

POLICY TITLE: Philosophy of Education		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED: 4/13/2015	MOST RECENTLY REAFFIRMED: 5/6/2002
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Instruction		

- I. Purpose
The purpose of this policy is to set forth HCPS beliefs related to the learner, the teacher, the curriculum, and the educative process.
- II. Definitions
 - A. The Learner
An individual who perceives, forms concepts, makes choices, and takes action gradually acquiring those behaviors and skills which are associated with and necessary for continued development.
 - B. The Teacher
A professional responsible for orchestrating learning throughout the educative process.
 - C. The Curriculum
A planned and approved instructional program.
 - D. Education
Education is a primary means by which all young people may experience opportunities for individual growth and by which they may acquire and assimilate the culture and the values of our democratic society.
- III. Policy Statement
 - A. The philosophy of education of Harford County Public Schools shall be aligned with the vision and mission statements of the Board of Education.
 - B. The above philosophy shall be reflected in all that we do to serve our youth – in teaching, in curriculum development, in the formulation of policies and procedures, in the assessment of the effectiveness of schools, in our relationships with students and public, and in all school-related activities.
 - C. The Learner

- i. Each person has abilities and needs which are both distinctively individual and shared by others.
- ii. Each student has an interest in and capacity for learning, and has a right to be provided with learning experiences which are appropriate to learning needs and society.

D. The Teacher


- i. The teacher's role in the teaching-learning process is to exemplify the best qualities of our democratic society and culture; to demonstrate the worth of continuous learning; and to plan, promote, and guide the learning of our students by implementing the approved curriculum.
- ii. The teacher must develop basic understandings, which include the nature of individuals; the nature and process of learning; the processes of change, motivation, communication, and evaluation; the concepts and skills within the subject matter; and the interaction of these elements to engage in analysis according to these understandings, and plan actions consistent with this analysis.
- iii. The teacher utilizes these understandings to discover the learner's needs, purposes, past learning, and present performance in order to develop appropriate learning experiences for each student.
- iv. Effective teaching must be carefully planned and must utilize appropriate processes.
- v. Planning must be based upon the teacher's mastery of the educative process, sensitivity to the learning environment, and understanding of the learner.
- vi. The teacher must include opportunities for the student to use democratic procedures, assess and clarify values, and make decisions.
- vii. The teacher's choice of instructional activities must reflect continuous assessment and revision of all the factors affecting the learning situation.

E. The Curriculum

- i. The primary purpose of curriculum is to serve the educational needs of each student.
- ii. The curriculum shall be planned to include opportunities for the student to acquire and use information; develop skills, appreciations, attitudes, and abilities; assimilate values; and develop the processes of critical thinking.
- iii. The changing nature of society and the rapid expansion of knowledge demand that the curriculum undergoes continuous revision to provide relevant and challenging learning experiences.

- iv. The Curriculum includes learning experiences both in and outside of the classroom.

Board Approval Acknowledged By:


Barbara P. Canavan, Secretary and Treasurer
Board of Education of Harford County

Policy Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Amended	1/9/1989				
Reaffirmed	5/6/2002				
Amended	4/13/2015				

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME: Unknown		JOB POSITION OF LAST EDITOR/DRAFTER: Unknown
PERSON RESPONSIBLE:		JOB POSITION OF PERSON RESPONSIBLE:
DESIGNEE NAME: N/A		JOB POSITION OF DESIGNEE: N/A
REFERENCE 1 TYPE:	REFERENCE 1 NO	REFERENCE 1 DESCRIPTION:
REFERENCE 2 TYPE:	REFERENCE 2 NO	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO	REFERENCE 5 DESCRIPTION:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: Instructional Program .03.05.001		