

My teaching experience includes sole instructor, co-instructor, teaching assistant, and guest lecturer roles across the Bachelor and Master of Social Work programs, both in-person and online. This experience spans the foundational curriculum, including introduction to social work, social welfare policy, and research methods, with expertise in practice-based courses. This experience has led me to a teaching philosophy centered on three pedagogical principles.

First, I recognize that teaching, learning, and social work practice are deeply relational. We learn best in community, as we can be vulnerable and open to new directions (hooks, 1994). This belief underlies my first principle: **Teaching and learning through relationship and community**. Thus, my first and primary goal at the beginning of a course is building relationships with individual students and as a collective community. One student's comment on an evaluation reflects the power of these relationships to the student experience: *"This was an amazing class...I'm happy this was one of the first classes I took in the program. Ashley did her best to create a safe space for me and my peers and we appreciate her for that."*

My second guiding principle: **Incorporating principles of learning science** emphasizes the importance of *how* learning occurs. My teaching focuses on the skills students need to "learn how to learn" (Ambrose et al., 2010). To do this, I use scaffolding to build up to higher stakes assignments, and emphasize repetition, retrieval, and application of concepts. In line with my relational focus, I use peer consultation to understand concepts and practice skills. I recognize and respond to different needs students may have and offer content in a variety of formats. My experience teaching both master's and bachelor's courses has meant translating social work skills and concepts to students at varying levels of personal, academic, and professional development. I am experienced meeting students where they are and adapt and respond to those differences. This agility applies to individual student interactions and how differences shape the classroom community. These strategies leave students feeling their time was well spent: *"I really liked the in-class group work and...applying what we are learning to actual cases. I like the way it was structured, and all homework was useful."*

Finally, students are at different stages of awareness of issues of power, privilege, and oppression in relation to their own experiences and how this guides their efforts to address social problems. This awareness is a crucial part of social work and skills for developing it belong in the curriculum alongside substantive concepts and skills. Thus, my third principle: **Critical self-awareness and identity development as essential tools for ethical social work practice**. As a white, cisgender, able-bodied woman teaching students who often occupy multiple marginalized identities, critical self-awareness is as much a learning practice as it is a teaching practice. Chances to engage reflectively and dyadically regarding identity and experience can be a powerful learning opportunity: *"This class was very stimulating and pushed me to get out of my comfort zone, learn more perspectives about others, and broadened my understanding of the social work profession and breaking down biases... This class was amazing."*