

Philosophy of Teaching

To me, teaching is an evolving process; I am not the same teacher I was ten years ago when I was a high school chemistry teacher in Lebanon. To articulate my teaching philosophy is to describe the teacher I am today and the teacher I want to be, not the teacher I was, without ignoring my past experiences.

“The goals of education are not to prepare students to live a useful life, but to teach them how to live pragmatically in their environment.” (Dewey, 1938). When I think about my role as an educator, lots of things come to my mind and need to do to achieve my goal. My first role as a teacher is teaching citizenship which involves developing knowledge and skills to enable students to be responsible for their own lives and communities. To achieve this goal, I have to work on myself, whether in working in the classroom, which is a laboratory for mixing things up until I find the right combination for them or in seeking professional development workshops/conferences, which provide me with networking opportunities that can enhance growth and improvement. After all this work and training, I must always get help from the administrators and be observed to identify my weaknesses to work on them. I believe the teacher should teach the material with enthusiasm even if her students aren't and consistently get out the students' positive energy because this will affect their learning. Focusing on communication and collaborative skills is crucial in preparing students for the future. In my science class, I use the jigsaw technique and real-world problems to facilitate project-based learning, laboratory work,

and technology tools. All these need collaboration between the students and enhance their communication skills, especially when it comes to technology which makes collaboration much easier. I believe that the goal of education is to make the student think critically and to do that, he should know well the content knowledge and develop good problem-solving skills to evaluate and make judgments and decisions. Problem-solving skills, collaborative work, sharing information, and research projects will help us as teachers to achieve our goals.

I encourage students to believe in their abilities, and we always say: "I can and I will," to achieve our goals, to work hard and collaboratively with each other as a team.

Teacher-student relationships shape students' moral development and influence students' emotional development that's why I try to be fair, caring, and listen to the students. Because in these relationships, moral qualities are shaped and not by transmitting moral qualities and beliefs. That's why as an educator, I put rules at the beginning of the year, and I focus on integrity, respect, social responsibility, sharing fairness, and hard work. I put the rules, and we practice them in class. I would like to say that a good learning environment is crucial for students' success, and in my class, I have a culturally diverse and flexible environment. In the multicultural society in the United States, we find ourselves in front of many racial, ethnic, and language groups. I'm aware of the cultures of students and try to be familiar with them, help them to explore their self-identities, and collaborate with local people to improve the school and community. And sometimes, we invite parents and grandparents to school as guest speakers to share their cultural experiences. As an educator, I must know the student's background and culture to help him work better to achieve his learning goals. Also, one of my goals as a teacher is to meet all learning styles and help low-achievers perform better.

Greeting students at the door, preparing fun and engaging activities, identifying problematic behavior, and setting clear and firm limits on inappropriate behavior all contribute to student success.

Learning is student-centered. The student learns through activities, projects, and problem-solving skills which will promote democracy in classrooms. At the same time, I will be the facilitator that guides the student to new activities, thus enlarging and broadening their cultural and social relationships. Also, the use of rubrics for assessment of students' work encourages them to work responsibly.

This is my teaching philosophy and is based on what I have experienced until now in my teaching career. But as long as I'm growing and learning more, my teaching philosophy will change to a better one.

