

Teaching Statement & Philosophy

"Teaching is an instinctual art, mindful of potential, craving of realizations, a pausing, seamless process."

~ A. Bartlett Giamatti

I believe all children offer exceptional insights, characteristics, and creativity to a classroom community. Not only is it a teacher's moral responsibility to provide innovative, engaging learning experiences and commit to all students' individual academic growth, but support physical and emotional development, encourage diversity respect, and inspire life-long learning. My teaching philosophy ensures every child feels loved, receives differentiated instruction, gains access to technology, and maintains self-expression expression within a safe learning environment.

Within the teaching profession, I feel it takes a real artist who encompasses passion, reflection, care, innovation, flexibility, and grit to maximize a student's true learning potential. As I grow and reflect, I assure my development transfers to student-centered learning experiences by providing real-world applications extending outside the classroom. Thus, by implementing my five philosophical education beliefs, I guarantee every student has the opportunity for personal and academic excellence.

1) Teacher-student relationships promote trust, understanding, and shape co-discovery, establishing equitable learning experiences.

An essential aspect of forming my teaching philosophy exhibits developing student-teacher, caregiver, and community relationships. By creating personal, approachable, and genuine connections, I can support social-emotional, physical, social, and intellectual needs. Knowing and understanding my students promotes dual empathy, person-first ideology, co-discovery, supports equitable learning, and authentic feedback. Moreover, the relationships I create transfers to teacher co-collaboration, guardian communications, and community outreach opportunities.

2) The teacher acts as a direct model encouraging respect and compassion.

As an artist, coach, parent, and teacher, I possess the responsibility to educate students by directly modeling behaviors by encouraging respect, compassion, and celebrating cultural differences through social collaboration. Applying Bandura's social cognitive theory and strategies, I will provide a direct model of dual-respect, self-reflection, and kindness. By modeling positive behaviors and enthusiasm, students can learn acceptable actions and positive social skills. Furthermore, I support consistency and structure through classroom management techniques and positive self-talk to alleviate stress and develop self-regulation.

3) Students need access to technology, hands-on, and social collaboration activities to develop critical thinking skills.

I support a combination of experiential learning, sociocultural development, and cognitive development theories to promote inquiry-based learning. By allowing students the opportunity to participate in the creation of their learning experience, relative and engaging subject matter supports the development of intrinsic learning motivation. Also, by creating an atmosphere where students can hypothesize and discuss ideas and solutions with their peers. Moreover, I believe technology integration, hands-on, and social-collaborative methods support critical thinking and foster real-world problem-solving skills.

During facilitated discussions, the social experiences students receive encourages essential communication and language skills. Also, by addressing multiple intelligences through differentiated instruction, I understand students can make sense of their reality. By incorporating a wide range of supportive technology, hands-on, collaborative activities from project-based learning (PBL) to technology, all students receive an educational choice. Thus, I maintain persistence, patience, and flexibility to work with students to co-create individualized SMART goals leading to academic achievement.

4) The teacher differentiates instruction using authentic, fair, reliable assessment data.

By incorporating a variety of qualitative and quantitative assessments, I can analyze student data and differentiate instruction to meet individual learning needs. Also, providing students with authentic assessments allows me to create a whole picture of learning progressions, identify strengths and weaknesses, and support unique learning styles. Through data-driven instruction, I can provide students with personalized learning strategies, support multiple intelligences, and learning modalities. Hence, allowing every student to succeed.

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5) The teacher provides a safe, holistic, and positive atmosphere encouraging creativity and self-expression in the classroom and during remote learning.

Utilizing Erickson's theory of psychosocial development, I guarantee my students a safe classroom and remote learning environment supporting autonomy, exploration, self-competence, and creative self-expression. I will provide a positive and nurturing atmosphere, rendering consistency, care, and cultivate learning motivation. Moreover, by creating consistent routines and schedules, my students will maintain a safe, educational climate promoting creative expression and structure.

Through my parenting, technological, communications, art, teaching, coaching, and mentoring experiences, teaching symbolizes a natural progression. Having the ability to incorporate a wide range of equitable learning experiences, I quickly develop connections and long-lasting relationships. My lifelong learning ambition and inspiration fosters my teaching journey. I am proud to take on the opportunity of students' emotional and learning exceptionalities. I want my students to understand learning challenges, signify opportunities for reflection, progress, and leadership.

My goal is for all my students is to provide them with the skills, opportunities, and strategies encouraging social-emotional development, cognitive growth, and real-world applications they can contribute back to the community. I want them to remember the little things, embrace the big picture, and challenge themselves. Why we produce, how we contribute, and what we realize in life demonstrates the act of learning. It is my fundamental goal as a teacher to provide all students with the tools to succeed and impact their lives.