regrets. Every student has the potential to go to college and/or achieve their dreams. When my students walk away from my classroom on the last day of school, I want them to see their failures as experiences that they can learn from and their successes as encouragement to achieve greater things. I want to teach my students that putting in the necessary effort at school to succeed is more beneficial than regretting the lack of effort in hindsight years later.