

Statement of Teaching Philosophy

As an IB educator in secondary school, I believe in being a facilitator, enabling students to become lifelong learners and to achieve their ultimate potential, each at their own pace. My aim is to make students see their mistakes as an opportunity to grow. They should feel safe and their self-efficacy beliefs allow them to overcome new challenges.

I deeply believe in an inclusive education that encourages diversity and serves every child's ability, needs, and challenges. By planning a differentiated classroom based on Universal Design for Learning and through my multicultural background and various experiences, I will be able to provide a culturally responsive education to my students.

I strongly believe that students learn best when they are actively engaged in their own learning. Passive approaches during teacher-centred lessons are not as conducive to deep learning as lessons in which students are learning through discovery. Therefore, I strive to find a balance between direct instruction and inquiry-based learning in my lesson planning. Knowing my students and learning their prior knowledge and interests allow me to help them to carry out inquiries and construct their own knowledge, while challenging them with thinking routines that strengthen their conceptual understanding. Moreover, I scaffold students' learning experiences to allow them to grow and increase their intrinsic motivation.

Fostering creativity amongst my students and to develop problem solving capabilities that will equip them with the skill set that allows them to succeed in their lives. Both proved to be of great value allowing students to collaborate, problem-solve and give free reign to their creativity.

Recognizing the importance of assessments in the learning process, I believe in the importance of involving students in setting their own learning goals and rubrics and then in self-assessing their progress to give them agency over their own learning. Ongoing formative assessments through observation, testing and student feedback allow me to tailor my instruction and allow each student to achieve mastery. I follow IB assessment procedures and standards to measure advanced academic skills of my DP students.

Through staying on top of new research and making use of professional development opportunities, I strive to become an informed reflective practitioner who prepares students to be tomorrow's change makers. At the end of the day, I am learning with and from my students, just as much as I am facilitating their learning.

Dr. Mona Jafarnejad

December 2022