Teaching Philosophy

The most important part about dance education is creating a space where students can feel safe and seen. In spaces I facilitate I will always prioritize my students and how they can show up to the work each day. Part of being an educator and facilitator is being able to adapt to your collaborators needs as artists as well. A big part of this for me is learning to step out of myself and let the space be open for communication and feedback. The first part of a new process or class for me is having a conversation with the group about my goals and intentions for our time together to the best of my ability. With this I acknowledge that these are just bookmarks that will shift and change along with the group dynamics.

Another part of creating an open space is prioritizing diversity in the material and methods of teaching. One way in which I prioritize this is by including different types of methods in the space. When building a work we will use improvisation, collaborative structure building, individual choreography workshops, as well as manipulation of given material to generate ideas, discussion, and material as a collective. Similarly in a classroom environment I will not be the only figure to be learned from in the room. Each person in the room is seen as having equal potential and capacity to learn. Since multifaceted education is important to me, I also use readings and videos along with movement to help educate on different types of dances and their true origins.

There is empirically supported evidence that spaces that prioritize diversity and associability create successful learning environments. I will always be focused upon having a community that feels like they get to show up to the space as their full selves.