NAME : Aaron Rajoo
DESIGNATION : Lead Teacher (Character and Citizenship Education)
SCHOOL : Northland Secondary School

Developing the Whole Teacher
Aaron's approach to professional learning grew out of his work with teachers and a deep curiosity about what enables them to have a meaningful impact on their students. This led him to pay greater attention to the development of the teacher as a person. Drawing on Parker Palmer's notion that "we teach who we are", Aaron believes that teachers' values, beliefs and assumptions shape how they see, relate to and respond to their students. This became the "Who" of teaching: developing teachers' awareness of who they are in the classroom so that they can act with greater intention in supporting their students.

Building Emotional Literacy of Teachers
Aaron leads the *Codifying Teacher Presence* NLC, guiding colleagues to investigate how teacher presence can be understood, developed, and coached. Through professional conversations and experiential learning, he helps teachers examine how their emotional states shape the learning environment and builds their capacity to mentor others towards greater self-awareness and intentionality. Recognising the need for a shared language for emotions, he introduced the Emotion Timeline framework in his workshops, a practical tool to help teachers manage their emotional responses, self-regulate more effectively, and provide stronger support for students in emotionally charged moments.

His action research, *Enhancing Teacher Capacity in Character and Citizenship Education through Emotional Literacy*, draws on the NLC's collective observation data to examine how equipping teachers with a shared emotional language strengthens their capacity to facilitate CCE. In collaboration with Dr Wu Jing from NIE, he further explored how emotional intelligence underpins teachers' capacity for adaptive thinking, proposing that emotionally self-aware teachers are better equipped to facilitate deeper thinking in their students rather than simply transmitting knowledge. It is with this understanding that he engages teachers across his various platforms, guiding them to develop a more deliberate and informed relationship with their own emotional responses.

Sharing with the Wider Educational Fraternity
Aaron has shared his research and practice at the Redesigning Pedagogy International Conference (RPIC), presenting on behalf of his NLC, and at the Global Chinese Conference on Computers in Education (GCCCE), extending the conversation on emotional literacy to the wider educational research community. His work has helped teachers develop a more deliberate and informed relationship with their own emotional responses, strengthening both their interactions with students and the quality of their professional conversations. At the heart of his contributions is the conviction that teachers who understand themselves more deeply teach with greater intention and that this is where the most sustained professional growth begins.