

Mr. Brade's Grade Four Classroom Belief Statements

This educational platform was written to share some of my core beliefs about education. It is not intended to be a complete listing of my approach to teaching, but just a snapshot of my feelings in several important educational categories.

Homework – I believe . . .

- students use it to prepare for class activities and discussion.
- teachers use it to assess the current level of the student's ability and use this to prepare lessons.
- work should be neat and legible on clean, unripped paper.
- homework is not used to show final mastery of the subject's content.
- homework should not have major impact towards the student's final subject grade.

Organization – I believe . . .

- all children can learn time management and to organize their materials.
- children need assistance in different ways in becoming good at organization.

Student Accountability – I believe . . .

- children benefit from and enjoy completing tasks that have appropriate expectations, with as much independence as possible.
- all children must master the grade-level outcomes; however, children must be allowed to achieve independence in a way that suits his or her learning style and needs.
- adults assist by giving encouragement, raising expectations, and 'backing off' at the right moments.

Classroom Activities/Student Learning – I believe . . .

- we learn to read by reading, to write by writing, to think by thinking, and to fill out worksheets by completing worksheets. I believe worksheets should not be the center of class instruction.
- students should be involved in many active classroom experiences where they read, write, and think about what the activity is teaching.

Peer Relationships – I believe . . .

- students should learn to work, play, and relax together with proper adult guidance.
- children should be taught to resolve minor peer relationship problems independently.
- adults should try to avoid judging guilt or innocence when they listen to children tattle or complain about minor conflicts when no adult is witness.
- students should be taught to talk-it-out using an "I Message." More to come on this.

Communication – I believe . . .

- student success is maximized with excellent communication between teachers, students, and parents.
- teachers, students, and parents don't always agree on what happens in the classroom; however, the teacher must inform everyone why something is done in a particular way.
- teachers, students, and parents should be open to each other's suggestions.