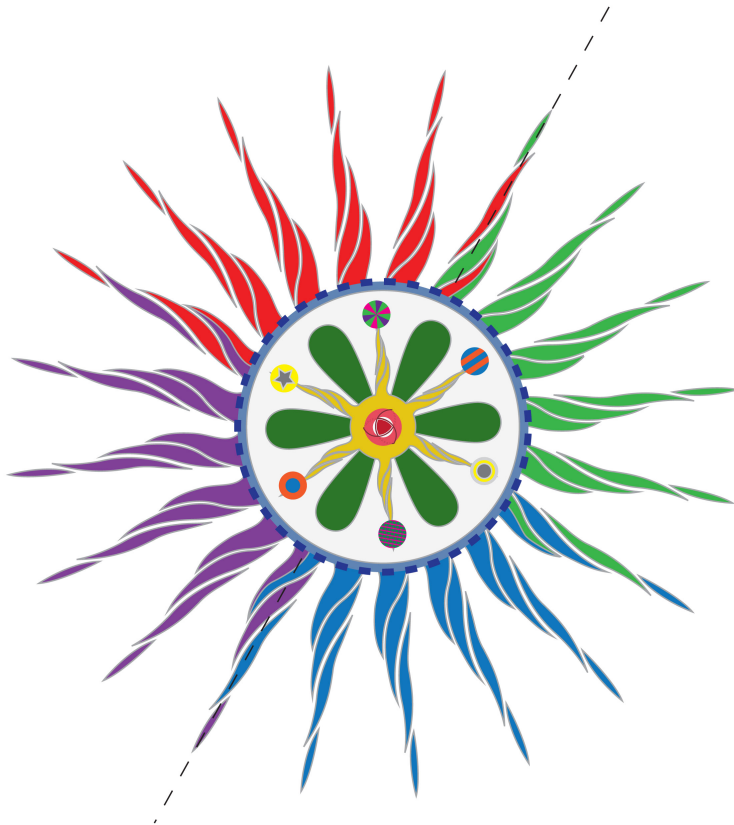


Educational Philosophy

Orientation

You, as a Professional



Educational Philosophy Orientation

(5 : agree strongly) (4 : agree) (3 : neutral) (2 : disagree) (1 : strongly disagree)

1.	Do you believe curriculum should be subject oriented, that student learning should be centred on basic subjects such as reading, writing, history, mathematics and science?
2.	Do you believe curriculum should focus on great thinkers of the past?
3.	Do you believe that students learn best by engaging in real-world activities rather than reading or listening to a teacher talk?
4.	Do you believe that students should be permitted to influence their own curriculum in some way?
5.	Do you believe that material is taught effectively when it is broken down into smaller parts?
6.	Do you believe that curriculum should place multidisciplinary analysis and action regarding social problems and themes from social life, and be at the heart of students' school experience?
7.	Do you believe that curriculum of a school should be determined by information that is essential for all students to know?
8.	Do you believe that schools should develop students' abilities to think deeply, analytically, and creatively; is this more important than developing their social skills or providing them with a useful body of information about the world, which is ever changing?
9.	Do you believe that schools should prepare students for analysing and solving the types of problems they will face outside the classroom as well as the major disciplines? Do you believe this might involve learners thinking differently?
10.	Do you believe that reality is determined by the individual's perceptions and that there is no universal absolute reality?

11.	Do you believe that people are shaped more by their environment than by their genetic dispositions or the exercise of their free will?
12.	Do you believe that schools should engage students in analysis of major institutions and social issues so that social problems, their causes, and ways to respond may be identified?
13.	Do you believe students should not be promoted from one grade to the next until they have mastered certain key material?
14.	Do you believe that an effective education is not aimed at the immediate needs of the students or society?
15.	Do you believe the curriculum of a school should be built around the personal experiences and needs of the students? If you believe this, how can this be achieved?
16.	Do you believe that students who do not want to study much should not be required to do so?
17.	Do you believe programmed learning is an effective method of teaching information?
18.	Do you believe that school curriculum should emphasise the common good over that of the individual?
19.	Do you believe rigour is an essential component of education?
20.	Do you believe that all students regardless of ability, should more or less study the same curriculum?
21.	Do you believe that art classes should be focused primarily on individual expression and creativity?
22.	Do you believe effective learning can be unstructured and informal?
23.	Do you believe that students learn best through reinforcement, drills?
24.	Do you believe students learn more outside the classroom than in?
25.	Do you believe that effective schools assign a substantial amount of homework?

26.	Do you believe that education should focus on the discussion of questions such as - What is beauty? - or - What is truth?
27.	Do you believe that students learn effectively through social interaction? If you do believe this, should schools plan for social interaction in their curricula? Why?
28.	Do you believe the purpose of school is to help students understand and find the meaning of their existence?
29.	Do you believe frequent objective testing is the best way to determine how much students know?
30.	Do you believe that students need to have experiences which develop their desire and capacity to respond to social needs?
31.	Do you believe that your country must become more competitive economically with countries such as America, Japan and that schools have an affirmative obligation to bolster their academic requirements in order to facilitate such competition?
32.	Do you believe that students must be taught to appreciate learning primarily for its own sake, rather than because it must help them in their careers?
33.	Do you believe that schools should place more emphasis on teaching about the concerns of minorities and women? If your answer is affirmative, please elaborate as to why.
34.	Do you believe that the individual has free will to develop as he or she sees fit?
35.	Do you believe that students should be well rewarded for learning, when they will remember and be able to apply what they have learned, even if they have not understood why the information is worth knowing?
36.	Do you believe that a project based curriculum based on social needs is necessary to enable one to participate in society?
37.	Do you believe that private and public schools should attempt to install traditional values in students?
38.	Do you believe that teacher-guided discovery of profound truths is a key

	method of teaching students?
39.	Do you believe that students should be active participants in the learning process?
40.	Do you believe there are no external standards of beauty, or do you think that beauty is what an individual decides it to be?
41.	Do you believe that one should place faith in schools and teachers to determine which student behaviours are acceptable and which are not?
42.	Do you believe that curriculum should encourage participation, critical analysis, and action?
43.	Do you believe that schools should provide students with a firm grasp of basic facts regarding books, people and events that have shaped your country and regional heritage?
44.	Do you believe that philosophy is ultimately at least as practical a subject to study as is computer science?
45.	Do you believe that teachers should stress to students the relevance of what they are learning to their lives outside, as well as inside the classroom? If you believe this, please explain how this may be achieved and why.
46.	Do you believe that it is more important for a learner to develop a positive self-efficacy beliefs than to learn specific subject matter - if so, why?
47.	Do you believe that learning is more effective when learners are given frequent tests to determine what they have learned?
48.	Do you believe that the overall experience should minimise the importance of individual learner achievement?

Write down the number of your response, **1 - 5**, to each question in the grid below. Add the numbers in each column to determine your beliefs in relation to key educational philosophies. The higher your score, the more you agree with philosophers who represent that viewpoint. The highest possible score in any one area is forty (40) and the lowest possible score is eight (8)

A Essentialism	B Perennialism	C Progressivism	D Existentialism	E Behaviourism	F Social - Reconstructionism
1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	12.
13.	14.	15.	16.	17.	18.
19.	20.	21.	22.	23.	24.
25.	26.	27.	28.	29.	30.
31.	32.	33.	34.	35.	36.
37.	38.	39.	40.	41.	42.
43.	44.	45.	46.	47.	48.

A Philosophical Orientation Mind-map

Philosophical Orientation	Key Elements	Instructional Mode	Origin Proponents
<u>Perennialism</u>	The practitioner will put forward ideas that are eternal and aim to uncover enduring truths which are constant, unchanging, through literature, art, religion and philosophy.	The teacher will hope to enable learners to handle large ideas through lectures and class discussion. Debates are nurtured and key to development.	Robert Hutchins Jacque Maritain Mortimer Adler Allan Bloom
<u>Essentialism</u>	Teach the common core, "The Basics" - information and skills needed for citizenship. Curriculum evolves slowly.	Individual as an entity within a social context. Individual responsibility for decisions and preferences - tasks.	William Bagley Arthur Bestor Chester Finn
<u>Progressivism</u>	Ideas should be tested by active experiments. Learning is rooted in questions of learners via interaction with others. The experiences are learner-centred.	Problem solving and a project approach with group and individual tasks emphasising social skills development.	John Dewey W. Kilpatrick Albert Bandura
<u>Social Reconstructionism</u>	Critical pedagogy via the analysis of world events, controversial issues and diversity to provide vision for a better world and social change.	Individual as entity within social context before group work, and accountability a key for each participant.	George Counts Ivan Illich Henry Giroux Paulo Freire
<u>Behaviourism</u>	Behaviour is shaped by design and determined by forces in milieu. Learning occurs as a result of reinforcing responses to stimuli. Social learning is aided by observing and perceiving others.	Learning by observing, perceiving and sometimes imitating others as role models. The use of rewards and punishment leads to systematic conditioning in the classroom.	Ivan Pavlov John Watson B.F. Skinner E.L. Thorndike
<u>Existentialism</u>	Reality is subjective within the individual. Individual rather than external standards.	Individual as an entity within social context and an the individual is responsible for decisions and preferences.	Jean P. Sartre S. Kierkegaard

