

STATEMENT OF EDUCATIONAL PHILOSOPHY

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My personal and professional educational philosophy was born in the education I personally received. That philosophy matured and solidified over the course of the twenty-two years I taught at one of the first traditional “back-to-basics” schools in the U.S., and has been reaffirmed and confirmed in me as my ten-year administrative career. That administrative career has taken me to four schools, most recently to Bromley East Charter School (K-8, 800+ students, E.D. Hirsch “Core Knowledge” and Montessori educational philosophies) where I am beginning my fourth year as an administrator.

The tenets of the educational philosophy which is my credo, more than ever, stand out to me as guiding beacons, for me personally and for America’s students, the citizens and leaders of tomorrow. Those tenets are:

- A belief that education must be based upon every student’s acquisition of the content knowledge and skills which have enabled generations of Americans to understand a common culture. That common culture is heavily based upon the achievements of Western Civilization, both its “doers” and its philosophers.
- A belief that a student’s strongest educational foundation lies in complete competency in reading and mathematics. In the former case, I am convinced that student phonemic awareness/application furthered by phonics instruction in the primary years is absolutely essential for future success. In the latter case, a thorough competence in computational processes and the “basics” of math is essential for the student to successfully understand and apply higher-level mathematical principles.
- A belief that high academic expectations of students in an environment which emphasizes achievement is essential both to development of positive student self-esteem, and to that student reaching his/her fullest potential.
- Regular, challenging homework is essential to all students, both for its role in confirming and reinforcing learning, and for the sense it engenders in students that they have a major role in shaping their own learning.
- The optimal relationship between school, parent, and student can be drawn as a triangle, with communication among the three flowing freely from each corner to the other corners.
- Music, art, application of technology, and physical education broaden the individual in the classic liberal arts/cultural sense and thus belong in each individual’s educational experience. These subjects supplement and extend the school’s fundamental academic focus in the “core” subjects.
- High and consistent expectations for students, academic and behaviorally, are crucial for maximizing student potential, individually and collectively. Experience, theory, and practice have all shown, time and again, that most students, most of the time, will rise to meet the expectations set for them.

A structured, caring environment shaped by teachers, parents and curriculum, all work in concert to help the student achieve his/her fullest potential.