

Teaching Philosophy

I believe education is indispensable and should be delivered to every individual and not just the few. We are all unique individuals, students, and teachers alike. Each one of us has our own mentality, skills, and abilities that we take with us into the learning environment. I believe it is the educator's duty to be a caring, responsible role model and to acknowledge **all** individuals and their attributes and to create a safe and positive learning environment for each learner to shine as an individual while respecting their fellow peers and teachers. I endorse Maslow's Hierarchy of Needs and the importance of the basic needs for each individual. To accompany and facilitate these needs there must be a concrete foundation to support a positive learning environment and to provide opportunities to build a positive teacher-student rapport, and from this, learners are given a greater opportunity to develop and to scaffold their learning and to continue to become unique, ambitious and successful lifelong learners.

Although my subject is Art, as an artist and educator I do not view myself solely as focusing on teaching visual art, but my view is of the learning community as a whole. To truly make learning rich, all aspects of teaching and learning must be intertwined. Again, with reference to the concrete foundation, this is crucial and therefore each layer must be stable and secure before adding another. For this to be practical and implemented all bodies involved must be *willing* and cooperative. Now, I do understand that my view and the ideal scenario is not always possible at the highest standard, but it is possible to build on and to continue to push for this as a whole; with clear communication, outcomes, planning, co-teaching, implementation, and constant reflection and revising; all learning environments can become richer and more beneficial for **all**.

When devising units of learning and lessons for learners my goals are built on simple steps:

1. The learning must be identified, ***what exactly are the students learning*** and then, what vehicle can be used to transport the students and the learning. This must be made clear for the students and can be done through the *sharing of the learning intentions*.
2. Create an inclusive environment for **all** learners through embracing a continuum of support and to provide students with a wide range of resources, visual aids and supports. To implement this my aim is to pitch content that all learners can achieve and then to add extra challenges and allow learners to challenge themselves – ***Differentiate up not down***.
3. Deliver the content to the students clearly and consistently in a calm and positive environment using a range of strategies from inquiry-based, active learning and flipped classrooms, in order to make it successful for all learners and allow them to fully achieve the learning intentions and outcomes intended.
4. Formative feedback and assessment. For students to learn and develop they must be provided with *continuous task-based feedback*, ***what are they doing well and where can they improve***. This can be developed with students through the use of the learning intentions and success criteria [co-created with learners when possible]; ***'what is it I am learning and how do I know if I have achieved my learned'***

With these steps and a positive learning environment, the teaching and learning can strive to be rich and allow all learners to reach their full potential.

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” [Dylan Wiliam](#)

This quote from Professor Dylan Wiliam is one I have referred to on many occasions throughout my development as an educator. As I said at the beginning of this statement, we all have individual skills

and abilities, and these can always be developed and improved. As teachers we must continue to develop our practice and improve how we teach, not just for ourselves but for our students, to allow them to achieve their full potential. This is my goal as an educator, to allow **all** students to learn what is being taught in a calm positive environment where they can take risks, ask questions, and can continue to grow as lifelong learners. I aim to continue to develop my teaching practise by working with colleagues within the teaching and learning community and to continuing to enact traditional and contemporary educationalist theories, strategies and curriculums that will allow **all** learners to succeed and be enthusiastic and aspiring individuals.

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