

Why I Became a Teacher

I began studying education because I have always been drawn to helping young people realise their potential but the pathway that led me to my teaching area was shaped by my own learning experiences in high school. For most of my early schooling, I wanted to be a PDHPE teacher. I loved the idea of being involved in health, exercise and performance and I saw the positive impact that PDHPE teachers had on student confidence and lifestyle choices. I knew I wanted to work in a field that supported young people to make informed decisions about their health and identity.

However, in Year 10 my direction shifted in a meaningful way. I became deeply interested in Food Technology and nutrition - not just as subjects, but as fields that connect culture, wellbeing, creativity, sustainability and everyday life. It was the first time I truly saw how powerful food education can be in shaping real-world behaviours, attitudes and health outcomes. Food moved beyond being something we simply consume, it became something with meaning, story, tradition and responsibility behind it.

Part of what influenced this shift was the teachers I had. I was fortunate to be taught by food technology teachers who were not only knowledgeable, but *genuinely inspiring*. They made learning feel purposeful, hands-on, and relevant. They showed me that a teacher can be more than an instructor - they can be a mentor, role model and advocate for student growth. Their passion helped me realise that teaching is just as much about building relationships as it is about developing skills. Because of them, I began to understand the unique power TAS teachers have: the ability to blend theory with creativity, culture with nutrition and knowledge with practical outcomes students can carry into their daily lives.

That was when it became clear to me that TAS teaching was where all of my passions met. It allows me to combine health, wellbeing, nutrition, creativity, culture, design-thinking, and real-life application in one teaching area. Through TAS, I can teach students about food not only as a subject but as part of their identity, their community, their future health and their agency in the world. I chose teaching because I wanted to help students feel capable - but I chose TAS because it lets me help them feel *skilled, informed, and empowered* in a practical and meaningful way.

Becoming a teacher also means being the person I once needed: someone who sees students' strengths, encourages their ideas, and helps them discover pathways they may not have considered for themselves. I want to create a classroom where young people feel supported, culturally respected, and inspired to pursue what matters to them. Teaching gives me the opportunity not only to educate, but to shape confidence, curiosity, and self-belief.

In the end, I will be a TAS teacher because it aligns with who I am: passionate about food, driven by wellbeing and committed to making education feel authentic and connected to real life. It is a profession that allows me to combine heart, purpose and action - and that is why teaching is not just a career for me, but a calling.