My learning philosophy

Learning is one of the essential aspects of life that allows a human being to systematically acquire knowledge throughout his life and develop in all aspects of his being. Each of my students is special, whatever their unlimited potential is, and each of the children deserves an educational space appropriate for their cognitive and social development. For me, learning is not limited to acquiring academic skills and knowledge; it is a complete process.

Learning is an experience in which my students do, play, and, through experience, explore, experiment, and build their knowledge. Teaching through play activities is the key to early childhood learning in my classroom. Through play, my students learn to develop skills that help them learn to solve problems and gain critical and analytical thinking skills.

The defining characteristic of the growth mindset is the passion for learning, effort, adversity, and perseverance, even when it is not necessary Carol S. Dweck (2006).

As a teacher, I assume the role of education facilitator since I allow my students to become autonomous in their teaching and learning. I facilitate through constant questioning for students, allowing them to explore, approach topics of interest, and seek answers independently.

Teaching/learning

I must recognize the connection between teaching and learning, as it is the foundation of education, especially in the primary education section. As a preschool teacher, I consider that this relationship will influence the emotional and comprehensive development of my "little" students.

Teaching is much more than transmitting information. It is an inspiring art and motivates students to discover and learn. Creating a safe, inspiring, and welcoming environment in my classroom is very important and makes every student count. However, I also believe in learning as something active and constructive; children are the actors in their development.

As a teacher, I facilitate this process; I allow children to explore, experiment, and marvel at what is around them. However, children's participation in learning, autonomy, creativity, and critical thinking are crucial.

Furthermore, teaching and learning interact continuously and complement each other. Therefore, my teaching methods are individual, and I personalize each child's lesson according to her abilities and interests. Thanks to the growth mindset, I appreciate the opportunity to learn.

In the words of Dweck (2006), the growth mindset lies in the belief that "essential "qualities can be cultivated through effort, appropriate strategies, and the help of others. It is "vital because it enables us to see problems not as barriers but as learning opportunities, inspiring courage and inventiveness rather than disenchantment.

The mind often takes you to new worlds through learning, giving you the opportunity for meaningful new experiences by developing this new knowledge, allowing us to have a better view of ourselves, and, in turn, time, it will enable us to help our students.

Given all of the above, the teachers and students of my teaching school are the ones I would first like to communicate the message expressed in the power of the word "yet." "n fa" t, I also teach my preschool students daily and ask them to do it with that great power.

I am dedicated to becoming a better preschool teacher and continuing to learn more. Meaningful learning and play are essential to providing my students with a solid foundation for their future training. By fostering this knowledge, I am preparing my students for academic success and critical roles.

As a teacher, transmitting knowledge and cultivating a stimulating environment that encourages each student's active and meaningful learning is essential. In my case, in preschool, the teaching philosophy is significant since it encompasses the set of beliefs, values, and principles that guide educational practices.

According to Davis and Sumara (2006), this philosophy manifests in the specific tactics and techniques teachers use to facilitate children's learning within the classroom. In this regard, Rogers (1983) ensures that the philosophy of effective teaching in preschool must be adjusted depending on the particular student. This shift involves an urgent appreciation of children's learning styles and cognitive growth at this crucial learning stage.

Furthermore, the philosophy of learning in preschool concerns the beliefs and conceptions of children as they proceed through a step-by-step process of how they can best be facilitated.

According to Dweck, it is essential to instill a growth mindset in the little ones since integrating the philosophy of teaching and learning in preschool educational practice is crucial. Gagne, Briggs, and Wager (1992) highlight the importance of a comprehensive approach that encourages children to construct their knowledge actively.

As a preschool teacher, adopting a teaching philosophy that focuses on student needs and promotes a learning philosophy that encourages exploration is essential since, when integrated into classroom practice, it can create an educational environment. that mutes the intellectual, emotional, and social development of the little ones.

According to Douglas Thomas (2012), the best way to establish an effective learning environment in my classroom is through The new culture of learning. , which is based on the increasing importance of passion, imagination, and limitation. *https://youtu.be/lM80GXlyX0*

As members of an educational institution, students should always be able to discover their passion in their daily activities and connect it with their real lives. The theory is even better when accompanied by practice; even the imagination seems richer in color when put in a natural context.

Also, it is equally important that students have a voice in their learning process, always offering educational options.

One of these educational options is technology that can transform classroom instruction, providing students with exciting and enriching opportunities to explore and discover. Apply technology to my educational practice effectively, using it as a learning tool to improve my students' acquisition and prepare them for a successful future in the virtual world.

The COVA theory, developed by Dr. Harapnuik (2013), emphasizes knowledge construction, ownership, and sharing. This theory is executed by allowing students to take ownership of their learning experiences. This theory is very successful in my classroom since allowing students to explore and connect their knowledge has fostered autonomy and responsibility in their learning, leaving students with the self-realization of expertise.

Cognitivism theory

As I deepen my studies in educational philosophy, I am attached to a Constructivist Learning Theory. This theory states that humans build their knowledge based on their experiences; each person reflects on their experiences and integrates them with what they already know.

Learning is an enriched process in which students connect what they have experienced with what they are currently experiencing. Harapnuik, D. (2015).. states, “Establishing connections between one's experience is necessary for learning and understanding.”

According to this theory, it is essential to understand how students learn since they are an active part of constructing their knowledge. Students add or elaborate new experiences from their current understanding Kurt, S (2021).

Some of my students face obstacles that can slow their daily learning process. As a preschool teacher, I have promised to overcome challenges from limited attention to understanding abstract thinking, using the cognitive learning theory of meaningful learning inspired by Jean Piaget's work (1962) through these children's playful generated learning of knowledge.

In Jean Piaget's tradition, symbolic play substantially contributes to cognitive development. Because it allows children to see the abstract in the light of direct experience, they can make direct connections about their own lives from it.

Piaget (1952) indicated that play manifests the opportunity for free experimentation, the trigger for children to construct subjective knowledge. The cognitive theory of meaningful learning and play gives rise to a powerful combination to address the challenge of preschool learning.

By learning through the experience of meaningful play, teachers enable their students to acquire a base of knowledge that is subject to forgetting.

This cognitive theory has significantly supported my professional approach and orientation as a preschool teacher in my Innovation plan proposal. In my innovation plan, I will address those areas of constructivism to be successful in my classroom. Preschool students, for example, can be encouraged to play, experiment, discover, and practice with the phonetic language given Piaget's cognitive Piaget uPiagettaken advantage of every possible opportunity to develop my students' phonetic students when participating in these playful activities, they are developing fundamental language skills, such as articulating sounds, understanding vocabulary, and constructing complete sentences.

Although, as a preschool teacher, I also benefit from these opportunities, for my students to help, I must guide them as they explore the language through activities that are not only fun and engaging for the children but they also enjoy the experience of experimenting with different sounds and words in a meaningful way.

Vygotsky (1978) considered symbolic play to involve imaginary roles and simulated situations that allow students to experiment and practice the meaningful use of language. In symbolic play, children play different roles and socially interact with their colleagues.

Social interaction contains a rich framework for learning the phonetic language because children need to communicate, create meaning, and share.

Symbolic play fostered meaningful learning and development for my students and empowered them as the architects of their growth. I believe in providing a safe, engaging, and nurturing place that encourages curiosity, discovery, and exploration.

At the same time, I encourage a passion for effective learning and strengthen self-reflection and autonomy among my students. By doing this, I am deepening the foundation for my students' future work and life.

Constructivist Theory becomes an essential approach to understanding and theorizing the learning process. Since knowledge develops from unique experiences, this theory emphasizes the active and dynamic natuTheorylearning. Students are not merely passive recipients of instructional material but equally essential in forming their knowledge.

Making a connection between the old and new experiences is particularly essential because it helps achieve a deeper, more meaningful level of learning. Therefore, adhering to a constructivist perspective, teachers can design meaningful learning that allows students to participate actively in the discovery process and experience healthy cognitive learning.

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Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.

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Davis, B., & Sumara, D. (2006). Complexity and education: Inquiries into learning, teaching, and research. Routledge.

This text examines the links between complexity and education. The authors raise how complexity theories can inform educational practice rather than simply offering something to reproduce or imitate. Teachers can implement this theory, where the diversity of philosophy has new and dynamic practices. Davis and Sumara propose pedagogical approaches that value diversity, interconnectedness, and emergence in learning.

Dweck, C.S. (2006). Mindset: The new psychology of success. Random House.

In this book, Carol Dweck introduces her "mindset," or growth mentality theory. She explains how our ideas about ourselves affect how well we do. A perspective promoting the growth mindset in education should promote efficient learning.

Gagne, R. M., Briggs, L. J., & Wager, W. W. (1992). Principles of instructional design. Wadsworth Publishing Company.

This classic book on instructional design establishes basic principles for developing teaching materials and efficient teaching methods. Gagne and her collaborators offer a solid theoretical framework and

practical applications for improving teaching and learning.

Harapnuik, D. (2013). COVA: A New Pedagogy for the Digital Age. Journal of Online Learning and Teaching, 9(2), 331-342.

This work presents a new pedagogical approach for the digital era called "COVA." Harapnuik offers a coherent and insightful perspective on how students can take active roles in their learning within digital environments.

Harapnuik, D. (2015). I am creating Significant Learning Environments (CLSE). Youtube. Retrieved Mayo 09, 2015, from *http://www.harapnuik.org/?page_id=849*

In this video, Harapnuik describes creating meaningful learning environments (CLSE), a model that shows the importance of designing environments for deep learning. This student takes on a more personal and proactive role in their digital learning environment or on online platforms.

Kurt,S.(2021). Constructivist Learning Theory. Frameworks and Theories. Retrieved from https://educationaltechnology.net/constructivist-learning-theory/.

This online resource presents constructivist learning theory, highlighting the student's active responsibility in constructing their knowledge of it. The author examines constructivism's fundamental principles and role in curriculum design and educational practice. Additionally, he describes how constructivism has recently influenced educational theory globally.

Piaget, J. (1952). The Origins of Intelligence in Children. International Universities Press.

Jean Piaget narrates his research into children's cognitive development. He devotes special attention to how children construct their understanding of the world through interaction with their environment. This is an essential book if you want to understand all the phases of cognitive development involved in education.

Rogers, C. R. (1983). Freedom to learn for the 80s. Prentice-Hall.

Carl Rogers advocates a humanistic approach to teaching energized by experiential learning and self-identity. Rogers recommends an educational environment that educates students on autonomy, authenticity, and personal growth.

Thomas, D. (2012). A New Culture of Learning, Douglas Thomas at TEDxUFM. (2012, September 13). YouTube. Retrieved January 23, 2023, from *https://youtu.be/lM80GXlyX0U*

In this TEDx talk, Douglas Thomas shows us how participation in the digital age is changing the learning culture. Thomas proposes a more collaborative and participatory educational approach, among which the fundamental tasks of learning are identified as an intersubjective process of continuous discovery.

Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.

This work, fundamental in its development, examines the influence of the environment on learning. Vygotsky introduces essential concepts, such as the zone of proximal development, that have significantly impacted educational theory and practice.