

Statement of teaching Philosophy

As an IB educator in secondary school, my role is to be a facilitator who empowers students to become lifelong learners, helping them reach their full potential at their own pace. I aim to create an environment where mistakes are seen as valuable learning opportunities, fostering a safe space where students develop the confidence to face new challenges.

I am deeply committed to inclusive education that embraces diversity and caters to the unique abilities, needs, and challenges of every child. By designing a differentiated classroom guided by Universal Design for Learning (UDL) principles and drawing on my multicultural background and varied experiences, I provide a culturally responsive education tailored to my students.

I believe students learn best when they are actively engaged in their learning journey. Passive, teacher-centred lessons cannot match the depth of understanding achieved through discovery and inquiry. Therefore, I strive to balance direct instruction with inquiry-based learning in my lesson planning. By understanding my students' prior knowledge and interests, I guide them in conducting inquiries, constructing knowledge, and enhancing their conceptual understanding through carefully designed thinking routines. I scaffold learning experiences to support growth and nurture intrinsic motivation.

Fostering creativity and developing problem-solving skills are central to my teaching philosophy. These competencies are essential for students' future success, enabling collaboration, innovation, and effective problem-solving. I encourage students to explore their creative potential, which leads to richer learning experiences and more meaningful outcomes.

Assessment plays a vital role in the learning process. I believe in involving students in setting learning goals, creating rubrics, and engaging in self-assessment to promote ownership and agency over their progress. Ongoing formative assessments—through observation, testing, and student feedback—allow me to personalize instruction and help each student achieve mastery. I adhere to IB assessment standards to ensure that my Diploma Programme (DP) and Middle Year Program (MYP) students develop advanced academic skills.

Continual professional development and staying informed with current research are essential to my practice. By remaining a reflective practitioner, I aim to prepare my students to become the change-makers of tomorrow. Ultimately, I learn with and from my students, fostering a classroom culture where we all grow together.

Dr. Mona Jafarnejad

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