

## Mr. Lim's Teaching Philosophy

Mr. Lim's teaching philosophy centres around **Student Growth**. All students are capable of success. He has high expectations of his students and expects them to put forth their best effort. Through a variety of instructional and assessment strategies, he strives to meet the needs of all his students. An ultimate complement was an OAC Calculus student from Belleville who said, "You make us look smart." He believes if one thinks they are capable, nothing can stop them from achieving.

As a mathematics teacher, Mr. Lim's broad goals are:

- Students develop a liking and confidence in the study of mathematics.
- Students learn how to communicate effectively, both orally and in writing.
- Students become proficient problem solvers.
- Students exhibit the Character Education traits that our board supports.

Acquiring skills and procedures is only one part of being a student of mathematics. Appreciating its beauty, applicability, and rich history are also important. Having the confidence **to do** mathematics, without anxiety, is an important skill to have in adult life and it opens up career opportunities. Mathematics involves risk-taking, making mistakes, persevering (and being frustrated), and searching for patterns. Without mathematics, there would be no computers (and no Internet, no YouTube and no Facebook), there would be no cell phones, no iPods, etc.

Reflecting back on 14 years of teaching, Mr. Lim believes being an educator has not really changed. Yes, we now incorporate Differentiated Instruction, Assessment for Learning, Technology but these are **tools** to help students learn and achieve. Being a teacher means "being in there with the kids" and developing rapport (or respect) with students; it is all about working with people – and that emphasis has not changed:

*You will find no better motto at this stage than "Learn Your Pupils." Both your Alma Mater and the system in which you teach emphasize the head at the expense of the heart. Learning is achieved, but the pupils themselves, their likes and dislikes, their preferences, tastes, secret desires, opinions, and affections are neglected. Influenced by your environment you are in danger of thinking of your pupils as simply a part of the machine or a certain amount of material. I want to warn you against overlooking the personal relationship between your pupils and you which is one of the most important factors in teaching...If your pupils like you, no matter how weak and shallow you are, they will support you; and if they don't like you, no matter how wise and good you are, they will not follow you. But before you induce your pupils to like you, you must understand them, and you can't understand them until you study and learn them.*

(from *Letters From a Hard-Boiled Teacher to His Half-Baked Son*, by William Patterson, 1931)