



2E-EDUC- 3 - Principles and Methods of Teaching

My Philosophy of Education (Teaching and Learning)

Name: EVARDO, Ezekiel John M.

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A philosophy of education describes your personal beliefs and attitudes regarding the development of children, as well as the history, theory, research, and best practices that have shaped the field of education and curriculum development, and how you will apply knowledge to support that development and learning as an educator.

The purpose of this assignment is to help you begin articulating your teaching beliefs and values in a cohesive format, and supporting those values and beliefs by applying the various historical, philosophical, psychological, sociological and ethical perspectives and current trends and issues in education that you learned from the professional education courses of the CTP.

Structuring your Philosophy of Education

1. In developing your philosophy of education (methods of teaching, please remember to discuss your values and beliefs, and apply theory, research, and best practices to support how these values and beliefs were shaped. You may use diagrams, icons, caricatures, etc. to support your ideas and beliefs.
2. In every question start your answer in a paragraph with “**I believe that /I believe this . . .**” to show your personal beliefs, convictions, or values.
3. Please submit at ePNU on or before October 19, 2025

Disclaimer!

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I. Describe your beliefs about children as learners.



I believe that children are inherently motivated explorers with their own personal "whys" for learning, and the teacher's essential role is to serve as the knowledgeable guide and nurturing light, providing the "hows" and careful nudge them as the learners need to navigate the dark, unclear paths toward their desired future. In the photo above, the child representing the learners already have their dreams of becoming astronomers within themselves, yet they need the guidance of the elderly representing the teachers who are more knowledgeable than them in reaching their dreams. They have already the "whys" in pursuing education, and it is up to the teacher to nudge and guide them to reach their "whys" through the "hows". The elderly illuminates the dark, winding path towards their dreams. This is rooted in the Constructivist view of learning according to Piaget and Vygotsky. Children are not passive recipients of information, but they are natural explorers whose learning is primarily driven by their personal interests and internal curiosity



- II. Describe your beliefs about the **role of the teacher** . . .
- a. As developer or designer of curriculum or instructional plans



I believe that education is a scaffolded ascent toward personalized understanding and mastery, as illustrated by this image. The child actively climbing the ladder represents student-centered learning rooted in Constructivism where learners must actively build their own knowledge. The teachers, peering out from their windows, embody the Thoughtful Architect role, aligning with Progressivism. Their supportive presence in each subject room is a best practice that establishes a reliable context for the student's learning, known as scaffolding. This guidance operates within Vygotsky's Zone of Proximal Development (ZPD), ensuring the student is challenged just enough to succeed. The different subject areas visible in the rooms highlight the value of an interdisciplinary approach. This allows students to draw upon varied perspectives (like Math, Science, and practical TLE skills), promoting the crucial transfer of learning needed for complex problem-solving.



b. As developer or designer of instructional materials / teaching aids



I believe that instructional materials must act as Tools for Discovery and Manipulation, not just vessels for information. The image—showing the teacher opening a classroom door to the "real world" while students rise from their desks—reflects my commitment to active, experiential learning, which is a core tenet of Constructivism and Progressivism. My value is to design aids that encourage interaction and experimentation, supporting Differentiated Instruction by being varied and accessible. For example, if were to teach STEM subjects such as Physics, I would not only rely on drawing plots on board or showing formulae and asking students to solve them. But I would also demonstrate how physical phenomenon seen daily by the students can be shown to be explained technically by the discipline of physics.



c. As a facilitator of learning/implementer of instructional plans



I believe this is the core and most critical role of the teacher: to be a Guide on the Side, not a Sage on the Stage. The image shows a teacher at the center of a grand library, engaging students with a map and asking, "What hidden paths will forge with this knowledge?" This embodies my primary function: to create a classroom of intellectual safety and freedom where students are empowered to take risks and pursue their intrinsic interests. My role is to nudge students toward success by posing powerful questions and connecting them with necessary resources, aligning with best practices for fostering critical thinking. This approach applies Vygotsky's concept of scaffolding, bridging the gap between what students know and what they aspire to learn, while also building a strong, collaborative learning community.



- d. As an assessor or evaluator of learning and curriculum implementation



I believe that assessing students should be continuous and contextualized, with the main goal of improving how they learn next. The image shows a student and teacher going over a somewhat “pinboard portfolio”—which displays the student's past and present works. This approach is key to my teaching because it makes evaluation authentic, showing real-world skill application through the works of the students, which is a core tenet of Progressivism. When the teacher and student discuss the contents of the “pinboard portfolio”, this models formative assessment—it's a constant check-in for guidance, not just a final requirement for the teacher's class. This is a good idea for the students as it offers Differentiated Instruction by allowing them to create varied kinds of tasks to make their learning more rich. Finally, I value this process because the data from these portfolios serves as a check on the curriculum itself. If the portfolio shows many students struggled, the feedback tells me I need to adjust my instructional "hows," which is a responsible approach rather than thinking that the student simply performed unsatisfactorily.



- e. As user of information and communications technology (ICT) in teaching and learning



I believe that ICT and e-learning are the next essential landscape for empowering learner agency and pace. This image, showing students interacting with a "Digital Tree of Knowledge," reflects my belief that technology should act as a powerful teaching assistant and buddy, not just a digital stand-in for old methods. My goal is to use tools like those visible on the glowing screens (hinting at platforms like Khan Academy or YouTube tutorials) to promote flexible, self-paced learning. This allows students to manage their time and explore subjects at their own speed. The presence of a friendly, glowing AI companion highlights the need to actively teach students to use AI tools responsibly for research and critical analysis, moving beyond simply generating unoriginal work. The teacher, observing and guiding near the tree, demonstrates best practices in integrating technology by facilitating, ensuring intellectual freedom, and fostering deeper engagement, rather than just delivering information.



f. As a nurturer of relationships and social/emotional needs of learners



I believe that creating a supportive, empathetic, and inclusive learning community is the prerequisite for all academic success. This image, showing students tending a magical "Garden of Growing Lights" at night, reflects my core value that learners are holistic beings. Each student's unique glowing plant symbolizes their academic potential, which brightens as the community collaborates. The teacher, who is tending the general conditions of the garden, practices unconditional positive regard just like what Carl Rogers's person centered approach of personalit and actively manages the social and emotional climate of the classroom. This is a best practice because addressing social needs first—fostering collaboration and validating experiences—ensures students feel safe and connected. When students feel safe, they can dedicate their full cognitive energy to their learning "whys," making community building the foundation for all academic achievement.



- g. As a supporter of diverse academic, non-academic, co-curricular, socio-economic and cultural needs of learners in relation to curriculum planning and implementation



I believe that supporting diverse needs is absolutely essential because learning is only useful when it connects with and impacts the grassroots and the greater world. The image, which shows the school connected directly to a "Global Village," reflects my commitment to a contextualized curriculum that actively addresses Globalization and Multiculturalism. I must integrate diverse perspectives into the "hows" of learning, ensuring the curriculum reflects students' backgrounds while preparing them to be empathetic, informed Global Citizens. This involves using best practices to promote cultural responsiveness. It also includes valuing non-academic interests and co-curricular activities, visible in the varied village scenes, as legitimate pathways for students to discover and apply their intrinsic motivations.



- h. As a partner with parents, families and community in teaching and learning



I believe that teaching and learning is a shared responsibility, requiring an open and active partnership with parents, families, and the community. The image shows a student sharing their artwork in a warm "Story Circle," with other adults (representing parents and community members) listening attentively. This visually confirms my belief that this partnership is vital for truly understanding a student's "whys" and socio-economic context. By viewing parents and community members as co-educators and experts in the child's life and local context, I can better contextualize the curriculum and enrich the learning experience. This best practice ensures that the student's journey from their "whys" to their "hows" is supported beyond the classroom walls, leading to more meaningful transfer of learning.



- III. Discuss how current trends and issues as well as research in education (i.e. Artificial Intelligence, Technology Integration, Distance Education and e-Learning/ Flexible Learning, Higher Order Thinking, Multiple Intelligences, New Literacies/21st Century Skills, STEM and STEAM Education, Globalization and Multiculturalism, Global Citizenship Education, Contextualization, etc.) and/or public policy/reforms on education has shaped and impacted your philosophy of education (Teaching and Learning). Choose whichever are more significant/relevant to you.



I believe my philosophy has been profoundly shaped by three huge trends: Technology Integration/Flexible Learning, the focus on 21st Century Skills/Higher Order Thinking, and Globalization/Contextualization. The image of the Evolving Compass reflects how these trends constantly guide my work, even with the resource limits I face teaching Grade 7 under DepEd. The dynamic, digital face of the compass shows that Technology Integration and Flexible Learning (E) are critical. While access to tools like AI is limited, I hope



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
OFFICE OF THE VICE PRESIDENT FOR ACADEMICS
College of Alternative and Lifelong Learning



Taft Ave. cor. Ayala Blvd., Ermita, Manila



(+632) 5317-1768 loc. 570/776



call@pnu.edu.ph

to lecture less and use flexible digital paths to help students control their pace and teach New Literacies, like critically checking AI-generated facts. The complex, turning mechanism of the compass represents the focus on Higher Order Thinking (HOT) and 21st Century Skills (like STEM/STEAM). I hope to shift instruction to project-based work, like designing a local flood control system, instead of just memorization, which is consistent with Progressivism (D2). Finally, the background, which shows local issues connecting to a global view, proves that Globalization and Multiculturalism has made Contextualization (F) a must-do. This ensures our projects address local needs while preparing students as empathetic Global Citizens.

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Submitted to:

Prof. Dominador D Mangao

Course Professor

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