

BrightLight Tutorials

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TEACHING PHILOSOPHY

" Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher." (Palmer, 1998)


In every teacher lies a unique ability to transform the learners' beliefs and assumptions about the world around them. Learners are motivated and challenged by the teacher to make positive life decisions that will not disadvantage them in this ever changing society. Teachers change the world one child at a time. They allow learners the opportunity to see mistakes and imperfections as part of the process. Teachers promote positive learning and model what they teach and learn.

My beliefs about teaching and learning are influenced by Britt (2011) and are in threefold:



My philosophy is: I believe that the classroom has to be a safe learning space where learners are able to freely express their ideas and opinions about their learning process.

The aim is to create a flexible learning environment where learners will not fear being right or wrong, but will confidently and freely voice their opinions with the aim for being corrected if wrong or praised if correct and also to learn from their mistakes. Learners in my classroom are allowed to make mistakes because it is through those mistakes



where they learn and do better. Each and every learner in the classroom has different learning needs and wants, strengths and weaknesses, and it is my duty as the teacher to identify them and cater for all of them in my lesson to ensure inclusivity.

I believe that learning is best when learners see the relevance and importance of learning, and that is why I encourage learners to set clear goals that they want to achieve at the end of learning. Learners are given an opportunity to reflect on those goals to check their progress. This task helps learners to direct their learning and focus towards achieving their own educational goals.

As a teacher, my role is to create a pedagogy of care in the classroom that will instill some sense of belonging and safety to my learners. And that is why I address learners with their names in the classroom, this makes learners feel recognized and important.

I am mindful of the fact that I am teaching in the midst of a global pandemic and 4IR, and that is why I strive to help learners gain knowledge, creative thinking and problem-solving skills that will enable them to fit in and survive in the society that is ever changing. I serve as a mediator and facilitator better to be filled, they are co-creators of knowledge. I agree with Freire's statement because students also have knowledge, and that knowledge can help edify the lesson and better other learners' understanding. I encourage learner participation in the classroom because learners' contribution is valued and important in every lesson.

Students are the future, and I believe that each and every student has the potential to bring something unique and special to the world.



Reference List

Britt. (2011). *My Teaching Philosophy*. Learning in a flat world

Freire, P. (1970). *Pedagogy of the Oppressed*. Bloomsbury Academic

Palmer, J.P. (1998). *The Courage to Teach*. Jossey-Base, San Francisco, CA
between the learners' personal knowledge and the knowledge in the textbook, and that is why my learners' contribution in every lesson is important. This decision is influenced by a certain theorist named Paolo Freire. According to Paulo Freire (1970), students are not empty vessels waiting