Educational Philosophy

                It is quite hard to think of a way to accurately depict and describe my philosophy of education, as it is comprised of many different facets. However, when looking back at my Azrieli education, I recognize the role that Azrieli has played in helping me further and think through my educational approach. As I approach graduation, I would like to highlight three main areas that are critical components of my educational philosophy, and are ones that I believe have been greatly influenced by different courses and conversations at Azrieli. These three main areas are: meeting the needs of all students, a love of learning through engaging academics, and a curriculum that addresses the non-academic needs and skills of students.

1. Meeting the needs of all students

This area has been greatly influenced by my courses at Azrieli. There are many different ways that one can ensure that students of different levels, interests and needs are comfortable within one's classroom. Teachers must think creatively to tailor lessons that address all students’ needs, and must attempt to always be aware of what the students’ needs are at any given time. In addition, teachers must utilize all the tools in their toolbox, such as data, student input and parental support to ensure that students are being challenged to move forward without becoming overwhelmed. The task of meeting the needs of all students is extremely difficult, but is one that the true educator must undertake.

1. Love of learning through engaging academics

A love of learning must be cultivated from a very early age, as it is this love that I believe will help students continue to be involved and invested in their schooling. Learning is something that is important for students throughout their lives, and is what will help them grow in their careers and skills. How does one encourage this love of learning? I think it is through engaging and stimulating academics. By teaching students that learning can be exciting, students are more likely to become invested and enthusiastic in their studies. Azrieli has taught me that there are many different creative methods that a teacher may use to engage students within the classroom and that these methods must be used in a way that promotes excitement and enthusiasm about learning. Learning should not be watered-down in this process, but rather should be a challenging, stimulating experience that leads to investment and engagement on the part of the students.

3. Non-academic skills and traits

I believe that a third important component that teachers must try to develop within students is that of non-academic skills and traits. Firstly, educators have a responsibility to help develop good *middot* within their students.In my opinion, teaching students the importance of being a mensch is more important than many of the other classical academic goals. Teachers can develop this through many different avenues, such as the actual curriculum, informal programming or group discussions. In addition to *middot,* I believe that teachers have a responsibility to help their students develop lifelong skills and disciplines that will help them throughout their course of their lives. This would include: study skills, non-cognitive skills (such as motivation and grit) and responsibility-related behaviors. By assisting students in developing the skills, teachers will be preparing students for what is to come in their lives.

After thinking about what these three components have in common, I realized that all three support the idea that an educator is more than just a “giver of content.” Rather, a teacher is someone who helps to challenge and enrich student’s lives, while teaching them life-long skills and passions that will assist them for the rest of their lives.