



**Republic of Iraq**  
**Ministry of Higher Education**  
**and Scientific Research**  
**University of Diyala**  
**College of Education for Humanities**  
**Department of English**



# **Foundion Education**

## **CHAPTER 1: OVERVIEW**

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# CHAPTER 1 : OVERVIEW

## Why Teach?

**1.1:** What do great teachers do differently?

**1.2:** Teaching Philosophy

**1.3:** Teachers' Purposes and Beliefs

**1.4:** Teacher Knowledge

**1.5:** Communication

**1.6:** Lifelong learning and professional development

**1.7:** The reflective practitioner

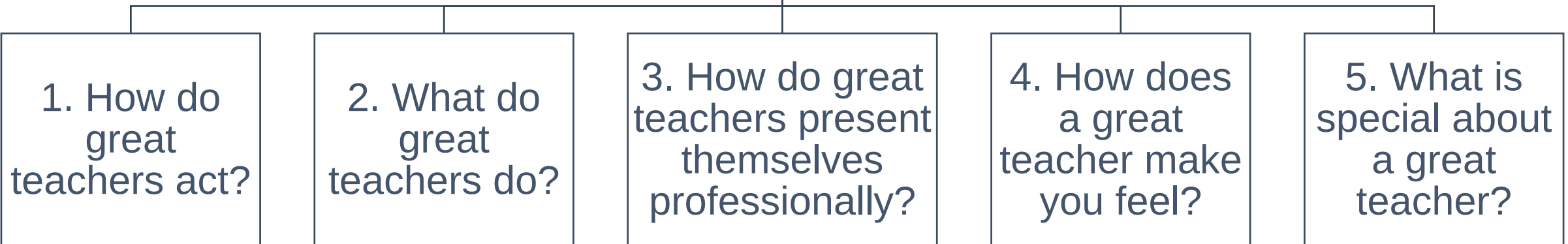


# 1.1: What do great teachers do differently?

## ICEBREAKER

- ❑ Think about your favorite teacher — one who helped you learn, grow, or feel comfortable in class.  
What qualities made this possible?
- ❑ Now think about your least favorite teacher — one who hindered your learning or made you feel uneasy. What qualities caused that?
- ❑ Write a short paragraph comparing both teachers' characteristics and be ready to share.

### Guiding Questions

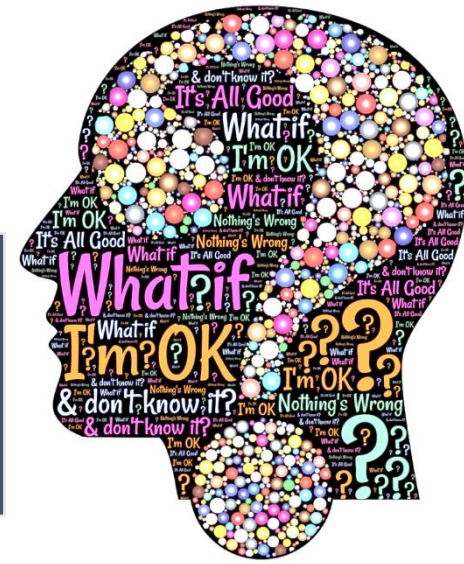


# Self Reflection

1. Does this describe the person I am?

2. What would I need to do to be this person?

3. Do I want to be this person?



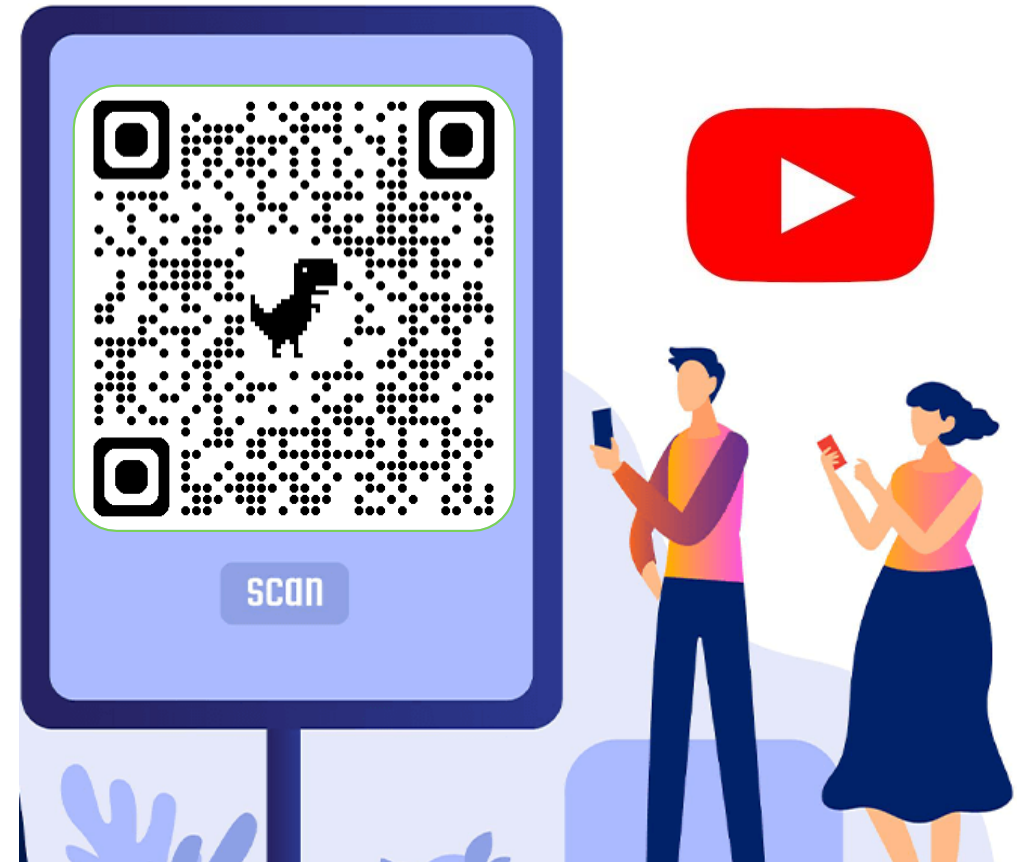
**Discussion Questions:**

**Why Teach And Why Do People Teach?**

# Why Teach

As we reflect on good and bad teachers, we can see how the student-teacher relationship (STR) affects classroom performance and comfort. Teaching involves more than delivering content—it requires building a caring, supportive environment that promotes learning.

The following TED Talk by Ms. Rita Pierson, an inspiring educator, highlights her belief that every student can learn and that strong teacher-student relationships drive success. It reminds future teachers that teaching is not only about content, but also about understanding and guiding human beings.



# 1.2: Teaching Philosophy

## Philosophy:

Teaching can take many forms, depending on context and approach. Few roles impact the world more than sharing knowledge. While anyone who imparts knowledge can be called a teacher, the term usually refers to professionals in education. As teachers, we must reflect on our personal teaching philosophies—how we form them and how they influence our students.

## Discussion Questions About Teaching Philosophies:

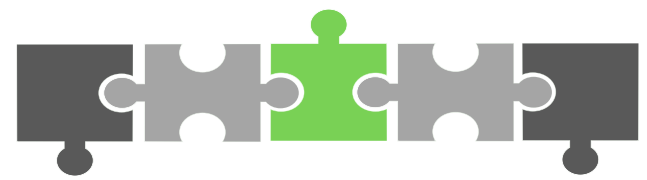
Why is content important?

How might a philosophy shape the way a teacher delivers content?



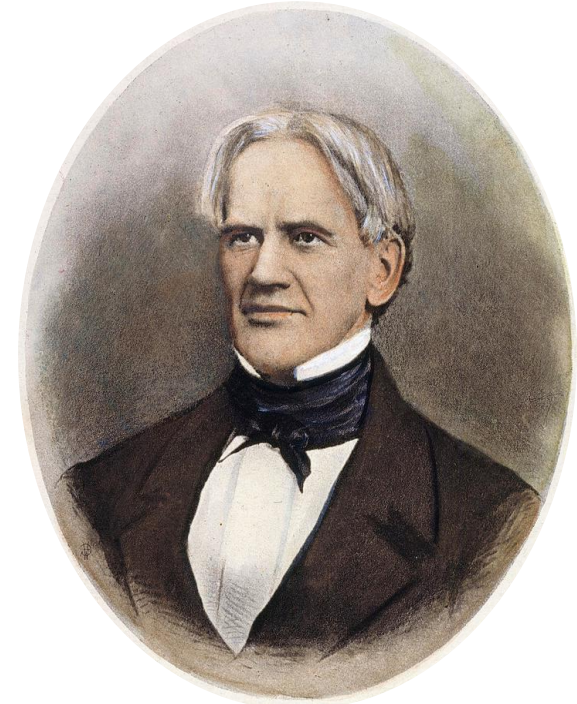
*Philosophy*

# The Following Article Written By Horace Mann



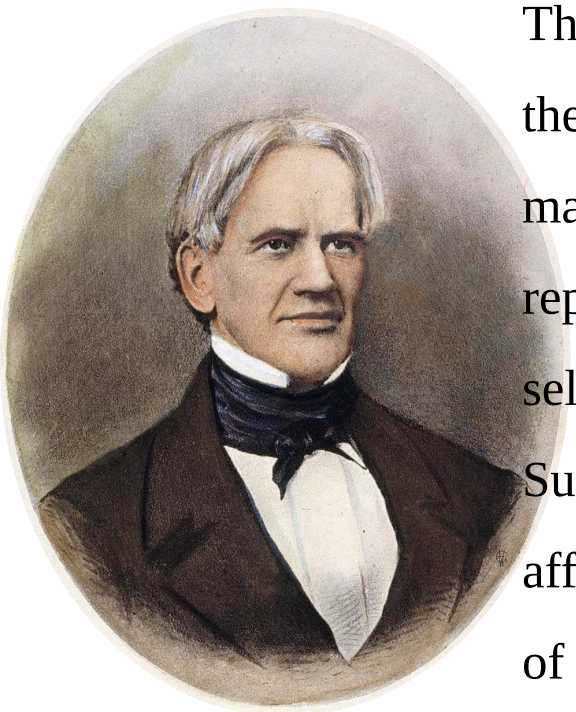
## Horace Mann, from Report of the Massachusetts Board of Education (1848)

Horace Mann (May 4, 1796 – August 2, 1859) was an American educational reformer known for his commitment to promoting public education. Without undervaluing any other human agency, it may be safely affirmed that the common school, improved and energized as it can easily be, may become the most effective and benignant of all the forces of civilization. Two reasons sustain this position. In the first place, there is an universality in its operation, which can be affirmed of no other institution whatever. If administered in the spirit of justice and conciliation, all the rising generation may be brought within the circle of its reformatory and elevating influences. And, in the second place, the materials upon which it operates are so pliant and ductile as to be susceptible of assuming a greater variety of forms than any other earthly work of the Creator. . . .



According to the European theory, men are divided into classes-some to toil and earn, others to seize and enjoy. According to the Massachusetts theory, all are to have an equal chance for earning, and equal security in the enjoyment of what they earn. A republican form of government, without intelligence in the people, must be, on a vast scale, what a mad-house without superintendent or keepers would be on a small one. . . . However elevated the moral character of a constituency may be, however, well-informed in matters of general science or history, yet they must, if citizens of a republic, understand something of the true nature and functions of the government under which they live. . . .

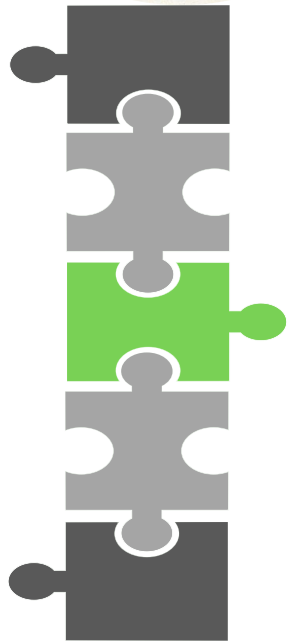




The establishment of a republican government, without well-appointed and efficient means for the universal education of the people, is the most rash and foolhardy experiment ever tried by man. . . . It may be an easy thing to make a republic, but it a very laborious thing to make republicans; and woe to the republic that rests upon no better foundations than ignorance, selfishness, and passion! . . .

Such, then, . . . is the Massachusetts system of common schools. Reverently it recognizes and affirms the sovereign rights of the Creator, sedulously and sacredly it guards the religious rights of the creature. . .

In a social and political sense, it is a free school system. It knows no distinction of rich and poor, of bond and free, or between those, who, in the imperfect light of this world, are seeking, through different avenues, to reach the gate of heaven. Without money and without price, it throws open its doors, and spreads the table of its bounty, for all the children of the State. Like the sun, it shines not only upon the good, but upon the evil, that they may become good; and, like the rain, its blessings descend not only upon the just, but upon the unjust, that their injustice may depart from them, and be know no more.



# Discussion Questions about Article of Horace Mann

1



What might be Mann's underlying philosophy, or purposes, for education?

2



What is the historical context for Mann's argument for educating a citizenry?

3



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4



What has not changed since 1848?

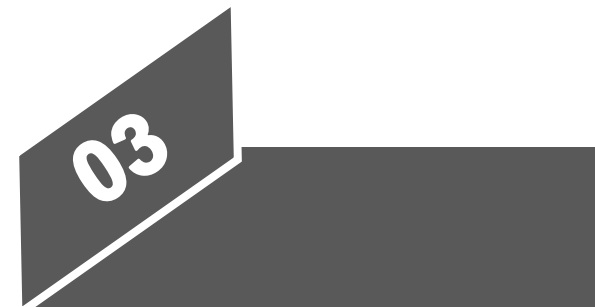


# In order to develop a teaching philosophy, a teacher should examine and continuously reflect on the following:

 Creation of an articulated philosophy that can become a foundation upon which an individual's life work can be built.

 Consideration of how your attitude is a function of who you are, how it affects your philosophy towards education, and how it shapes who you are as a teacher.

 Formulation of a teaching style that integrates teaching strategies with one's own personality and philosophy.



## 1.3: Teachers' Purposes and Beliefs

- One key responsibility of teachers is to convey content clearly and explain why it is important to learn.
- While basic skills like reading and writing are essential, the value of subjects like music, art, or history must be justified.
- Teachers should reflect on and develop a personal teaching philosophy to understand and communicate the importance of content.
- Effective teaching requires using diverse strategies suited to different subjects and incorporating technology when helpful.



# 1.3: Teachers' Purposes and Beliefs

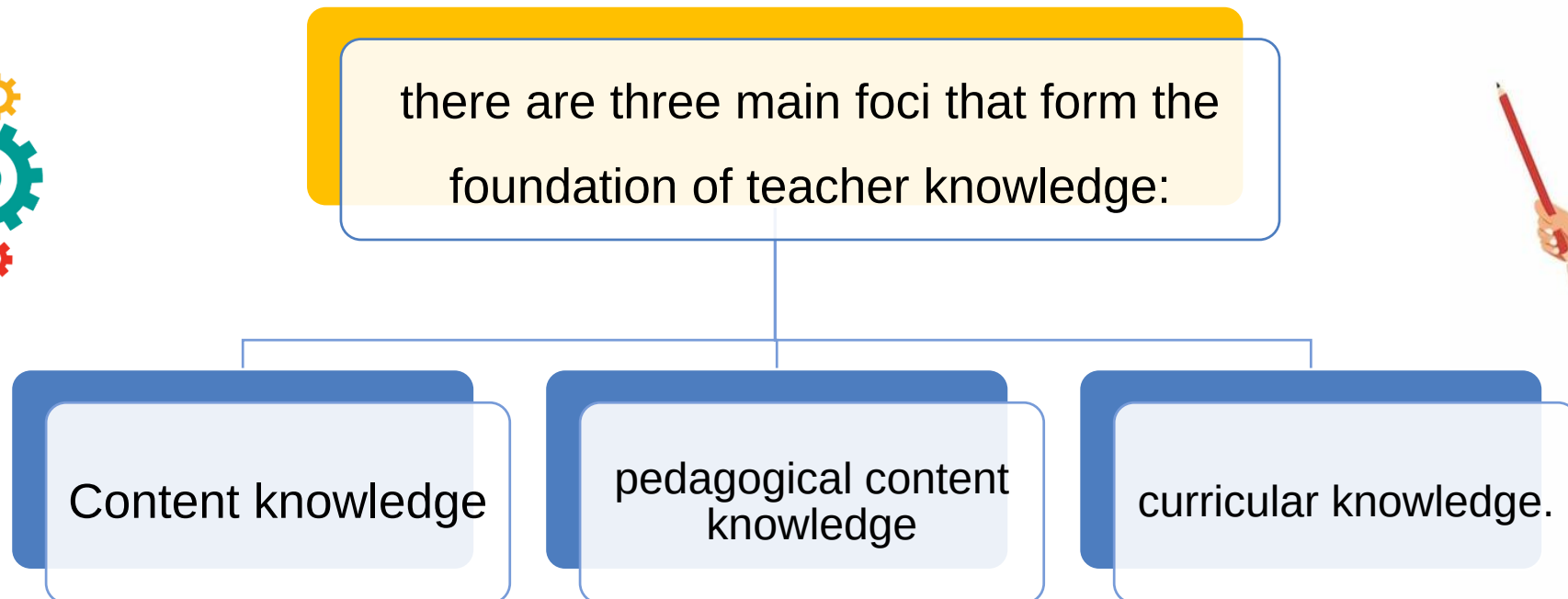


- Growth mindset (Carol Dweck, 2008): Students who believe they can improve through effort learn more effectively and respond well to feedback.
- Fixed mindset: Students who believe ability is innate tend to avoid effort and challenges, thinking intelligence cannot change.
- Teachers' beliefs and practices influence students' attitudes toward learning and mindset development.
- Teachers with a growth mindset focus on mastery and learning through practice, using assessment to guide instruction and support improvement.
- Teachers with a fixed mindset often emphasize test performance and competition, which can discourage many students.
- Viewing assessment as a tool for growth—rather than ranking or punishment—encourages students to identify and correct learning gaps.



# 1.4: Teacher Knowledge

- ❖ If teaching is the highest form of understanding as Aristotle claims, then what are the forms of understanding and how might we develop a framework for articulating this understanding?
- ❖ This complex understanding is part of the foundational requisites of teacher knowledge. According to Gudmundsdottir & Shulman (1987).



# 1.4: Teacher Knowledge

- **Content Knowledge:** Teachers must understand the key principles of their discipline and explain why they are valid. For example, a Family and Consumer Science teacher should know how to create an effective résumé or cover letter.



- **Pedagogical Content Knowledge:** Teachers need to know how to teach their subject effectively, identify core topics, use suitable examples, and recognize which concepts are easy or difficult for students. They should also match content to students' developmental levels—for instance, selecting age-appropriate novels and providing support for comprehension.

- **Curricular Knowledge:** Teachers should understand different programs and materials for teaching a subject, evaluating their strengths and weaknesses—for example, knowing which math concepts may appear on the state exam.

Besides these three areas, teachers must develop a personal teaching philosophy that defines their beliefs about how students learn, their learning goals, and how to achieve them in class. This philosophy guides decisions about curriculum, classroom management, and relationships with students and colleagues.



# 1.5: Communication

Teaching relies on strong communication—listening, speaking, reading, presenting, and writing. Skilled communicators can teach, mentor, and collaborate effectively. Teachers also need clear communication with colleagues, administrators, and parents, both verbally and in writing.



Teachers communicate with many people—students, colleagues, administrators, parents, and community members. Many new teachers are surprised by how often they must communicate daily, so understanding various forms of communication is essential.

Communication with  
Students

Communication with  
the Community

Communication with  
Colleagues

Communication with  
Administration

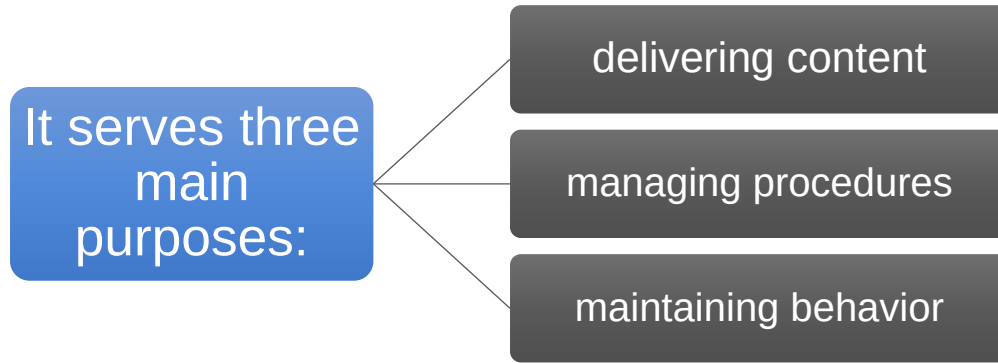


**To teach is to communicate. One cannot be an excellent educator if they do not possess strong communication skills. According to Silver (2018).**



# 1. Communication with Students

1. Classroom communication is unique and often complex, involving many simultaneous interactions and frequent disruptions.



2. Unlike one-on-one conversations, classroom exchanges can resemble a constant flow of overlapping actions and decisions. To handle this effectively, teachers must understand key aspects of classroom communication: balancing its functions, using nonverbal cues wisely, and recognizing the unspoken rules that guide participation.

# 2. Communication with the Community



Teachers act as public representatives of their schools and must communicate effectively with various community members, policymakers, and organizations. Their opinions on educational matters may be viewed as reflecting official school positions, not just personal beliefs. Teachers may also work with outside agencies or the media to support educational programs, so they must communicate clearly, appropriately, and within legal and professional boundaries.



# QUICK ANSWER



Think of one context in which teachers would need to communicate to the community.

For what purposes is the communication intended?

What considerations, if any, should the teacher think about before any correspondence?



Describe the context including interlocutors and other intended audiences

In what ways might the teacher represent the school? Students?  
The community? Self?





Teachers and students must use social media thoughtfully, recognizing both its benefits and risks. Teachers should build professional learning networks (PLNs) through platforms like Facebook, Twitter, Instagram, or blogs. These networks provide valuable support, resources, and opportunities for professional growth at all career stages.



## DISCUSSION QUESTIONS

- ❑ What are some rules you will follow as a teacher about how you will communicate using social media?
- ❑ Why should teachers celebrate our profession? What are some appropriate ways we can share and celebrate our teaching?
- ❑ Why is medium just as important as the message? For example, why would a teacher blog be a more apt medium to write about educational policies and pedagogies than a Facebook post?



### 3. Communication with Colleagues



Collaboration among teachers across grades and departments strengthens teaching and builds collegiality. Sharing ideas in planning lessons enhances instruction and allows all teachers, including newcomers, to contribute meaningfully. Positive interaction and supportive leadership boost morale and school performance. Teachers should also respect all staff—such as secretaries and custodians—whose roles are vital to the school’s daily operations.

### 4. Communication with Administration

Advocating for the great ideas a teacher wants to incorporate into lessons is one reason to plan on communicating well with the administration of the school. At times, a teacher needs to request additional money for a crucial program of essential equipment. Presenting a strong, well-planned argument is paramount in making any headway in changing funding or adding activities into the curriculum.



# 1.6: Lifelong learning and professional development

- Teachers commit to lifelong learning to better meet students' needs, stay updated on best practices, and apply new strategies in the classroom. Professional development may include attending conferences, mentoring, joining professional organizations, or conducting research. Education majors are constantly learning as part of their training.



- In New York State, first-year teachers are required to participate in an induction program. Each new teacher is assigned a mentor who offers guidance, support, and encouragement. Strong mentoring programs help new teachers feel connected to the school community and reduce feelings of isolation.

## ACTIVITY

Think it, Ink it (5 minutes) and divide into groups of 4-5 students and share your answers.

As a first-year teacher what personal qualities would you hope for in a mentor?

What specific type of information do you want your mentor to provide you with?

How will you advocate for your needs as a first-year teacher/mentee?

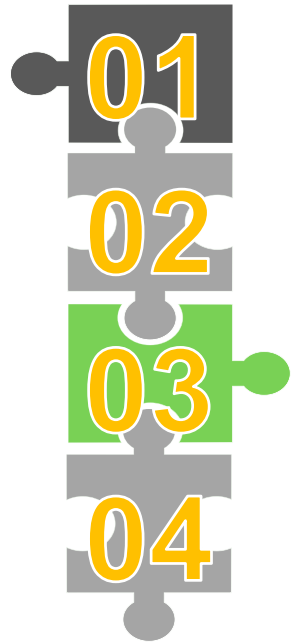


# 1.6: Lifelong learning and professional development

## Resources for Professional Development:

Reflecting on teaching is a personal process, but it becomes stronger when supported by other professionals. Colleagues can offer new perspectives and challenge assumptions, helping teachers grow.

## Professional learning typically occurs through four main avenues:



- Collaborating and discussing with colleagues
- Participating in professional associations
- Attending workshops and conferences
- Reading professional literature



Many teacher preparation programs use the INTASC Standards, including Standard 9 on professional learning and ethical practice. This standard emphasizes using data to evaluate teaching, engaging in continuous reflection, and adapting instruction to meet diverse student needs.

# 1.6: Lifelong learning and professional development

**Standard #9: Professional Learning and Ethical Practice :** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community, and adapts practice to meet the needs of each learner.

## Performances:

- **9(a):** Engage in ongoing learning to provide engaging, standards-based instruction.
- **9(b):** Participate in professional development that meets personal and school needs.
- **9(c):** Use data and collaborate with colleagues to evaluate teaching and adjust plans.
- **9(d):** Seek professional, community, and technological resources for reflection and problem-solving.
- **9(e):** Reflect on personal biases and deepen understanding of cultural, gender, and learning differences.
- **9(f):** Model and teach safe, legal, and ethical technology use, including proper citation and respectful online behavior.

## Essential Knowledge:

- **9(g):** Know how to use self-assessment and problem-solving strategies to reflect and improve practice.
- **9(h):** Use learner data to analyze teaching and differentiate instruction.
- **9(i):** Understand how identity, worldview, and experiences can shape expectations and potential biases.
- **9(j):** Know laws related to learners' rights, equity, disabilities, privacy, and mandatory reporting.
- **9(k):** Build a growth plan using feedback, student data, and school priorities.

## Critical Dispositions:

- **9(l):** Take responsibility for student learning and use reflection to improve teaching.
- **9(m):** Stay committed to understanding personal frames of reference and how biases affect relationships.
- **9(n):** View oneself as a lifelong learner, using policy and research to improve practice.
- **9(o):** Understand professional expectations, ethics, standards, and relevant laws.

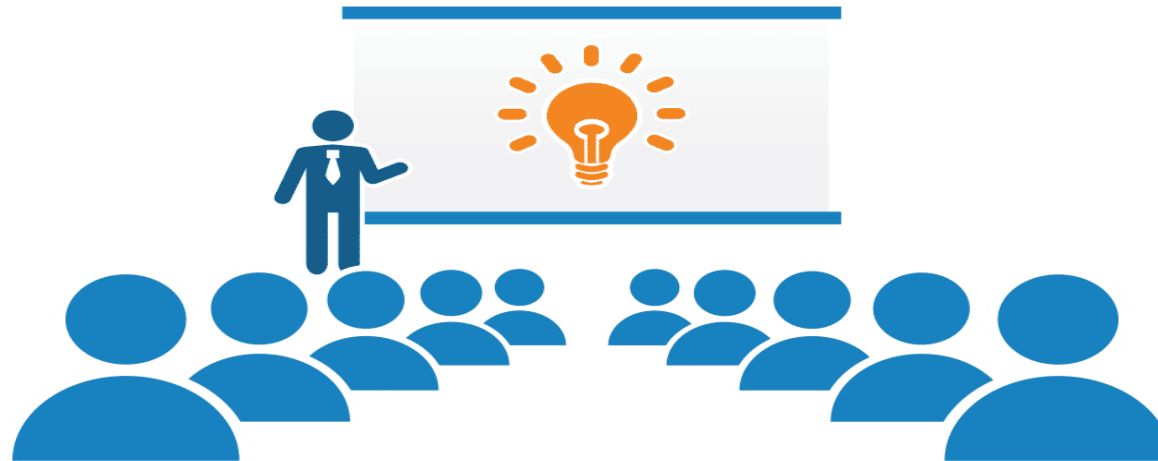




# Activity



How do you plan to integrate reflection into your practice as a teacher? How does reflection connect to teacher induction and mentor programs?



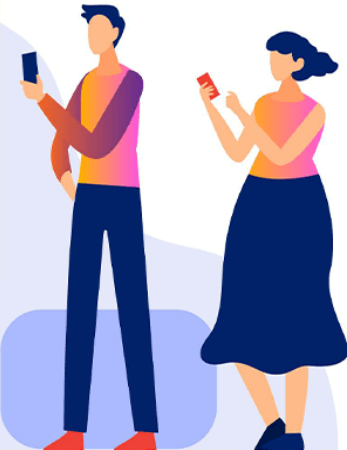
# 1.7: The Reflective Practitioner - Summary

## ➤ Professional Development and the Role of Reflection

Sheryl Chard, Director of the Sofia Center for Professional Development at Bosque School, creates workshops and retreats that help teachers grow professionally. These programs are shaped by extensive educator feedback and give teachers opportunities to connect with experts, engage in creative expression, and reflect on their roles as educators.



[https://www.youtube.com/watch?v=aiW0s6\\_83dw](https://www.youtube.com/watch?v=aiW0s6_83dw)



## ➤ Donald Schön's Contribution

Donald Schön (1987), a philosopher and educational researcher, emphasizes a key idea: **Learning to teach requires making decisions and taking action even when outcomes are uncertain.**

Teachers enter situations where they cannot predict fully what they need to know or what consequences their choices will have.



# 1.7: The Reflective Practitioner - Summary

## ➤ The Ambiguity of Classroom Events

Classroom actions often serve multiple purposes at once. For example:

When a teacher praises a student, she may be **motivating the student**.

- **Guiding class thinking**
- **Expressing care.**

But the same action may have unintentional consequences, such as:

- Ignoring other students' contributions, or
- Praising ability instead of effort.

Thus, **teaching is complex**, full of decisions that “cut more than one way,” making it difficult to prepare perfectly in advance but also making teaching interesting and challenging.

## ➤ Why Reflection Is Necessary

Because of this complexity, teachers must **learn from their own experiences**. In the classroom, **teachers learn too**, not just students. Teachers need to reflect on:

Student behavior  
and motivation

Effective  
assessment

Classroom climate  
and community

How to improve  
instruction

How to understand  
students more  
deeply



This reflection helps teachers become **reflective practitioners**—professionals who learn both *from experience* and *about their experience*.



# 1.7: The Reflective Practitioner - Summary

## ➤ Benefits of Being a Reflective Practitioner

Reflective teachers improve their ability to:

Understand  
student  
learning

Motivate  
students

Differentiate  
instruction

Design fair and  
valid  
assessments

Build  
supportive  
learning  
communities



Reflective practice strengthens teachers' decision-making and helps them advocate effectively for students.



## ➤ Developing the Habit of Reflection

The text describes how teachers can:

Use experiences, people, and professional environments to support reflection

Systematically observe and reflect on their teaching

Engage in **teacher research / action research**

Share insights with colleagues to improve practice

Reflective practice is essential because it leads to **continuous professional growth** and helps teachers act thoughtfully, ethically, and effectively on behalf of learners.

# Concluding activities (check for understanding)

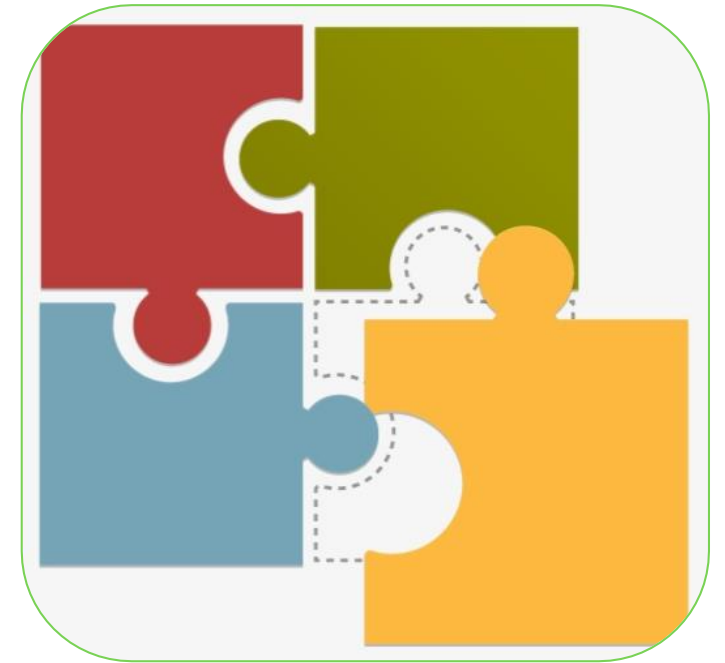
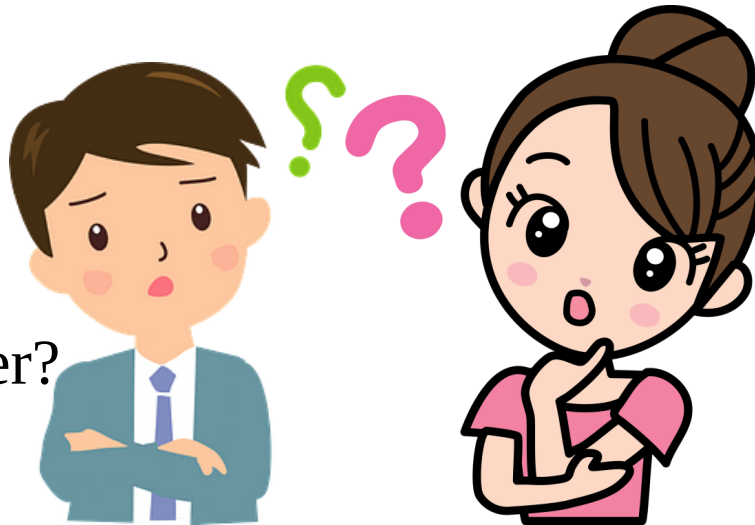
## ACTIVITY

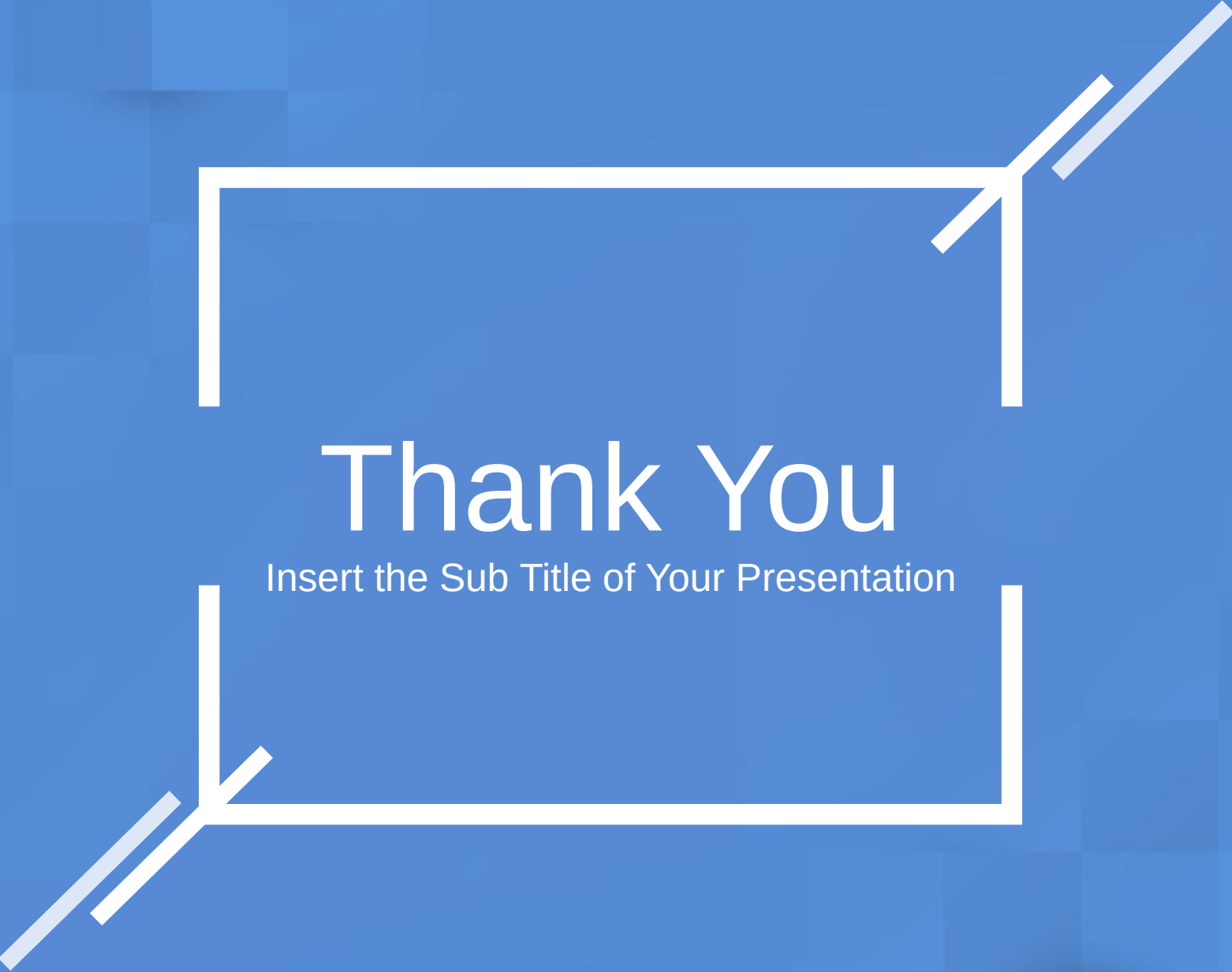
**1. Make a list of the five most important characteristics of an excellent teacher.**

- Do you possess these characteristics?
- If not, what steps can you take to add the characteristic(s) to your teaching profile?

**2. Write a paragraph of your teaching philosophy.**

- Why content is important?
- Best way to teach?
- What will your style be?
- What are your goals as a teacher?





# Thank You

Insert the Sub Title of Your Presentation