

## Teaching Philosophy

The values that guide my teaching are structure, safety, stability, celebration, self-discovery, compassion, and the belief that the dancer is a person first. These principles support the empowerment of both mind and body, cultivated through consistent practice and an openness to diverse teaching methods. Through this approach, I strive to inspire, challenge, and shape the next generation of dancers and artists. My goal is to create an experience that leaves a lasting impact—one that keeps students engaged, motivated, and excited to return to class.

As an educator, I foster a learning environment where students feel encouraged to explore, discover, and grow through both the material and their individual experiences. I believe self-discovery is an essential part of learning, as it builds confidence, independence, and a deeper connection to movement. At the same time, I maintain clear expectations rooted in structure, discipline, and accountability. I intentionally create spaces where comparison is minimized, effort is valued, and growth mindsets are encouraged. By recognizing that dancers are individuals first, I aim to develop not only strong technical artists, but also well-rounded people equipped with skills that extend beyond the studio.

At thirteen years old, I began my teaching journey assisting with baby ballet and tap classes, and expanded into working with additional classes, including a mini competition team. After graduating high school, I combined my assisting experience with over fifteen years of dance training to begin teaching and subbing in styles such as tap, ballet, jazz, and contemporary. I have since taught summer camps and classes ranging from early childhood to beginner and intermediate levels, continuing to build a versatile and adaptable teaching approach.

In the classroom, I am intentional about establishing clear expectations and cultivating mutual respect. I utilize effective classroom management strategies, including nonverbal cues such as silence, to maintain focus and accountability without relying solely on volume. I also prioritize consistent communication with parents and guardians, ensuring they are informed of both student progress and classroom expectations. One of my most effective teaching tools is physical demonstration, which supports clarity and reinforces understanding, particularly for younger dancers developing foundational skills.

As both a dancer and educator, I continually reflect on my own training and how it informs my teaching. I would describe my approach as hands-on, anatomically informed, and celebratory. I strive to create an environment that fosters joy, discipline, passion, and confidence by maintaining structure, setting high standards, and celebrating student growth at every level. I encourage students to work toward their personal best, building both technical skill and self-confidence.

While not every student will pursue dance professionally, my goal is to ensure that each one leaves my class with valuable life skills—confidence, resilience, discipline, and self-awareness—that they can carry into any path they choose.