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TEACHING PHILOSOPHY STATEMENT

PEDAGOGY

- Experiential and active learning
- Backward design and outcomes-based instruction
- Culturally and linguistically responsive
- Problem-based learning
- Universal Design for Learning
- Real-world application
- Global citizenship and intercultural learning

The door swings open, and instead of students quietly taking their seats, curiosity fills the air. The popping of popcorn echoes down the hallway. Bubbles drift through the large doorway. The smell of pepperoni pizza lingers in the room. Slimly, gooey green gunk oozes from a bucket sitting in the middle of the room. A mock school board meeting is about to begin. These moments are more than just fun, they are invitations to learn. They keep students coming back and arriving early to discover what experience awaits them next. In those moments, I hope students realize they are not just learning about teaching, they are experiencing it.

That hope was instilled long before I envisioned teaching in higher education. As a middle school teacher and Multilingual Learner Coordinator, I learned students rarely remember every fact they are taught. They remember the teacher who made them feel capable, the lessons that sparked their curiosity, and the classroom where they felt they belonged. Those experiences transformed my understanding of education and continue to shape the educator I am today.

When teaching future educators, my lessons have two learning objectives. First, students master the course content. Second, they experience instructional practices they can apply in their future classrooms. I begin planning with the end in mind through backward design, ensuring every activity, assignment, and assessment aligns with meaningful learning outcomes. Students design lessons, analyze education policy, solve authentic instruction and reflect on their decision-making. For example, after creating a lesson, they present it to peers, receive structured feedback, revise their work, and explain how their instructional choices support student learning. Through storytelling, collaborative learning, simulations, games, and project-based experiences, student not only learn effective pedagogy, they experience it firsthand. My goal is for them to leave each class asking not only, “What did I learn?” but also, “Why was I taught this way?”

My work with Multilingual Learners reminds me that inclusive teaching is not an accommodation, its effective teaching. Every learner deserves meaningful opportunities to participate and succeed. By modelling culturally responsive teaching, Universal Design for Learning, and collaborative learning, I hope future educators experience what equitable instruction looks and feels like while understanding why those practices matter.

Assessment is an ongoing part of learning rather than a final destination. I use reflective writing, discussions, peer feedback, and formative assessments to monitor understanding and encourage growth. As students begin explaining not only what instructional strategy, they selected by why it best supports learning, I know they are developing into thoughtful and reflective educators. I also seek regular feedback from my students because I believe effective teachers remain lifelong learners who continually refine their practice through research, reflection, and the voices of their students.

Teaching future educators is both a privilege and a responsibility. The lessons I teach today will echo through classrooms I will never see, influencing students I will never meet. My greatest hope is not that my students remember every lecture, assignment, or reading, but that when they open the door to their own classroom, they create spaces where curiosity fills the air, every learner feels like they belong, and future generations experience the joy of learning.

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