

Philosophy of Teaching

CES Identity Information

As I consider my counselor educator identity, I reflect on a quote from our text that resonated with me: “We are the sum of all the teachers and mentors we have worked with, all the classes and workshops we have attended, and all the books we read, movies we have watched, and experiences we have lived” (Haddock, 2018). I don’t just bring my counselor-self to the classroom: my counselor identity is comprised of my vast life experiences that have been instrumental in shaping me as a counselor. I think of my teaching experiences as a homeschool mom and co-op instructor, a volleyball coach, and a fitness instructor, and how these roles have impacted my counseling journey. I also appreciate my time working at a senior living facility, running the wellness program and creating innovative and impactful opportunities that enhanced the lives of the residents. I have lived worldwide being part of a military family and have been immersed in a wide variety of cultures and worldviews, allowing me to truly appreciate a multicultural perspective in counseling. I have been poured into by amazing teachers and mentors along the way that have pushed me and encouraged me to continue in the growth mindset that I have grown to love and appreciate. I consider myself a lifelong learner, eager to grow and experience new things that add tools to my counseling toolbox. When I consider the

Philosophy of Teaching

process of professional identity development, it is “the successful integration of personal attributes and professional training in the context of a professional community” (Haddock, 2018).

Pedagogy Description

As I consider the term “pedagogy”, I appreciate the emphasis on me as the educator taking full responsibility for what will be taught and how it will be taught (Whitman & Beesom, 2018). However, I find that the idea of the student learner having little autonomy and being completely dependent on me not in alignment with my personal philosophy of teaching. I lean more towards the concept of andragogy, where the student’s life experience is integrated and valuable in their learning process, students are internally motivated and therefore have a “joining” spirit in the learning, and the tasks in the instruction foster the student’s readiness to learn (Whitman and Beesom, 2018). At this level of education, adult learners have made an elective choice to aspire to this degree, and I see myself as joining with them in their learning journey.

I appreciate the Transformative Learning Theory and how it is “a process of changing students’ frames of references through critical reflection” (Whitman and Beesom, 2018). I enjoy the idea of seeing what the students bring to the learning table, including their life experiences, their worldview, and their previous learning experiences. As a counselor and a counselor

Philosophy of Teaching

educator, I believe the client, or in this case the student, is the expert in their life, and my role is to help equip them and help add tools to their counselor toolbox. My emphasis in teaching is on the therapeutic relationship that is built, and my teaching style will model that (Haddock, 2018).

Practical Evaluation

On a practical note, I will adhere to university standards and all CACREP standards for grading and assessing my students. While I will strive to create a collaborative learning environment, there will be clear standards and expectations that I will share with my students. I will use clear grading rubrics and instructions to help students understand their assignments and grading. In order to abide by assessment and accountability requirements as an instructor, I will provide a variety of learning experiences, offer opportunities for direct practice of the learned concepts, and I will utilize a mixture of assessments for student evaluation (Cannon, 2018).

Since the counseling profession is ever-evolving, so are the learning curves that students face. The assessments that I provide will support student work and be developmental in nature (Cannon 2018). I will strive to artfully combine engagement with performance, giving encouraging and applicable feedback throughout the learning process that allows for student growth and success. My ultimate goal as a counselor educator is to positively influence the profession as a whole by equipping and educating future counselors well and inspiring them to do the same!

References

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