

My Personal Math Philosophy

Katelyn Schaffner

EDU 307

Ms. Miller

10 December 2018

When the subject of math is brought up in conversation, there seem to be a few consistent types of reactions that occur. Two of the most common tend to be either natural panic or excitement. Those two reactions are on opposite ends of the spectrum, and both seem emotionally-based. Those emotions tend to spark from past experiences, both positive and negative. My goal as a future educator is to make every one of my students' overall experiences with the subject of math, in addition the others, positive. This is not to say I will be able to avoid struggle or frustration of both my students and myself, but I will work to ensure that students never utter the phrase "I'm not good at math". The best way to do so, I believe, is to embrace and encourage the diverse minds each student uses within the classroom, as well as within the subject of math. As I spend more time in classrooms, I become more optimistic that this goal is being sought. There are more strategies being introduced, accepted, and encouraged than ever before. This also means that students may encounter strategies that contradict the strategy their mind naturally uses. However, this is where my role in guidance will come into play, reminding students to give each strategy its fair and correct chance. As learners develop and experience more challenging content, they will begin to recognize which strategy works most efficiently for them. As a future educator, I will do my best to support the correct usage of the strategy each student begins to adopt.