Classroom Philosophy

by Bailey Wenz

I recently came across the statement “Schools exist for the students and not for the teachers”. This is a statement I very much agree with and which I consider the foundation for my role in the classroom. It is my duty to create a relevant and interesting curriculum. The students should not have to wonder why they have to learn about quadratic equations, or complex numbers. It is my task to show them the relevance of everything they learn. It is also my duty to make the lessons engaging, by building my lessons around concepts that students can relate to; I am not teaching math, but I am teaching student’s math.

Having a relevant, interesting, and engaging curriculum should ideally be enough to get the students’ undivided attention and full commitment during my lessons. Although this will undoubtedly not be the case, I do think it is an important first step.

I will invest in getting to know my students and their backgrounds (chat with them outside of class, be involved in extracurricular activities) so that I can adjust my teaching to each and every one of them. Establishing a good contact with students’ parents is also a crucial component. When a positive relationship is built early on (before any (behavioral) problems occur), it is both easier for me to consult with the parents when I have concerns about their child, and for them to come to me when something happens in the student’s life that I should be aware of. By getting to know the students, and stimulating the students to get to know each other (through group work), I will also create a relaxed, yet respectful atmosphere in my class, in which students feel at ease with each other and with me, are not afraid to ask questions, and do not let fear of failure prevent them from trying new or difficult problems.

Finally, it is important to have a limited number of classroom rules. Setting clear boundaries for what is acceptable in class and what is not, not only helps to control student behavior, but also reassures students in their behavior.

Resources

Krook, C. (n.d.). Teaching Portfolio - Classroom Management Plan. Retrieved from http://chriskrook.greatnow.com/teach/cmp.htm