

## **My Teaching Philosophy**

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*My goal is to create an inclusive and safe classroom where all students' strengths are recognized and nurtured to achieve their maximum learning potential.*

Four main ideas scaffold my teaching philosophy: empathy with honesty, deepening parent/student relationships, critical thinking, and global perspectives. I believe that all four components complement each other and foster a holistic learning environment. I want to inspire students to work hard and succeed academically and personally.

First, I believe in acting empathetically and understanding where my students come from, their home lives, and their cultural identities. Delving deeper into this philosophy is the notion that students from all backgrounds (social, economic, cultural) deserve an equal opportunity to learn. Also, students not only need an equitable learning environment but deserve equity within the classroom. An empathetic approach to teaching strengthens and deepens the relationship between educators, students, and their parents or caregivers. As a teacher, I am responsible for my students' well-being while they are with me and, at the same time, knowing if they receive the support they need at home to succeed academically. Understanding that there is no such thing as an even playing field and that each student has a unique story about them, I can make better decisions about creating my lessons while making them more relatable.

Along with empathy in teaching, I believe it necessary to be honest and kind to students when giving feedback on any task. I believe in telling my students what I see and offer suggestions on how to improve. As a teacher, one of my main teaching objectives is to remove the stigma of failure, and that failure is an opportunity to learn.

I will make sure my students feel comfortable with making mistakes to show them that I am learning from them. I also will encourage them to respectfully challenge me, especially if I make a mistake or say something that does not make sense to them. I will give errors a positive pedestal in my classroom, meaning that I will tell my students that mistakes are a natural part of learning. To strengthen

this message, I will use prominent historical figures, like physicist Albert Einstein, to illustrate his failures early in his life and his tremendous achievements as an adult. Lastly, I will encourage students to not give up on their ideas or to become dismayed by failures. I will attempt to instill the value of hard work, practice, and perseverance in my students, which I hope will carry-over into their lives during adolescence and adulthood.

As a teacher, I also believe that I need to be approachable to my students. A teacher's attire, body language, facial expressions, tone of voice: are all things students observe and are keenly aware of. Juxtaposing with these characteristics and attributes are negative projections and attitudes. Teachers are human and are not perfect beacons of virtue. What is essential is that as a teacher, I am learning and developing; I am part of the learning experience. I believe it is vital to recognize when negative characteristics emerge, correct the behavior, have humility, and publicly accept full responsibility for my actions.

Another core aspect of my teaching philosophy is giving students the tools to think critically and ask meaningful questions. I will teach students to think about what they already know and what they are ready to learn, provide opportunities for meaningful discussions, and foster higher learning and reasoning. Furthermore, I firmly believe that students need a chance to think for themselves. A teacher must step back and let students work out challenging assignments and concepts and help when necessary.

Lastly, I believe in instilling the view of humanity from a global perspective. I believe global awareness encompasses a multi-disciplinary study area and can significantly impact students' ability to acquire attributes to help them become prosperous and useful contributors to the worldwide community. I believe that students who make connections with communities and geographical areas outside their sphere broaden their understanding of humanity from a multicultural perspective while encouraging students a chance to reflect on their place within their society and what they hope to achieve.