

Hannah Earhart

Personal Philosophy of Education

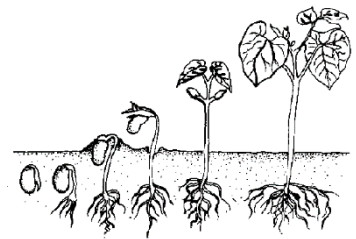
Students are seeds; the potential for growth is inherent no matter the size of the seed or the conditions in which it happens to reside. All seeds are different sizes, yield different fruit, and take different lengths of time in doing so. Some sprout quickly, can grow in spite of parched or deprived



environments, and bear fruit at a young age. Other seeds may need rigorous care and constant attention, lie deep within layers of hard shells and husks, and take years to even show buds. A teacher's priorities then are to know each student, help create the optimum growing conditions for each individual "seed," and to never lose sight of that potential for growth.

In order to provide the optimum growing conditions for each "seed," I make an effort to know and be aware of each student on an individual basis. By showing that I take interest in my students, their lives, their struggles, and their own interests, I create a safe, welcoming, and accepting environment in which they will be better able to thrive. Understanding students' background knowledge and building upon it in a logical manner prevents redundancy, keeps students engaged with the material, and communicates to them that the previous knowledge they bring to the table is important and celebrated. By taking the time to know a student's individual interests I am able to incorporate them into the curriculum as much as possible, creating meaningful connections with the material, and once again reinforcing that the student as an individual has value. By taking each student's needs into consideration, I am better able to adapt and scaffold my instruction in order to reassure them that growth is taking place.

As an educator, I understand the significant responsibilities I have of not only providing the best and most learning-conducive environment for each of my students, but also of serving as a model in conduct, motivation, social skills, and attitude. I cannot guarantee that my students come from healthy or supportive home environments, nor that they routinely see adults conduct themselves in a civil manner. Therefore, I take every opportunity to exemplify the qualities I wish to instill in my students and hold myself to the same expectations I have of them and their conduct in my classroom.



Often times seeds appear to remain dormant for long periods of time, even in the best of conditions, before a sprout is seen above the soil. However, during that time of apparent inactivity, every bit of water, nutrients, and meticulous care, is silently and quietly preparing that seed to send forth new shoots. Educators must not be discouraged by periods of slow or nonexistent progress but must always know that growth can and is occurring, even if it is unseen. One fateful day though, a sprout will show. A math concept will be mastered. An essay will be completed. An agenda will be organized. A letter of the alphabet will be recognized. Even the smallest sprout is a victory and should be celebrated, and each minute of care, attention, and effort will be worthwhile because the sprout is just the beginning.

