



## Statement of Teaching Philosophy

My philosophy of teaching is informed by over 10 years of providing professional development trainings and workshops, delivering training curriculums designed to encourage behavior change with high risk adolescents and youth, as well as skill building training for mental health first aid and suicide prevention methods. Although I have taught face to face and online learning environments, I feel my role can be more accurately described as a facilitator of learning. It is the role of the facilitator to support a positive learning environment for learners to come to their own conclusions, share knowledge and facilitate skill building and finally support the confidence of the learners so they can utilize the new skills they have learned in real world situations.

Why I facilitate. I love to share my enthusiasm for learning, dispel stereotypes and misunderstandings that contribute to health disparities, encourage new perspectives and facilitate guided peer learning and sharing which promotes micro-learning communities. I teach and facilitate from a strengths-based perspective which means I leverage learner strengths and validate personal experience, so the content is not only relatable but also relevant and meaningful. I feel it is important for learners to practice transferable skills such as critical thinking and problem solving which I weave throughout the learning activities.

Further, I strive to foster a growth mindset with learners. When learners have a growth mindset it is shown they “understand that effort makes them stronger, hence they put in more time and effort leading to higher achievement” (Dweck, 2017)<sup>1</sup>. Additionally, successful facilitation of learning should be motivational yet challenging, it should purposefully move forward at all times keeping the learner busy working, thinking, and processing. All of this can be accomplished with mixed methods of delivery to support auditory learners, visual learners and tactile learners and using lecture, reading, group discussion and group activities.

Teacher effectiveness is measured in multiple standards of pre-post evaluations, follow-up interviews and testing of knowledge. However, another telling measure of effectiveness is observed through the learner’s engagement, self-confidence and performance. Bandura said, “self-confidence is considered one of the most influential motivators and regulators of behavior” (1986)<sup>2</sup>...“one’s perception of ability or self-confidence is the central mediating construct of achievement strivings” (1994)<sup>2</sup>. Therefore, as a student learns, comprehends, and processes information their confidence increases which is often reflected in the learner’s positive engagement and willingness to apply their new skills.

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<sup>1</sup> Dweck (2017). Mindset Works, Decades of Scientific Research that Started a Growth Mindset Revolution. Website 2 <https://www.mindsetworks.com/science/> found on 11/18/18.

Bandura (1986). Social Foundations of Thought and Action: A Social Cognitive Theory. Englewood Cliffs, N.J.: Prentice-Hall.

<sup>2</sup> National Research Council (1994). *Learning, Remembering, Believing: Enhancing Human Performance*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/2303>.