



Book	Policy Manual
Section	100 Programs
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Purpose

We recognize that individual children differ with respect to their interests, motivations, personalities, abilities, talents, and backgrounds. We also believe that all children have a right to a free public education which recognizes the uniqueness, dignity, and integrity of each child.

Three (3) major concerns of the Springfield Public Schools are to help individuals develop a learning attitude which will enable them to profit from the experiences of the past and present, to help them form behavior patterns and values which are appropriate to the achievement of successful personal orientation, and to help them to become constructive, contributing members of society.

The attainment of these objectives, in turn, necessitates a continuing evaluation of our educational policies and procedures to ensure the adequate planning of programs designed to meet the individual capacities and needs of pupils while continuing to meet the demands of a democratic society and a changing world. Close cooperation between the home, the school, and other community agencies is an integral part of this process.

Why a Philosophy

All teaching involves an implied philosophy which should be made explicit because:

1. A philosophy makes it possible to identify and examine actual educational goals.
2. A philosophy provides clarity to teachers and citizens of the community with respect to attitudes, values and aspirations which shape our school program.
3. A philosophy provides a basis for the continuous evaluation of the educational program.
4. A philosophy provides a basis for examining the complex and dynamic problems of education and their possible solutions.
5. A philosophy aids in establishing communication between the schools and the community and the development of a common understanding regarding the purpose of education.

6. A philosophy can serve to inform new parents/guardians and teachers of the educational values in Springfield School District.
7. A philosophy can be utilized in an active program of teacher recruitment to maintain quality education.

Interpretation

In order to attain the objectives stated in "Our Philosophy", the school system must:

1. Provide opportunities for independent work, creative thought and endeavor, and the development of both self-direction and self-reliance.
2. Foster individual development through individualized instructional programs and procedures, and through pupil groupings which will make an adequate provision for students' individual preferences.
3. Formulate school regulations and utilize assignments, examinations, and reporting to parents/guardians in such a way as to foster each child's development of a healthy and realistic concept of self, respect for others, and the ability to face reality with a minimum of anxiety and stress.
4. Encourage teachers to continue their professional and general intellectual growth, provide opportunities for them to achieve increasing self-understanding, and create and maintain desirable working conditions.

To attain these educational goals, we believe our schools must provide curricula, guidance, and experiences in the major areas which are developed in detail in the following material.

Major areas for which curricula and school experiences must provide:

1. Intellectual growth through:
 - Mastery of basic skills.
 - Stimulation of intellectual curiosity.
 - Development of the ability to analyze critically and constructively.
 - Development of information-gathering and communication skills.
2. Good attitudes and health habits, and ability to use leisure time constructively including:
 - The knowledge and practice of good health habits.
 - The development of overall physical fitness and specific psychomotor skills.
 - The development of skills in the implementation of survival techniques.
 - An understanding of the harmful effects of the abuse of tobacco, alcohol, and drugs, including legal and illegal products in these categories.
 - Familiarity with, and experience in participating in a variety of recreational activities.
3. An understanding of family and other social relationships including:
 - An awareness of the values of the family unit and other social groups.

- The ability to communicate with people of all age groups.
- The ability to recognize and respect differing opinions on the part of other students or adults.

4. Constructive exercise of democratic citizenship based on:

- Respect for and understanding of the history, dignity and worth of both one's own and other groups or sub-groups within the society, and of individual members of the same.
- Respect for the beliefs, the personal rights, and the property of others.
- Understanding of the responsibilities and privileges of citizenship in a democracy.
- An honest respect for law and order.
- A sense of social justice coupled with a genuine assumption of personal responsibility for the welfare of others.

5. Preparation for professional or vocational competence, through:

- Development of a mastery of both intermediary and advanced, learned skills in prevocational and vocational areas.
- Participation in a dynamic guidance program.
- Development of a knowledge, understanding, and appreciation of the humanities.

6. Development of ethical and moral standards including:

- An awareness of the so-called "higher" values: e.g., the conviction that artistic beauty, wisdom, service to others, brotherly love, trustworthiness, civic virtue and citizenship, and/or friendship are of greater worth than the acquisition of material possessions for their own sake.
- The development of such character traits as courtesy, honesty, dependability, loyalty, sportsmanship, teamwork, and cooperation.
- The development of responsibility and accountability in the use of personal and public materials and resources.

7. Emotional growth and maturity, characterized by:

- A healthy and realistic concept of self.
- A sense of personal purpose.
- An ability to adjust to the realities of everyday living.
- A sense of pride in constructive accomplishment.
- An ability to deal objectively with the manifold influences and pressures of society, and to resist undesirable coercion.
- An ability to accept responsibility and to direct others effectively.
- The experience of belonging to a group, team, club, committee, or organization.

SUPERSEDES: Policy No. 1002.01, Our Philosophy

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