



Name:	BONBON, Jerald G.	Subject Code:	TPROFED01
Section:	I-23	Schedule:	M/TH 3-5pm

REFLECTION NO. 3
History of Education

You will **create your own teaching philosophy** based on the **educational philosophies we have discussed in class** (such as Essentialism, Progressivism, Existentialism, and others). Reflect on what kind of teacher you aspire to be and what you believe about teaching and learning. Your philosophy should express your **personal beliefs, goals, and values as a future educator**—how you see your role in helping students learn and grow. Be sure to **connect your ideas to at least one or two of the philosophies we studied**, and explain how these influence your approach to teaching. Write your response in a clear and thoughtful paragraph.

Teaching for me is about helping learners discover their own potential through the way of gathering the knowledge, while guiding them with care and purpose. I believe that education should not only focus around the mind with important knowledge and facts but also to build confidence, awake their curiosity in life, and make values as a tool to shape good citizens of my learners.

I believe that my philosophy revolves around the Progressivism and Essentialism, as I think that students learn best when they engage in experiences in order to learn, yet still need a solid foundation of core knowledge to build upon so that they will be guided by these.

During the discussion, I learned that progressivism is about the making active, conductive, and relevant learning. I would want my students to connect lessons to their daily lives, reflect on their experiences, and learn by doing and experiencing it firsthand. For instance, instead of just reading about the waste segregation and how it works (Reduce, Reuse, and Recycle), I would encourage them to create small projects like a min-robot on waste segregation, linking their learning to real actions.

Consequently, essentialism reminds me to keep learning structured and purposeful. Basic literacy, numeracy, and moral values should at least remain at the heart of education, as these will serve as their stepping stones toward more complex ideas and lifelong learning, and to make their experience more materialized.

Likewise, as a future teacher, I see myself as a facilitator of growth rather than a giver of lessons. I believe that teaching is both a responsibility and a privilege, I also believe on the matter that each learner holds potential, and it is my part as their teacher to help them uncover it. Just as my teachers who inspired me once believed in me, I want to pass that same encouragement to others.

I also want to add that a classroom where students feel heard and respected should also be my goal, where they feel the inclusivity. I strive to adapt my approach for each learner's needs. My role is to guide, not dictate, and to open doors and not close them. Teaching is not just about lessons and grades, but about shaping minds, touching lives, making experience as the lesson, and a classroom where learning never stops.

RUBRIC FOR GRADING

Criteria	Excellent (75–100 pts)	Proficient (51–74 pts)	Developing (26–50 pts)	Beginning (1–25 pts)
Clarity and Organization (25 pts)	Ideas are clearly expressed, well-organized, and easy to follow. The paragraph flows smoothly with strong coherence.	Ideas are clear and organized but may have minor lapses in flow or structure.	Some ideas are unclear or disorganized; paragraph lacks smooth transitions.	Ideas are confusing or poorly structured; lacks clear organization.
Connection to Educational Philosophies (25 pts)	Strong and thoughtful connection to one or more philosophies discussed in class; clearly explains how they influence teaching beliefs.	Shows a clear connection to at least one philosophy, with some explanation.	Mentions a philosophy but explanation is limited or unclear.	No clear connection to any educational philosophy.
Depth of Reflection (25 pts)	Shows deep reflection on personal beliefs, goals, and values as a future teacher; demonstrates self-awareness and insight.	Shows reflection on personal beliefs and teaching goals, but may lack depth.	Shows minimal reflection; ideas are general or surface-level.	Lacks reflection or personal insight.
Relevance and Originality (25 pts)	The philosophy is highly personal, creative, and realistic; shows genuine understanding of teaching and learning.	The philosophy is highly personal, creative, and realistic; shows genuine understanding of teaching and learning.	The philosophy is highly personal, creative, and realistic; shows genuine understanding of teaching and learning.	The philosophy is highly personal, creative, and realistic; shows genuine understanding of teaching and learning.

Notes:

- Always submit using **pdf** format via GDrive:
<https://drive.google.com/drive/folders/1RsolPEXUF12tdvKBDa1tsAnTgyUflh7P?usp=sharing>
- Save your file using the following filename format:
SURNAME_SECTION_Reflection No. 1
(example: VILORIA_I-9_Reflection No. 1)
- Ensure you read thoroughly and cross-check your information from credible educational psychology resources. This independent study worksheet is designed to help you build a strong foundation before we dive into lectures.