**Teaching Philosophy**

I teach art because I am driven to stimulate creative learning and engagement in children. I enjoy being able to watch students grow in their learning and creative development. I am encouraged to channel my younger self, and this provides an infinite amount of learning for myself as a teacher. From various art teaching experiences with Pre-K – ninth grade students in my undergraduate training, I became aware of how much I can learn as a teacher by watching my students. I learned how important it is to activate imagination, and not focus on a specific outcome when it comes to lesson planning. I gained insight in student-to-student learning and collaboration, for example, students working in pairs and how they can learn from each other and exchange ideas. Throughout my experience thus far I saw how students working together enable students to accept and become aware of diversity. I aim to encourage collaborative learning in the rest of my teaching days.

As a teacher my key goal is to provide an environment where students feel comfortable to engage in self-reflection and expression. I can achieve this by preparing my students with the necessary knowledge of materials and skills in order to self-express. I aim to teach in a way that inspires young children to let their ideas run wild, with no static mind set of a “right” or “wrong way.” I encourage setting up learning situations where students feel free to create in any way they want to, with the end result being that the students have gained some type of new experience. I will know if my teaching meets my goals by student-to-student reflection, or other ways of students talking about their artwork and or another students work. I think this aspect of art education is important because students should learn and engage in analysis and discussion about art to enhance their knowledge of visual analysis. This knowledge is valuable because it is applicable to other areas of study, for example, English and Social Studies. With these tools students can continue to grow as artists. I aim to continue to be a role model for my students and set an example of conduct, which students can aspire to. The desired goal of my students artistic academic practice, is that the process of making results in a experience that embodies moments of sharing, both visually and verbally, and encourages students to keep creating.