

**Due Date:** Wednesday, April. 14, 2021

## My Credo

Teachers should exhibit an enthusiastic passion towards their subject and guide students towards developing deep understandings and understandings of which have relevance and importance to their own lives. Students should be treated as scientists who are problem-solvers, experimentalists, and have a natural need for discovery, which needs to be sustained through play and activities which bring out the scientist in them. Teachers should take the time to educate themselves on the needs of all students, including special needs students and aim to make every student feel like this class and subject is for them, regardless of the student's ability or person. Students should be given breaks and exceptions, if such an act will fulfill their needs, as the needs of a student should be prioritized over curriculum and classroom logistics. Students should never feel afraid to make mistakes and bullying should never be tolerated, which means creating a classroom environment where students feel respected and cared for.

## Why did I choose to include my credo in my portfolio?



I chose to include my Credo in my portfolio because I believe it sums up my educational philosophy thus far in my educational studies and reflects a lot of what I have learned or have been guided to reflect upon in this course. In this course, I was asked often to reflect on my past teachers and it got me thinking about what made some of them so great and inspirational to my learning. I realized that the teachers who exhibited passion toward their subject inspired me to want to learn more about it and hence I constructed the first sentence of my Credo, wherein I state that I want to be a passionate about my subject as well as teaching it. I was also prompted in this course to think about which classes I find most engaging. In assignment 3, I was able to learn about the importance of engagement for all students, but in particular, students with ASD. I began thinking about what sort of classroom activities have kept me engaged. The first course that came to mind was

a course in which I am taking this semester called “permutation puzzles”. In this course, we study permutation theory, as well as abstract group theory. These subjects may be quite fun for someone with a great interest in mathematics, but for many the ideas may not seem applicable or even very engaging. Luckily, our teacher is taking the theory we learn and applying it to puzzles, working up from a basic swap puzzle to the rubik's cube. I even wanted to play with my cube outside of class time! I have learned in this class that I am a sensing type and I could see that fact playing a role in my love for play. This course has

been so engaging and made me realize the importance of experimentation and play, even for older students and hence the second sentence in my Credo is reflective of my want to introduce more play into the classroom. I have always believed that every student should feel as though the subject is meant for them, no matter their person. After completing assignment 3, I realized that I also want this to very much hold true for special needs students. Even if a student wants to do something differently, or needs some extra accommodations, or even just needs a break, they deserve to feel like my class is meant for them and their abilities. This is reflected in my third sentence. My fourth sentence is reflective of the peer interaction task wherein we were asked if we would make special accommodations for late work. This task made me realize how much I value teachers who make special accommodations for extenuating circumstances, or even just a second chance for student who has gotten slightly behind. I'd rather a student learn late or learn a little bit than not learn at all. My least sentence I believe is reflective of what I have taken from this course as a whole: I want to create a positive learning environment.