Sabrina Hogan's Teaching Philosophy

I believe in developing an *inclusive* classroom.

An inclusive classroom is a room where everyone belongs. This includes children with disabilities, different cultures, and special needs. I want to create a classroom where everyone will be successful and everyone will feel as though they belong and can participate in classroom activities. This can be achieved through universal design of learning, and through differentiated lessons and assignments. It is important to make the classroom a place where families and cultures are honored and different thoughts are welcomed to make a richer community.

I believe in having a *student-centered* classroom.

I want students to be the focus as opposed to the teacher. I want students to be able to work collaboratively with one another, and be able to express their thoughts and ideas with their classmates. I want to promote technology use as well in order for students to expand their knowledge and show their talents in a method they prefer.

I believe in *equity* in the classroom.

Equity is important because it offers the opportunity and chance for everyone to succeed regardless of their background or socio-economic-status. My goal is to have a classroom where each child will be given the opportunity to succeed and I want to be able to provide feedback while promoting growth with the class as a whole and each student individually.

I believe in *open communication* between students, parents, and the teacher.

The parents are hugely connected with the students' lives. I want to ensure that parents are involved with what is going on within the classroom by sending out monthly newsletters and making sure they are informed on how their child is doing. I want to make sure they feel welcomed and are able to be apart of the classroom through parent volunteering and by staying in touch with them. My goal would be to design a website where they could find out what we are doing in class.

I believe in *inquiry-based* teaching.

Students want to be involved rather than just told. Students ask questions to make sense of their worlds around them. Inquiry-based teaching starts off with a question and is based off the constructivist theory where we construct our knowledge in the world. As the teacher, I would act as a facilitator to further students' learning rather than just telling the students all of the information. I want students to be able to research and investigate, present and discuss, and to reflect on their own learning. This will increase their levels of engagement, and motivate them to find out more about what truly interests them in a style they want to present. This will increase their learning and motivation to learn.

I believe in assessing students using *learning for, of, and as* assessment.

Assessment is an important part in figuring out how the student is learning and what they are taking away from the lessons. Assessing the student using the learning *for, of, and as* method is great because it incorporates both formative and summative styles of assessment. Formative assessment allows the teacher to observe what the student knows and allows for feedback to be provided. Summative assessment allows for the teacher to figure out what the child knows through testing and monitoring their progress.