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## **STATEMENT OF TEACHING PHILOSOPHY**

### **DEFINITION & GOAL OF EDUCATION**

I define education as the synthesis of presented information, lived experience, and personal identity. As we are all humans before we are anything else — an artist, a student, a professional — the goal of my practice as an educator is to create confident, competent, and compassionate citizens first and foremost, understanding that learning (and unlearning) is a lifelong experience. In line with this, I believe educational endeavors, organized or experiential, should hold a reverence for the process as much as the product, understanding that each of the three aspects of educational synthesis are equally important as students shape their life and artistry.

### **THE LEARNING ENVIRONMENT**

My role as a teacher is primarily that of a spacemaker and facilitator of the learning process. While teachers are responsible for the active dissemination of presented information and skills, we must also be willing to allow space for students to internalize and explore the learning process for themselves. I prioritize the creation of a learning environment that meets the following criteria:

- Students are safe and well-cared for in body, mind and spirit, and are thus free to express themselves authentically and to be heard in that expression.
- Experimentation, risk-taking, and mistake-making are encouraged as a vital part of the learning and creative processes.
- Students are treated as equal shareholders in their education and are afforded the autonomy to make their own decisions, learn from consequences, and be accountable for their actions without judgment.
- The space facilitator (teacher) is transparent about their own journey through artistic development and what their “genius zones” are. If a question arises that the facilitator doesn’t have an answer to, it is used as a shared learning opportunity to find that answer.
- The intersectionality and plurality of all community members is celebrated, allowing each learner to honor their identities, practices, and lived experiences within their work.
- Dismantling cultural hierarchies and systemic injustices in education and in the arts is at the forefront, acknowledging that justice is a process that demands discourse, vulnerability, and mutual respect. With this, knowledge and skills are not gate-kept for the sake of capitalism or biased curation of excellence.

### **THE PERFORMING ARTS MODALITY**

The performing arts are an active, vocational craft and thus, I strive to ensure students are spending the majority of their time ‘doing,’ understanding that there is a time, place, and methodology for theorizing. I assert strongly that creative endeavors are germinated from a place of gratitude and abundance, showing young artists that there are infinite avenues to and forms of successful artistry in the world. In a world of modern connectivity, more creative artifacts are being created than one individual could consume in a lifetime meaning the performing arts provide a unique opportunity to embrace an approach of shared knowledge and almost mycelial consciousness of the existence of art. As such, students are in an equally powerful position to create, discover, and share new work as any educator. Reclamation of the performing arts as an act of joy, an expression of self, and a force for change is crucial to the development of emerging artists and the advancement of the field.

### **PERSONAL COMMITMENT TO GROWTH**

I commit to a bold and radically transparent acknowledgement of my missteps, shortcomings, and complicity in the systemic inequities that are pervasive in arts education. I understand that I, solely, am responsible for my continual learning and unlearning processes. I receive critique and engage in discourse gracefully and, to the best of my ability, demonstrate timely, impactful, and measurable growth. I commit to my continued development as a teaching artist in honor and celebration of the lifelong learning process.