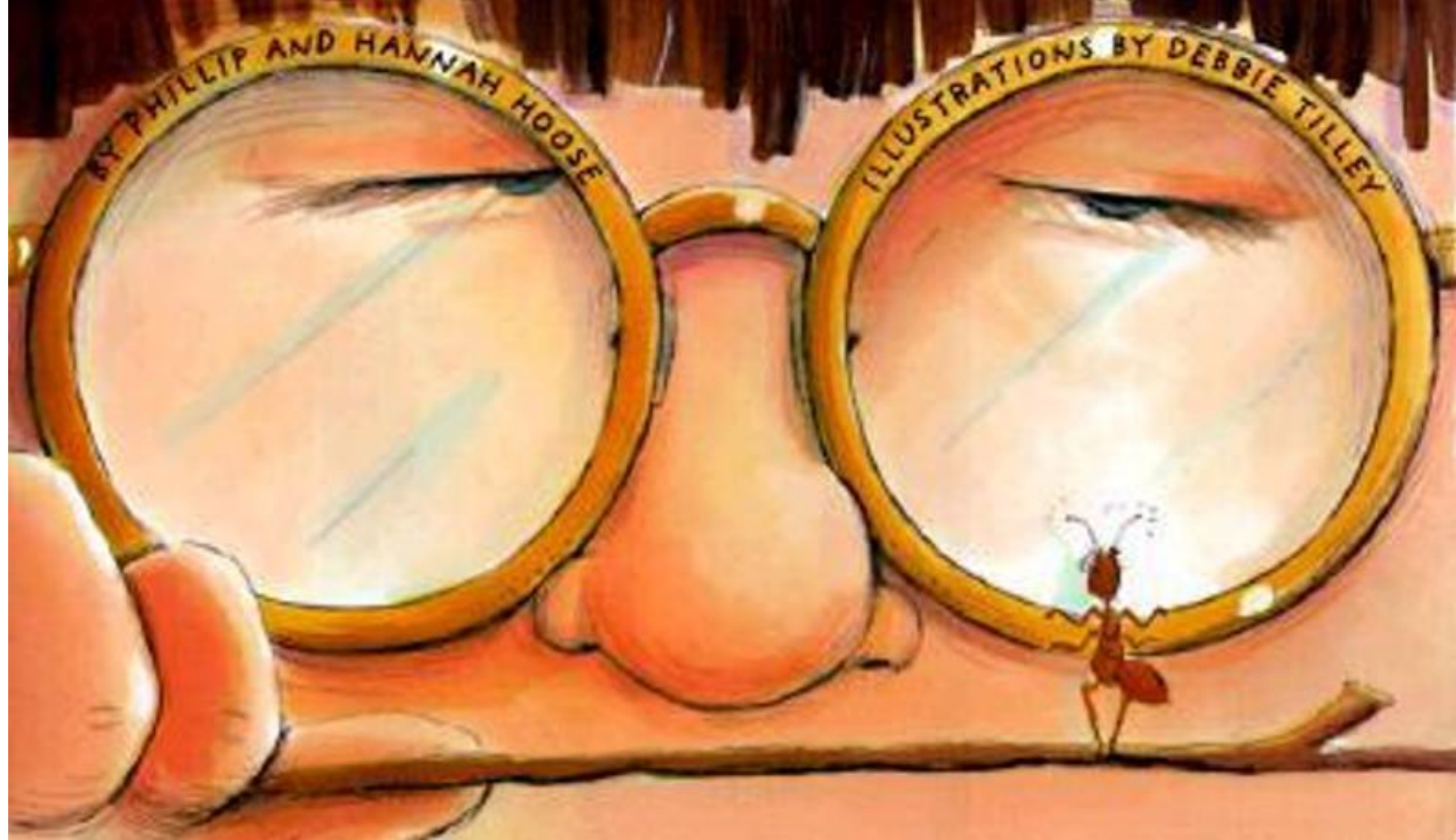


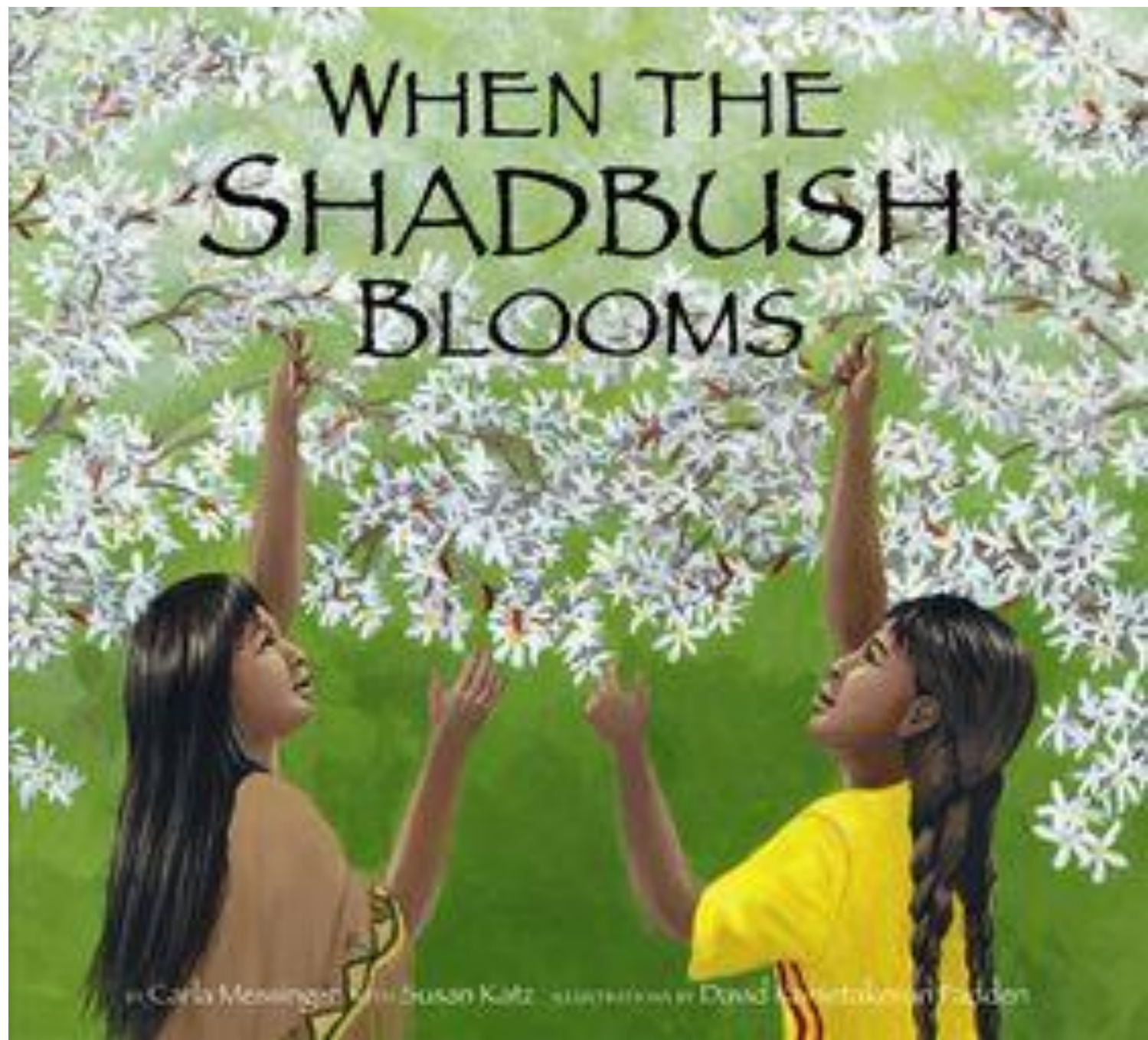
# Hey, Little Ant

BY PHILLIP AND HANNAH HOOSE

ILLUSTRATIONS BY DEBBIE TILLEY



# WHEN THE SHADBUSH BLOOMS



by Carla Messinger with Susan Kaltz illustrations by David Kristakowski and Paulson

NonViolence in the Lives of Children Project

# Creating your Personal Philosophy Statement



Marilyn Shelton





## **Definition:**

“A philosophy statement is a concise, written description of your beliefs and values specific to teaching and learning.”



NonViolence in the Lives of Children Project

## K W L Chart: Philosophy\_





Know	Want to know	Learned



NonViolence in the Lives of Children Project

## K W L Chart: Philosophy\_

**Want to know?**

-  **Difference between mission statement and philosophy statement**
-  **How long does it have to be?**
-  **What is it used for?**
-  **Who is the audience?**



Mission statement	Philosophy statement
Short, few words to couple of sentences	One (or two) pages
Group statement. A vision of what a school, organization, company wants to become, to achieve, and how it will be accountable.	Personal statement which describes beliefs and values related to a particular field or profession. It address key components for the field.



Mission statement	Philosophy statement
Audience: organization, corporation, customers	Audience: employer, parents, scholarship
Used for advertising and for making decisions within organization	Used for applications for: job, promotion, scholarship. Professional growth; reflection and goal setting





## Mission statements:

✎ NVP page 3 in notebook

✎ Wal-Mart: "To give ordinary folk the chance to buy the same thing as rich people."

✎ Walt Disney: "To make people happy."



NonViolence in the Lives of Children Project

## **K W L Chart: Philosophy\_**

**Want to know?**

- ✚ Compatibility with work place**
- ✚ Is it truly our philosophy?**



NonViolence in the Lives of Children Project

Reason for writing and/or updating a  
philosophy statement:

Maintain one's own integrity  
and remain congruent  
while working with other groups,  
school systems, etc.



NonViolence in the Lives of Children Project

## Philosophy statement purpose/goals

- ✎ Clarify beliefs for self
- ✎ Provide guidance and congruence
- ✎ Articulate beliefs and values to others





## Intentionality of language





- **language used reflects how we feel/think**
- **word origin – meaning**
- **Desentnazation of use of words of violence**
- **More peaceful alternatives**





NonViolence in the Lives of Children Project

# Intentionality of language

-  **language used reflects how we feel**
-  **word origin – meaning**
-  **Desentnazation of use of words of violence**
-  **More peaceful alternatives**





NonViolence in the Lives of Children Project

## **Components of a philosophy statement (Page 176)**

- ✎ philosophical foundation
- ✎ theoretical foundation
- ✎ learning: source and how people learn
- ✎ roles and relationships



NonViolence in the Lives of Children Project

## philosophical foundation (page 176)

✎ The nature,

✎ aim(s),

✎ value of education







NonViolence in the Lives of Children Project

# Theoretical foundation (page 177)

Theories

Research







NonViolence in the Lives of Children Project

## Learning (page 177)

✎ source of motivation for learning

✎ how people learn

✎ Role of play in learning





NonViolence in the Lives of Children Project

## **Roles and relationships (page 178)**

- ✚ Teacher's and student's roles in learning
- ✚ Nature of student-teacher relationship
- ✚ Relationship between environment and learning
- ✚ Nature of relationship with colleagues, parents, community





## *Philosophy Content – Rubric (page 183)*

	<b>satisfactory (c)</b>	<b>strong (b)</b>	<b>outstanding (a)</b>
<b>Source of motivation for learning (internal - external)</b>	Implied, not clear	Clear where they believe most students are	What they believe is clear; addresses implications when working with students who represent a variety of sources of motivation.
<b>How people learn</b>	One or two ways/types listed	ways/types illustrated with examples	Addresses multiple ways in which people learn
			Laurel's Philosophy, page 179-180



	<b>satisfactory (c)</b>	<b>strong (b)</b>	<b>outstanding (a)</b>
<b>Identify student's role</b>	One or two examples given	Three or more examples	Examples tied to research &/or aims of education
<b>Identify teacher's role</b>	One or two examples given	Three or more examples	Examples tied to research, diverse needs of students (ability, culture)




	<b>satisfactory (c)</b>	<b>strong (b)</b>	<b>outstanding (a)</b>
<b>Environment or Classroom setting</b>	Includes mention of physical setting: eg. Room arrangement	Address learning environment and “tone” of room (ex: relaxed, energized, buzz of activity, friendly, safe)	Examples tied to research, aims of education, &/or different needs of students

	<b>satisfactory</b> <b>(c)</b>	<b>strong</b> <b>(b)</b>	<b>outstanding</b> <b>(a)</b>
<b>Related to theory or research</b>	Name of one person or theory used in context	Connect own beliefs or practice to the cited research/ researcher	Work of Person or theory cited is congruent with rest of the philosophy statement

	<b>satisfactory</b> <b>(c)</b>	<b>strong</b> <b>(b)</b>	<b>outstanding</b> <b>(a)</b>
<b>Purpose of education</b>	Brief inclusion of one point.	One or two examples explained clearly.	Clear connection between global view of education and your beliefs or practice.



# Fun Time

-  Stand up and stretch
-  Toss balls, keep them in the air
-  Get wiggles out







***Philosophy Mechanics - Rubric***

	<b>satisfactory (c)</b>	<b>strong (b)</b>	<b>outstanding (a)</b>
<b>Organiz- ation and presenta- tion</b>	Titled, neat, content is typed but paper is unorganized, some errors in grammar and/or spelling but not interfere with clarity	clear, uncluttered and attractive, content clearly organized, few grammatical and/or stylistic or spelling errors	professional looking presentation, message of product is clearly defined

***Philosophy Mechanics - Rubric***

	<b>satisfactory (c)</b>	<b>strong (b)</b>	<b>outstanding (a)</b>
<b>100% Positive</b>	A few negative words or phrases are included	No more than one negative word or phrase is included	The tone is professional and 100% of words are positive.

***Philosophy Mechanics - Rubric***

	<b>satisfactory (c)</b>	<b>strong (b)</b>	<b>outstanding (a)</b>
<b>Jargon free, non-education audience</b>	A few words or phrases which are used in the our early care and educational field are not explained	Jargon free. or - if one or two examples of jargon are used, then they explained.	All content is stated in clear terms that an intelligent layperson could understand

***Philosophy Mechanics - Rubric***

	<b>satisfactory (c)</b>	<b>strong (b)</b>	<b>outstanding (a)</b>
<b>One page or less, double spaced</b>	One page, 1 ½ spacing or margins less than one inch. Or very small font size or type.	One page or less, good margins and readable font type and size	One page or less, good margins and readable font type and size



***Philosophy Mechanics - Rubric***

	<b>satisfactory (c)</b>	<b>strong (b)</b>	<b>outstanding (a)</b>
<b>Congruent and consistent</b>	A few examples listed don't logically connect or "go together"	Everything sounds like it belongs in the statement, apparent inconsistencies are explained	The content is harmonious and cohesive. Model statement where all the examples are feasible for one person to believe.

***Philosophy Mechanics - Rubric***

	<b>satisfactory (c)</b>	<b>strong (b)</b>	<b>outstanding (a)</b>
<b>Standard English and Grammar</b>	Some minor errors. Writing still needs some editing.	Few errors. Writing demonstrates clear command of English language conventions and usage.	No errors. Writing provides excellent model, very smooth reading.



NonViolence in the Lives of Children Project

## K W L Chart: Philosophy\_

Know	Want to know	Learned





NonViolence in the Lives of Children Project