

My teaching philosophy is grounded in the belief that every student deserves to feel valued, capable, and supported to grow. I see education as a relational process. Learning happens most powerfully when students trust their teacher, feel safe to take risks, and know that their identity and experiences matter. This belief began to take shape during my training at the University of Nottingham, where placements in Alferton and Nottingham exposed me to different school cultures and a wide range of learner needs. Those early experiences taught me that strong relationships, clear routines, and consistent expectations form the foundation of effective teaching, and they continue to guide my practice today.

I view learning as an active, meaning-making process. Students build understanding by engaging with ideas, asking questions, and exploring concepts in ways that feel relevant to them. As a chemistry specialist, with a year of experience teaching biology, I aim to create science lessons that encourage curiosity and help students see themselves as capable thinkers. I design learning experiences that balance inquiry with structure. This provides opportunities for students to investigate and make connections, supported by explicit instruction, modelling, and responsive assessment. Regardless of curriculum I believe that deep learning comes from exploring big ideas, recognising patterns, and understanding how concepts connect across topics and disciplines.

Sustainability is an important part of my identity and my teaching. As someone who strives to be a conscious, responsible consumer, I am deeply aware of the impact humans have on ecosystems both locally and globally. I see science education as a powerful space to help students understand these connections — from the chemistry of climate change to the biology of ecosystems and the ethical choices that shape our collective future. I aim to foster environmental literacy, encouraging students to think critically about resource use, human impact, and the role they can play in creating more sustainable communities. My goal is not to tell students what to think, but to equip them with the knowledge and curiosity to make informed, responsible decisions.

Inclusion sits at the centre of my practice. I believe that classrooms should be places where all students feel they belong, regardless of background, ability, or personal circumstance. My work across different schools, including my current role in Staveley, has strengthened my commitment to understanding students as individuals and removing barriers to their success. This means using clear routines, providing scaffolds, communicating proactively with families, and working closely with colleagues to support students with additional needs. I see behaviour as a form of communication, and I approach it with empathy, consistency, and a focus on helping students develop self-regulation and resilience.

I also believe strongly in developing learners who are reflective, open-minded, and willing to take intellectual risks. These qualities align closely with the values of many international curricula, including the IB Learner Profile, but they are equally important in any educational setting. I want students to think critically, communicate thoughtfully, and appreciate perspectives different from their own. Encouraging reflection — on both the learning process and personal growth — helps students develop independence and a deeper sense of ownership over their learning.

Ultimately, I believe education should empower young people to understand themselves and their world. International schools have a unique opportunity to nurture global citizens — students who are curious, compassionate, environmentally conscious, and able to collaborate across cultures. I want my students to leave my classroom not only with strong scientific knowledge, but with the confidence to ask questions, the ability to think critically, and the empathy to contribute positively to their communities. Teaching internationally represents a chance to continue learning from diverse perspectives, broaden my own understanding, and contribute to school environments where every student feels they belong and can thrive.