**Reflection**

The final paper for our Philosophy of Curriculum is one of the assignments in C&T 709, a course for the KU Master’s Degree in Special Education that revolves around the foundations of curriculum and instruction. This particular assignment was an opportunity focus on my role as a teacher in curriculum today. I was able to explore the unique and often intertwined role that teachers take in relationship to curriculum and explore the challenges we face when making curriculum our own. Through this assignment, I was able to see how far I have come and where I am headed.

The purpose of this paper was to learn how change and continuity are important in regards to my philosophy of curriculum. Without change, the field cannot go forward and explore new ideas. Without continuity, the field cannot look upon the past for some foundation and guidance. Through this paper, I was able to address the concepts of change and continuity as well as articulate the ideas in the course that best exemplify my theory of curriculum.

My reflection of this paper occurs in three parts. First, I was asked to draw on the comparison of two theorists, reflect on questions that contributed, and express how my understanding of ideas changed along with the way my perspective evolved. In the second part, I provided a framework for my philosophy of curriculum based on ideas presented by theorists I encountered in the course. Third, I was able to use examples of my own practice that discuss how successfully I have been able to implement my beliefs including the difficulty I have faced in regards to the transition from theory to practice.

As a result of my hard work and dedication, I received full marks on the paper with positive feedback from Professor Jana Craig Hara. There was not feedback to improve or work on my final paper, so I chose not to revise. Additionally, I did review the rubric to determine if there was any further work I would like to incorporate. I also checked for grammatical and structural errors. There were none, and so in this I made sure to examine the unit carefully to determine if there was any other changes I wanted to make that might improve the product.

My philosophy revolves around praxis manifesting action. The center of my philosophy is that our students will learn to work together to confront problems in the world and extend a commitment to think critically and impact our world. I frame my beliefs around key theorists: Maria Montessori, Ralph Tyler, John Dewey, and Maxine Greene. These individuals not only impact the way I think about curriculum, they shape America’s education. In writing my philosophy, I allowed myself to reflect deeply on why I have chosen this profession along with how theory plays a vital role in my instruction, decision-making, and practice. Each lesson plan, every activity, and all of the relationships that form revolves around the theory and beliefs I hold dear, the philosophy of my curriculum. For example, based on Montessori’s theory, I believe that we should create our curriculum based on the needs of our world, the needs of our society. Additionally, based on Dewey’s theory, I believe that my focus should be on the student’s growth of character as well as how they will impact life around them. As I learned what makes up my philosophy, I realized how my philosophy continuously changes along with how I must routinely reflect on the past to see how I can adapt for a better future. I want to provide experiences for my students to examine what they know and how they can connect what they are learning. Every day is new opportunity to grow and learn as well as to combine our learning with action and comprehension. Overall, this assignment pulled on my heartstrings. As a special educator, I now know that I need to ensure that my overarching reason for teaching remains the same: to inspire my students to grow into positive and problem solving individuals out to change the world around them.