## Professional Knowledge

Central to my teaching ideology is that each student is an individual with their own challenges and learning needs. I learn what my students needs are by building relationships and rapport through one-on-one conversations which build trust. This allows for ongoing informal assessment of students learning, which I use to differentiate and adjust my teaching to their needs. I believe it is important that students feel not only safe but also challenged, while still able to progress. To this end I encourage my students to openly tell me when an explanation has not made sense to them so I can go back and explain another way while in equal measure to let me know when I am explaining something they already know. In the meantime it is important to maintain ongoing informal assessments to evaluate if their self-evaluations are accurate. I draw on my experience teaching struggling students at the Maths Learning Centre in the University of Adelaide to provide alternate explanations of concepts, but also to give students concepts that challenge them no matter what level they are at. Often this will result in different students in my classrooms working on different tasks. My comfort with the content knowledge also allows me the confidence to help students pursue their own suggestions. For example, if doing a practical in science and students suggest changing the experimental design in some way, I will guide them to make adjustments to pursue their idea rather than guide them back to the “intended design”.

## Professional Practice

For students to learn and excel they need to feel comfortable and safe. As such, I believe that an affective approach to student wellbeing is crucial. I do this primarily by building relationships with my students. This is a subtle process that takes some time, but gradually trust is developed and through that I can gain some insight into how my students are feeling and make adjustments to the classroom environment in order to help them feel more comfortable. For example, one adjustment I will often make is to establish that if anybody is feeling overwhelmed or anxious in my class that they can take a break from work and do some other pre-established activity without needing to ask permission. As teachers providing a safe environment for our students has to be one of our highest priorities, not just because without that it would be impossible for our students to learn, but because everybody deserves to feel safe.

## Professional Engagement

Learning is a passion of mine, and I have never stopped learning at any point during my life. Through discussion with colleagues and self-reflection I identify my weaknesses and areas of ignorance, and constantly work to better myself and improve. I particularly benefit from open discussions with colleagues who hold very different views/ beliefs and use very different teaching methods to me, as this is when I learn the most. At conferences (such as MASA 2019) and professional development days I will engage in both teaching and learning, presenting talks and engaging in discussions.