

Statement of Purpose

As the youngest of five siblings, I perpetually felt connected to the experience of being a child. Raised in a typically traditional household, my questions concerning my family's cultural/religious rituals were responded to vaguely, and usually shrugged off in complacency. My dissatisfaction with the responses to my questions unlocked within me, a deliberation to recognize the significance of a child's critical thinking. Ignited by the often stifling responses of adults, I affirmed to myself, that as an adult, I would allow for children to think for themselves, and respect their views. Empowering children to be thoughtful, and make (age-appropriate) choices is uplifting to me. Contributing to children as an educator, providing a support to families, and being valued for my beneficence, resonates deeply within me.

Since graduating from Hunter College in 2004, the past eleven years of my life has been essentially dedicated to raising my two children. As a parent, I strive to respect my children's ideas, while I share my perspective. During our discussions, such as of presidential elections, I remind my eleven and seven year old to question even their own parent's opinion, and be aware of simply repeating ideas from their elders. When my oldest child was 6 years old, he became curious at the references he encountered of "God", at which point he took an atheist stance on what he had learned. What excited me, is that my child was thinking for himself, and had a "safe space" to express his ideas. I was fascinated that a 6 year old was processing such concepts, and relished within myself that I was bestowing a non-judgmental environment for this young person to think independently. I took great pleasure in teaching my children as preschoolers, however, my interest of teaching in a classroom setting revealed itself when dropping-off my youngest child at her Pre-K class. I had a desire to stick around, especially during morning events that invited parents to participate. My daughter's Pre-K teacher comprised inquiry based lessons, with an approach towards hands-on learning, and consistently drawing from the community of parents to share their talents. I offered to lead a Creative Movement lesson to my daughter's Pre-K class, which became my first glimpse of teaching Creative Dance to children. My relationship to this Pre-K teacher eventually led to my current volunteer work at a Pre-K school assisting classroom teachers with their individual dance projects.

While fulfilling the role of being a full-time caretaker to my children, I have been pursuing my lifelong passion as a dance artist. I work part-time as a professional dance performer and dance teacher. Teaching Creative Movement to young people has intrigued me since studying Modern dance at Hunter College. In my pursuit as an early childhood educator, I am compelled to incorporate Creative Movement and Yoga, into the classroom. My interest in developing the skills to facilitate creative movement for children, motivated me to enroll in a Yoga teacher certification. The Yoga teacher training led me to being hired by an after-school program, teaching young children Creative Movement and Folk Dances. I recently began volunteering at a Pre-K school as part of my independent project for my Yoga certification. Aspiring to work with children more consistently and extensively, I offered to continue to volunteer my time after completing my independent project, in hopes of obtaining a principal nomination as a substitute teacher for the Department of Education. My daughter's previous Pre-K teacher, who is currently directing the Pre-K school, requested my volunteering to be reserved for their school's dance project. I am assisting 20 classroom teachers with a creative dance relating to each class's unique inquiry. I am thoroughly enjoying this collaboration with the teachers, and captivated by the students creativity within their structured theme.

In my endeavor of teaching in a school community, either as a general classroom teacher or a dance educator, it became apparent to me that obtaining a Master's degree in my field is imperative. I realized that I could serve as an educator to a far greater capacity. I believe that a true teacher is continually a student. The last couple of months has been an exciting transition for me, as I have successfully completed my Kid's Yoga Teacher Certification, received a principal's nomination enabling me to gain experience working in the field of education, and currently volunteering as a dance educator. I am tremendously enthusiastic to have made a commitment to further my knowledge and skills in a graduate program. My acceptance to Brooklyn College for Early Childhood Education would provide me with a thriving learning environment to engage with the other educators, and develop my knowledge and natural abilities. I regard being a teacher as an honorable position of fostering community, cooperation, and an appreciation for learning. My passion for teaching is fulfilling, as I take pride in inspiring others to have a deeper understanding of themselves and their relationship to the world. Teaching with a Master's degree in Education would enable me to give to students in a greater capacity. Thus, my experiences as a child, a parent, and a movement teacher encompasses my intentions to flourish my abilities within the field of education.

