

EDU 200 Philosophy of Teaching

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Philosophy of Teaching 2

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## Introduction

When we look back at our school days, whether in grade school or college, we can all pick out one teacher that inspired us and pushed us more than any other teacher. As Education majors, we hope to be that teacher for one of our students someday. But to me, there's another element to why I want to become a teacher. I had teachers in high school who were inspirational to me just like anyone else, however I am so grateful to my high school as a whole for my education. I was so inspired by the sacrifices of my teachers to give me an education that I want to give back to the school by becoming a teacher and sharing the education I received.

## Topic one

"We all want to believe what we're doing with our lives is making a difference in the world..." (Kauchak&Eggen, page 7). This quote reminded me of something the headmaster of my high school said at graduation. He told us that high school graduations were his favorite school events. He said that he loved them because he liked sending out another class of strong, Catholic, young people into the world. The world needs more young people who are strong in their faith and standing up for their morals, and Chesterton Academy is the perfect training ground.

I received a fantastic education at Chesterton Academy from the most amazing teachers I have ever met. They taught me not what to think, but how to think and how to stand up for what I think. Chapter One of *Introduction to Education* says, "...most of us can remember teachers who made a difference in our lives, and many go into teaching hoping to do the same with our students." (Kauchak&Eggen,

page 7). I am so grateful for the education I received at Chesterton Academy that I want to become as great a teacher as those that I studied under in high school, so that I can go back to Chesterton Academy to teach with them. I want to be able to give back to the school that has given me so much.

I also believe that teaching is a calling. I am a Catholic, and so I believe that if God is good enough to give us talents that we should thank Him by giving back to the community. God has given me a passion for history, for my faith, and for Chesterton Academy. In thanks for the gifts He has given me, I want to give back by teaching at a Catholic school that needs my help. Chesterton Academy is growing exponentially, and is opening many new campuses all over the country every year. These campuses need teachers, and I will become the best teacher that I can so that I can go to work for them.

### Topic two

Chesterton Academy, although a private, Catholic school, is not a wealthy school. Most of the students attending are on scholarships and financial aid, and the beginning wage for teachers is barely above minimum wage. However, despite these challenges, it only increases my determination to become the best teacher that I can be. I believe that no matter a student's financial situation, that they still deserve great teachers and a good education. Since I have the ability to teach and a passion for my subject, history, I believe that I am called to teach those who need it most. The students who are on scholarships are some of the most hard-working students I have ever met. There is a different kind of learning environment in a school where most students don't have much money; there is more appreciation for the education.

Another effect of the school not having a lot of surplus money is the lack of technology. As chapter two says, “Less money often means that class sizes are larger and schools have fewer resources, such as computers and science lab equipment.” (Brimley et al., 2012 page 63). Chesterton Academy does not have SmartBoards or iPads or laptops in class, we used white boards and Expo markers. To some people, this may seem like a tragedy and a hindrance to education, however I would argue the opposite. As I mentioned above how most of the students are from families with a low income, this is a great equalizer. Some students come from families who do not have a computer or Internet at home, and so when writing research papers we were not allowed to use the Internet for research and were only allowed to use book sources. I not only learned much more from reading primary sources, but I also learned how to do research for college papers from the start in high school and I am now fairly proficient at it.

### Topic three

Along with the challenges of having limited technology, there is also the challenge of having a multicultural classroom. Chesterton Academy did not have very much cultural diversity, but prior to high school I was at a public school that was very diverse. This school encouraged (to the extent of my knowledge) students to accept their heritage and to celebrate it. We had social studies classes where we would study different cultures and would encourage students of those cultures to participate, either in bringing an example of native cuisine to class or an example of their traditional clothing. There were also a variety of language classes so there was

rarely a language barrier between students and teachers, or between teachers and parents.

It is very important for students to feel accepted and comfortable at school, and sometimes it is hard for students from different cultures to feel at home at school. Teachers are the main facilitators to set examples and to include the students. Our book, *Introduction to Teaching, Becoming a Professional* gives the example of a teacher named Cynthia Cole and dealing with one of her Native American students, "Experts suggest that Native American children aren't used to the fast-paced, question-and-answer patterns found in most American classrooms." (Banks, 2008, page 75.) One example that I remember from school, other than sharing in social studies class, was having a multicultural spirit week. This helped other students of different nationalities to feel accepted at school without feeling that they would have to give up their rich heritage. This also is good for parents, who can feel that schools are taking away their children when they are required to only speak English and to hide their heritage.

### Conclusion

Teachers are some of the most influential people in our lives. They push us to accomplish what we never thought we could, and they inspire us, as Education majors, to become like them. I am so grateful to my school and my teachers that I want to push myself to become the best teacher I can be and return to my school, because they are growing and need good teachers for their many campuses.

References

1. Kauchak, Donald P., and Paul D. Eggen. *Introduction to Teaching: Becoming a Professional*. Upper Saddle River, NJ: PH/Merrill/Pearson, 2008. Print.