

Teaching Philosophy

The role of any teacher is to facilitate discovery for each student by presenting the questions, resources, and opportunities to identify and solve complex problems. The visual arts provide a perfect framework through which students of all ages can construct their own answers to abstract questions and express their unique identities. Through experiences with many diverse learners, I have learned to constantly assess and differentiate my art instructional practices to further support each student's learning style, interests, and unique perspectives. Being a teacher means being a life-long learner; I am always excited to learn from my students as much as they learn from me. Knowing my students helps me improve how I contribute to their learning experiences by engaging them in relevant art challenges.

High school is a time in which adolescents define their identities, and experiment with their skills and passions to find the most fulfilling path in life (Lowenfeld, 1975; Piaget, 1936). Therefore, I have a focus on social justice art education in my classroom. My lessons are designed to encourage students to engage with real-world issues and personal ideas through visual art (Anderson & Milbrandt, 2005; Desai, 2010) by focusing on the development of a critical consciousness (Freire, 1972). With each assignment, critiques and artist statements help students analyze their own ongoing artistic practice, and help me assess their comprehension levels and insights for a variety of art media. I continuously track student development through process-folios and give feedback to support their growth. In my art class students gain critical thinking skills, diverse perspectives, various modes of expression, and proficiency using art techniques and concepts.

References:

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