

My Pedagogical Creed & Philosophy

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As a master teacher once told me, “the exemplary teacher is one who moves beyond any single approach to pedagogy. Great teachers promote much more than the transmission of knowledge alone—great teachers actually create an environment in which the central emphasis is on supporting students in becoming active participants in the learning process.” This advice has stayed with me during my internship year and will continue to shape my teaching in the future.

My continuing goal as a social studies educator is not only to promote civic competence, but to provide coordinated and practical approaches to teaching this rich subject matter and connecting it to my students’ lives. One of the best parts about teaching social studies is that I can enrich my classroom community by drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, political science, psychology, religion, sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. However, I believe that the primary purpose of social studies is to prepare students to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

I strongly argue that a well-rounded, dynamic, and enjoyable social studies class in a secondary setting requires the synthesis of these particular themes:

- ❖ Culture
- ❖ Time, Continuity, and Change
- ❖ People, Places, and Environment
- ❖ Individual Development and Identity
- ❖ Individuals, Groups, and Institutions
- ❖ Power, Authority, and Governance
- ❖ Production, Distribution, and Consumption
- ❖ Science, Technology, and Society
- ❖ Global Connections
- ❖ Civic Ideals and Practices

As an educator, I also firmly believe that a great teacher embraces a student-centered classroom in which teachers and students create the curriculum. In the past, I have found success in scaffolding learning by using students’ prior knowledge, life experiences, personal life goals, role models, values, and talents. Between reflecting on my teaching experience and observation of other classrooms, I have become aware of the fact that teachers and students are citizens, meaning that citizens (locally or globally) need to make informed choices, and be aware of the impact of their choices on others. Thus, I pledge to continue to build upon my belief that teachers and students must recognize and respect each other as citizens of the classroom, school, community, nation, and Earth.