



# **My Teaching Philosophy**

- - -

**Hannah Thiry**



# Teaching Philosophy

---

**What is a Teaching Philosophy?** A teaching philosophy is what a teacher wants to instill into their classroom, and what their motives are when teaching their students. This teaching philosophy is what I bring to the classroom if I were to start teaching tomorrow.

I believe that I am mostly an existentialist and progressivist teacher. As an existentialist I want students to know their worth and want them to grow in self-esteem. I also can't help a student unless, one, I know that they're struggling from looking at their grades, or two, if they're not willing to be helped and put forth work to succeed.

As for progressivism, I want to create real world scenarios for the students and create hands-on experiences. Group work would be good for this because students would be able to converse with each other and gain a better understanding of the topic if the way I explained it didn't follow their thinking process. I would build curriculum based off their interests but also have a somewhat rigid system to it because otherwise it'd be hard for me to teach, since I like to have a plan. The somewhat structured curriculum would be my only example of perennialism.



# Teaching Style and Characteristics + Classroom Community, Environment, and Culture

---

The basics of my teaching style is that each student should come away from my classroom feeling like they belong and should be hungry to learn more the next time. I want to provide a safe, fun, and engaging learning environment for my students because I know from experience that school can be boring and feel like the day is dragging on.

I want to be able to teach my students to understand the uses of computer science even if they decide to not pursue it any further than my class, and the students that do pursue it further I want to be able to give them resources in order to help them.

I also think that knowing their individual learning styles, would help me to teach the students on their level, and where they are at. I would send out a Google form to all my students at the beginning of the year to be able to learn more about them and gauge where they're at in their learning. Another idea I'd want to cultivate is growth mindset especially because in computer science it's okay to fail many times until the right solution is found. Some students may get overwhelmed or frustrated (believe me I have when coding) with failing and not finding the solution, so allowing them to know it's okay will hopefully help them not to get discouraged as easily.



# Instructional Methods and Strategies

---

## What would I do in my classroom?

I would tell the expectations to my students on the first day of class and have a poster up in my classroom somewhere to remind them that these are the expectations. Some of the expectations I would set for my students are 1. Be kind and respectful to your peers, yourself, and me, your teacher. 2. Hand in work on time, but I'll allow extensions if emailed. Also, if it's late I'll accept it but not for full credit. (May change due to school policies). 3. When I release you to work you can listen to music with one headphone in. This will allow you to hear me and other students. Although, if you're goofing off instead of working (and you don't have your work done) I will give three warnings. After the third warning, I will take away whatever is distracting you and give back at the end of class. There are other expectations that I'll have to set, but a lot of the expectations will be hammered out when I get into student teaching and after my first year of teaching. The goal is to be a lenient teacher unless they break rule number one, but enough strictness to have them not walking all over me. Another thing I would like to do in the beginning of the year is to send a form out to the students to see what their interests are and their learning styles.



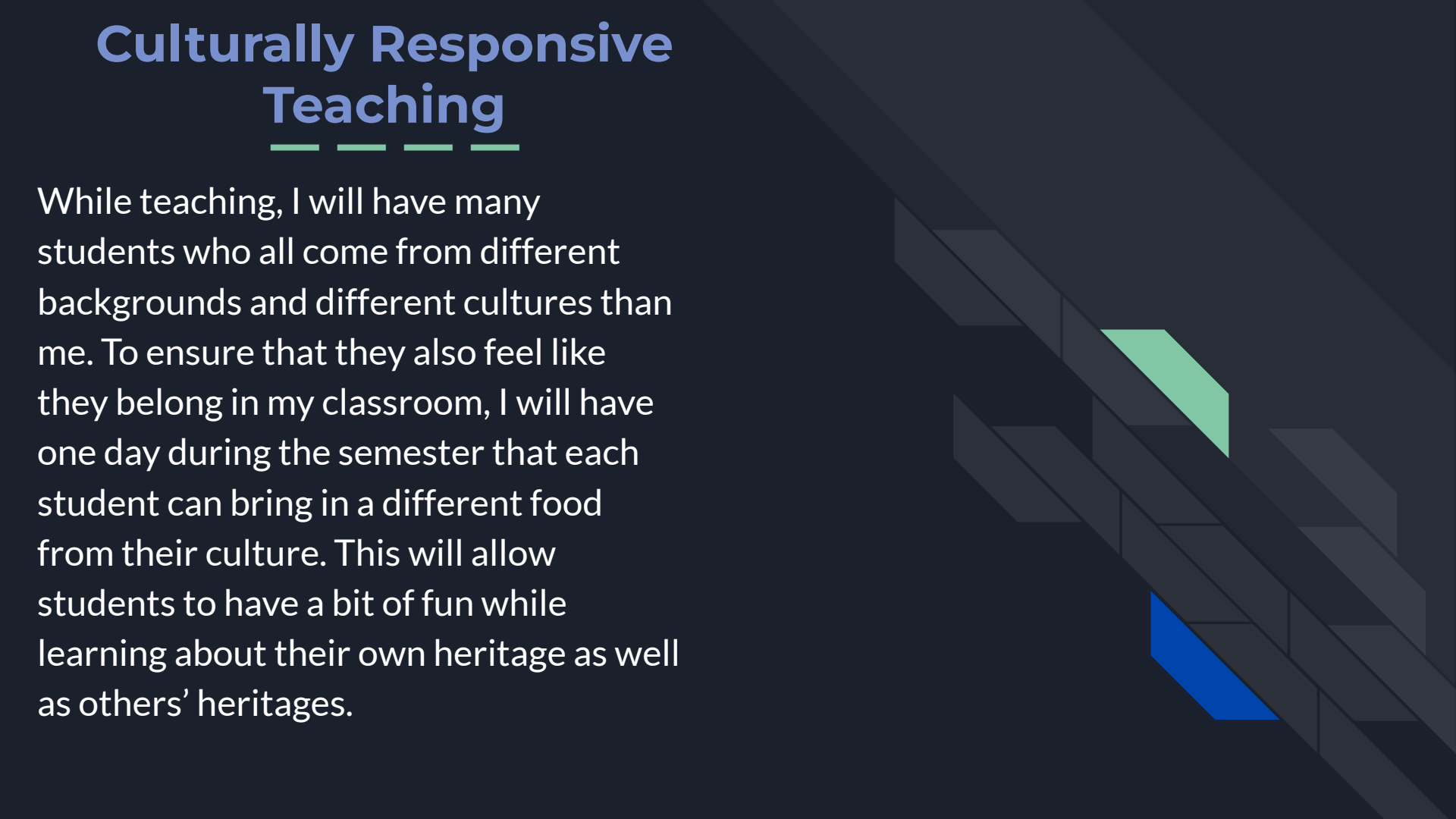
# Classroom Management and Engagement

---

## What would I do for Classroom Management?

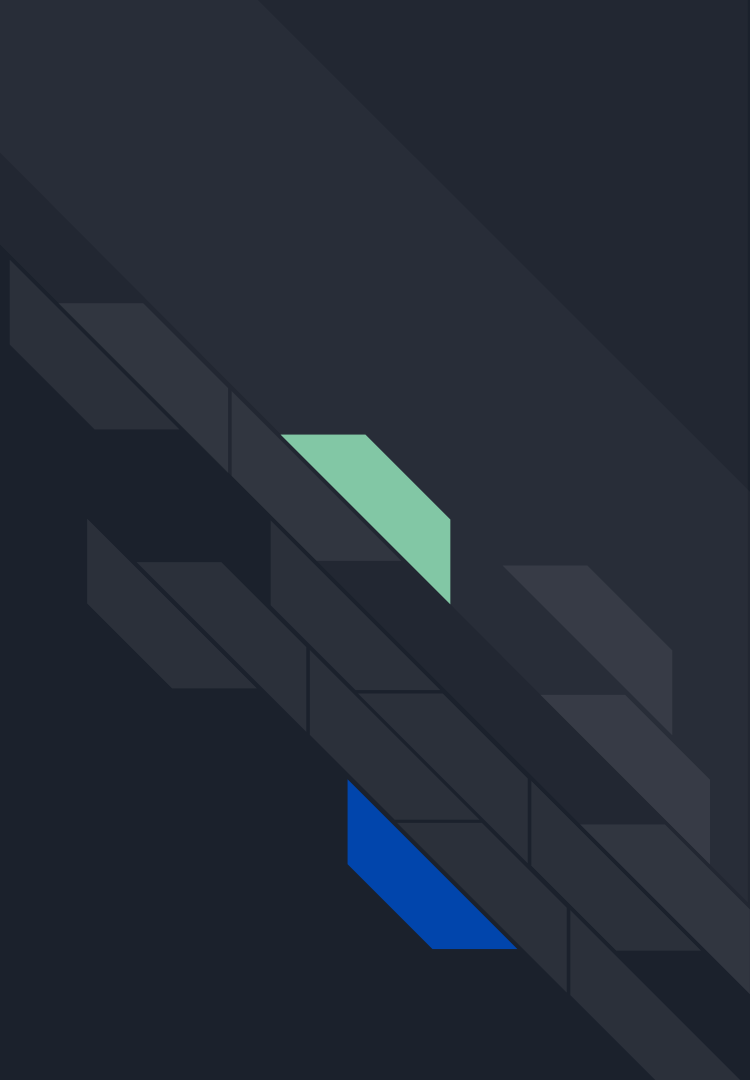
I will take my classroom management as trial and error much like in computer science. If something I'm doing isn't working then I'll switch it up and do something else to make it work. To engage the students, I want to have them work with their peers as much as possible, this would mean designing labs and projects that they can be creative with, but also talk through with me or other students. The labs and projects would be designed from beginner to intermediate, and then in a more advanced class I'd go from intermediate to advanced intermediate. I also will do a mini lecture of a topic and then have them try it with the partners around them and then also integrate discussion into my lessons. Much like my classes right now, I may have a bigger project due twice in a semester that isn't working with a partner in order to gauge individual progress as well. In the beginning of each class, I would also like to check up with the students and how they are each doing. Either by going around the room and having everyone tell me, or asking a question such as "What's new and exciting?" and having them raise their hands or by hand motions. This would open up for discussions in my class and we would be able to better understand everyone. It would also help me gauge what I should do for the lesson that day.

# Culturally Responsive Teaching



While teaching, I will have many students who all come from different backgrounds and different cultures than me. To ensure that they also feel like they belong in my classroom, I will have one day during the semester that each student can bring in a different food from their culture. This will allow students to have a bit of fun while learning about their own heritage as well as others' heritages.

# Growth Mindset

A decorative graphic on the right side of the slide. It features a series of dark gray, 3D-style rectangular blocks arranged in a descending staircase pattern from the top right towards the bottom left. Two of these blocks are highlighted: one is a light green color and the other is a bright blue color, both positioned on the same horizontal level.

**What is Growth Mindset?** Growth Mindset is the ability to not hit all wall after failing. It's the ability to say "I can't do this yet" instead of just "I can't do this". The difference between the two is the first statement means the student will keep trying; the second statement means that the student will eventually say "Screw this; I hate this" and give up. To cultivate growth mindset, I will discuss with my students that it is alright to fail, and that failing doesn't mean a set-back, it means an opportunity to learn more. I mentioned a bit of this earlier too.



# Goals and Continued Professional Growth and Development

---

## Goals:

---

- I want to finish college with a double major in Computer Science and Education, and possibly a Spanish teaching minor.
- I want to find a job first with Computer Science that allows to support me financially and mentally. Maybe remotely so I can travel while I work.
- Then when I settle down and have a bit of experience in my field, I want to teach middle school or high school computer science.
- I want to finish Arch 1 with next semester.

## Professional Development:

---

- I will continue to work on my confidence in my abilities.
- I will continue to learn more about everything that it takes to be an awesome and successful teacher to my students.
- I will continue to gain more understanding in computer science
- I will never stop learning to understand others and connect with others to help them through with whatever they need.