

Benchmark: Hope Charles Teaching Philosophy in Counselor Education

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“Intelligence plus character- that is the goal of true education.” - Martin Luther King Jr.

“The beautiful thing about learning is that no one can take it away from you.” - B.B. King

Keep hold of instruction; do not let go; guard her, for she is your life. Proverbs 4:13 (ESV)

CES Identity Information

Much like the quotes at the onset of this philosophy, I hold three things near and dear to my approach on life: my *history*, my *heritage*, and my *humanity*. These three things create who I am as an individual. It is also these three things that I apply in my approach to teaching, both inside and outside of the classroom. I do not believe that a student’s learning starts and ends inside of four walls. Their education starts at birth. The students come into learning with life experiences, both good and bad, that have raised them up to be the people they are. I take those lessons and start from there in my teaching approach. I am constantly considering the fact that my students come into the classroom with their own belief systems, cultures, family systems, and biases. I teach them with all of this in mind. Their *history* makes them uniquely qualified for this endeavor of counselor training. My role as their teacher is to gleam from their history and make the education from their past collide with the learning of their present.

Pedagogy Description

As it pertains to my pedagogical style, William Perry’s Theory of Intellectual and Ethical Development resonates a great deal and aligns with my teaching philosophy. Perry understood that as we develop over time, our perspectives will also develop and change, making learning a continuum (Haddock & Whitman, 2019). Shared experiences, both mine and those of my students are used as teachable opportunities within the classroom. Lived experiences, if they are not reflected upon and learned from are simply missed opportunities to learn and grow, so I apply shared strengths and challenges of life into my teaching methodology.

My curriculum of course will be created and based upon the University’s required developmental goals, ensuring the students matriculates the required lessons necessary for that subject matter. My learning strategies may vary depending on who shows up in the classroom, in order to be sensitive to the way in which they learn. I take into consideration their *heritage* and how they approach learning. Whether using a methodology of interactive lectures or a deep dive into the impressions of an experiential immersion exercise, my methods are collaborative, always with the student in mind.

Practical Evaluation

There is a gatekeeping component to the role of professor, especially in counselor education that is essential. I cannot and will not allow any of my students to take on the responsibility of a client’s wellbeing, unless they themselves are capable and equipped with the counseling skills, empathy, and compassion needed for the role. Assessing them through such things as role plays, recording reviews, papers, case studies, evaluations, and core competencies are necessary to ensure they are fully equipped for the great responsibility of counseling (Cavazos, 2020). Likewise, their evaluation of me and my teaching modalities will give me the shared opportunity to learn from them and to be evaluated in a humanistic manner. This is yet another shared opportunity to learn from and grow with one another.

Cavazos, V. J. (2020). *Teaching and Learning in Counselor Education*. American Counseling Association.

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