

EDUCATIONAL PHILOSOPHY

What is an Educational Philosophy?

An educational philosophy is a statement, which in general terms, describes the aims, purposes, and objectives, which the school hopes to achieve. An educational philosophy helps create a framework, which assists the school board and professional staff to make decisions on specific situations. It also allows the members of the school system to discharge their assigned duties with positive direction.

In turn, policy statements that govern the many purposes and functions of the school district can be developed from within the framework of the educational philosophy.

Legal Reference: Iowa Code §§ 256.11, .11A (2005).

Cross Reference: 102 Equal Educational Opportunity
103 Long-Range Needs Assessment
209 Board of Directors' Management Procedures
600 Goals and Objectives of the Education Program
602 Curriculum Development

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Philosophy of Education for the Mount Ayr Community School District

The Board of Education believes that the Mount Ayr Community School should provide the finest administrative, instructional, operating staffs and physical facilities it can obtain with the limitations of the community's ability and willingness to furnish financial support.

The Mount Ayr Board believes that it is the responsibility of the schools to provide maximum learning opportunities for all the children that are of school age in the community, and for adult members of the community when such opportunities are desired by a reasonable number of persons.

The Board believes that, so far as is administratively and economically feasible, each student should be treated as an individual with the student's own particular capabilities, aptitudes, and personality. The student should be an active participant in the learning process, and not simply a passive absorber of knowledge. The student should learn where to look for and how otherwise to acquire information.

It is the function of the educational process to provide each student with opportunities for obtaining the knowledge, experience, and skills, which careful individual study indicates will best prepare the student to assume a position in the competitive adult society, which will permit the student to make the greatest individual positive contribution to society and to the student. For some students, this will mean thorough preparation for further formal education. For others, it will mean basic general information plus the attainment of certain vocational skills and experience.

The Mount Ayr Board believes each student, regardless of whether the student chooses a vocation or further formal education, should have satisfactorily completed a basic course of study as outlined in the current Board policy before being awarded a high school diploma.

EDUCATIONAL OBJECTIVES

I. OUR FRAME OF REFERENCE

It is believed that, in establishing and supporting a school system for all children of all the people, the people want the school as a public institution to provide insofar as possible:

1. A well qualified and efficient corps of teachers of such character that if a child should become like any one of the teachers, the parents and others would still be proud of the child.
2. Physical plant and equipment adequate to meet the most exacting needs of every learner, the like of which separate families could not provide.
3. Experience for effective learning, the like of which the best home alone could not provide.
4. An educational leadership, which courageously and ably leads to continuous school improvement.

II. OBJECTIVES OF EDUCATION IN THE MOUNT AYR COMMUNITY SCHOOL DISTRICT

The Mount Ayr Community School District is looked upon as an ever-changing social community where young people live. Here they are provided opportunities to determine and to work toward goals that are purposeful and significant to them. They are given experience which is designated to develop their talents and characteristics and which are essential to a wholesome child life. Subject matter is thought of in terms of units of living and learning.

We believe that in every experience the whole child must be considered; the mental, physical, moral, spiritual, emotional, and social being.

In teaching, as in parenthood, we must start where the child is. We must provide challenges for the child according to the child's abilities. We should not expect all children to develop at the same rate. The school program must be adjusted to the child's needs, interest, abilities, and rate of growth.

A. Objectives of Human Relationships

In order to develop in children attitudes and proficiencies for wholesome human relationships, it is essential:

1. To develop cooperative understandings and effort in work and play with others.
2. To provide enjoyable experience which will produce for them wholesome, sincere friendships.
3. To develop the realization that family relationships influence the manner in which an individual conducts himself or herself in a group, since consideration for others is the core of good living.
4. To help cultivate an appreciation and regard for the inter-relationships of individuals and groups in the home, the schools, the community, the state, the nation, and the world in preparing for the democratic way of life.

B. Objectives of Self-Realization

In order that our children may become all that their talents promise for them, it is essential:

1. To supply experiences that will create a desire to learn and a desire to search for truth.
2. To teach how to read and to write effectively, and to speak the English language clearly.
3. To assist in developing logical thinking ability in order to solve mathematical problems and problems of daily living.
4. To help cultivate the ability to observe and to listen.
5. To help them understand the basic facts of health and disease.
6. To assist them in cultivating an appreciation for beauty and an appreciation for our cultural heritage.
7. To guide them in learning how to make worthwhile use of their leisure time.

8. To assist them in acquiring a scientific attitude toward living forms and resources in their environment.
9. To foster an understanding of the inter-relationship existing between humans and their environment.
10. To inspire them to determine worthy goals for living and to guide them toward achievement to those goals.

C. Objectives of Civic Responsibility

In order that our children may learn that liberty with security demands civic responsibility, it is essential:

1. To give immediate and continuing attention to the promotion of peace.
2. To lead them to acquire attitudes of tolerance and desires for understanding.
3. To offer opportunity and help in developing qualities of good leadership.
4. To help them develop the ability to carry out responsibilities without constant direction.
5. To assist them in learning to operate in groups as a working democracy where students can be taught respect for law, for civic duties, and for honest difference of opinion.
6. To give them practice in the procedures of democracy so that as citizens they may have courage, unselfishness, and a fine sense of honor.
7. To help them comprehend and practice the basic elements of world understanding, tolerance, and good will.

D. Objectives of Economic Efficiency

In order that young people may acquire a sense of economic accountability and productive efficiency, it is essential for the school:

1. To provide training for them to become intelligent consumers as well as efficient producers.
2. To help them understand the requirements and opportunities of various occupations.
3. To lead them to feel the dignity of labor in all fields.
4. To help them feel the satisfaction that comes from good workmanship.
5. To provide guidance in choosing an occupation best suited to their individual aptitudes and potentialities, and to those skills in which they can achieve, maintain, and improve efficiency.
6. To provide the opportunity to receive training for college entrance or employment in the home, agriculture, industry, science, or business.
7. To help them gain an appreciation for interdependence of workers and for what their work means to other people.
8. To assist them in planning the economics of their own lives.
9. To show them how to use purposeful thinking and wholesome ideals in deciding what is of first value.
10. To assist them in developing a discriminating sense of values for guiding their own expenditures, in seeking information and in acquiring skill as buyers, and in taking appropriate measures to safe-guard the interests of themselves and also the interests of those dependent upon them.