**Teaching Philosophy**

Throughout my teaching practise I have endeared my teaching pedagogy to be based on authentic learning. I believe that students need to connect what they are learning to the real world that exists outside of the classroom. while Piaget’s constructivist theory was the precursor to today’s authentic learning approaches, I feel that students learn the curriculum best and can adapt their schema when the newly acquired knowledge is framed in an authentic situation that they can apply it to. For me, the key to unlocking student engagement is to give them opportunities to discover success each day, which should build their confidence to try their best. Through authentic learning, students could use subjects they are passionate about and explore real life applications through projects based on their interests. Here, authentic learning can be applied to STEM projects, which will satisfy the curriculum needs of the student, allowing the students to show their mastery in a setting which provides a contextualised real-world experience for them. This will facilitate lifelong learning and create a natural inquisitiveness for the students to continue learning beyond school.

In a Primary setting, students need to learn how they learn. It would be neglectful for a teacher to expect a student to just “get on with it” without some explicit teaching. This is where I feel Pearson & Gallagher’s (1983) Gradual Release of Responsibility model fits coherently with an Authentic learning pedagogy. Both are student centred and can be tailored to the individualised needs of the students, so long as the student is driven to participate. As with any skills in life, we need to be explicitly shown or taught how to complete the task, mastery then follows with sustained effort and practice. In a student setting, new knowledge is explicitly taught in a way that most students can understand and can also demonstrate their knowledge by describing why it is. For those students who struggle with the concept, more practice is offered by co-constructing real examples that facilitates student understanding by targeting what the learning intention is for the lesson. Once the co-construction has taken place, students should then feel sufficiently knowledgeable to explore the concept on their own, which promotes a greater depth of learning. While this process may work for most, there is always going to be an element of the class who may still need additional input. The greatest benefit of the Gradual Release of Responsibility model is that while most of the class are working independently, the teacher can take a small group who are struggling with the concept and present the explicit teaching in a different way, such that each child is able to access the curriculum in a way that best suits their own unique learning style.