

## **Educational Philosophy**

Education should provide opportunities for all children to develop ideals, concepts, understanding, skills and appreciation to prepare the individual to live and function effectively in his/her environment.

In today's society our children are continuously excited by new and challenging stimuli; and adaptability to change therefore becomes a paramount objective of learning.

The classroom should promote a healthy, happy atmosphere of learning conducive to the growth and development of the whole child.

Learning and growth should be stimulated further for each pupil by making him/her feel secure and by encouraging achievement. To be completely effective, a teacher must create a learning environment and provide experiences that permit success for every child. In order to do this, the teacher must set a good example, have a warm relationship with the child, understand him/her, give him/her a feeling of belonging, recognize his/her needs, and above all, be an artist in creating the experiences through which the child's varying needs are successfully met.

The mastery of basic skills is essential to our children as they prepare to function as responsible individuals. Children must also know how to direct their own learning by mastering the skills of independent inquiry, because circumstances do not enable us to predict with certainty just what today's children will need to know when they become tomorrow's adults. The optimum environment should be sought so that each child can develop physically and emotionally and acquire the information, academic skills, critical judgment, and creativity needed to lead to a better understanding of himself/herself, his/her fellow man, and the world around him/her.

Materials and methods of instruction should be adjusted to the child's needs, interest, learning rate and achievement levels.

The school system must continually strive to create, implement and improve programs that are compatible with appropriate curricula and provide opportunities for innovation in teaching and learning. If this is accomplished, children will then come to realize more fully their own potential as individuals and be better prepared to appreciate and act responsibly in the society in which they live.

In accordance with this philosophy, the Harvard Public Schools prescribe the following aims for the educational program:

1. Foster effective procedures, and the development of respect for others;

2. Consider the child as a total personality including his/her physical, mental, emotional, social, spiritual, and esthetic welfare;
3. Establish positive success patterns for each child;
4. Recognize and provide for individual differences;
5. Stimulate a sincere desire for learning;
6. Support and encourage the physical and mental health of each child;
7. Promote the understanding and the acquisition of basic skills, knowledge and fundamental values;
8. Emphasize good character traits for all children;
9. Develop a sense of responsibility toward oneself and ones environment;
10. Gain knowledge of the human experience of the past and project an application of this learning toward the betterment of our nations future.

The classroom should be a world in miniature and as such, it should be an experience laboratory set up to nurture the principles of democratic living, group work, and leadership without loss of individuality, personal responsibility, achievement and recognition.

Since the world is constantly changing, teacher-pupil activities and classroom procedures should be flexible and capable of adapting easily to new ideas, methods and developments in all areas of learning and living.

**Concluding Statement:**

The closer our teaching aims and teaching experiences come to making this philosophy a truer picture, the closer each child will come to realizing his/her personal and unique value as a student and as a person.

ADOPTED:            June 11, 2007

CROSS REF.:        [IA](#), Instructional Goals