

# Teaching Statement

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Teaching Mathematics is a challenge that brings me happiness, although most people find it hard to learn. As a teacher of mathematics, I try to create an environment conducive for learning, which is an integral part of teaching. My classroom is a place where my students can express their ideas freely, and I truly believe that if students are allowed to ask questions without any fear, then the class will be more productive.

Group work is an excellent teaching method to engage students in critical thinking. When I was a student I used to work with my friends in groups. This provided the opportunity to some students who were shy to ask questions in class, to get a better understanding of whatever was taught in class. We always had healthy conversations. For this reason, I usually say on the first day of class, "Do not hesitate to interrupt me at any time if you have any questions." I try as much as possible to repeat the above statement before each class. As a result, a relaxing atmosphere is established that helps students develop their critical thinking skills. Also, I try my best to remember as many names of my students as possible since students are more comfortable in class when they are called by their names.

My students are usually not math majors. Most of them have a different perception about mathematics. The very first thing I try to do is make the subject interesting and attractive to these students. In so doing I try to teach basics very well so that they will be able to solve problems with little or no help.

Undoubtedly, the success of any class depends not only on the teacher but also on the student. On one side it is expected from the teacher to engage students and make the class interesting and not boring. One way to achieve this is by the use of new technologies such as power point slides, document camera slides and illustrations on how the theoretical concepts learned in classroom can be applied in the real world. I expect my students to actively participate in class by asking and answering questions, coming to the board to try problems, and working in groups. On the student's side they have to understand that learning any subject, especially a subject like mathematics, requires time and effort.

Assigning homework is certainly not the only way to assess the knowledge of students. When I assign homework to my students, I tell them that it is not a way to punish them but it is more of a tool to find out if they understand the concepts discussed in class. For those who have difficulties with the homework, my door is always open to them for further guidance.

I always believe that it is my duty and responsibility to make everyone understand the subject material. My goal is to make my class a successful math-learning environment to all my students with a wide range of mathematics ability. Furthermore, I have a role to play in inspiring and recognizing the potential of each student. Of all my teachers, I remember those who changed the way I looked at the world; those who made me believe that I could be better than I was; those who each day made me more interested in the subject they were teaching, turning my curiosity into a rewarding learning process. These thoughts guide my teaching practices and ultimately shape what kind of a teacher I strive to be.