

Teaching Philosophy

My overarching end as an educator is to engender creative self-sufficiency, to encourage and empower students to “figure things out for themselves.” I want my students to exhibit, as the outcome of my teaching, curiosity in the world around them, creative reasoning, technical proficiency in developing expressions (artwork), and a growing confidence in the legitimacy of their expressions. Clearly part of this objective is inspirational, especially insofar as curiosity is a disposition the authenticity of which can’t be manipulated by fear of assessment. Part of this objective is nebulous, as teaching creativity in thought or action is open for debate. And only part of this objective is measurable; public expressions placed on a pedestal, written on paper, or performed for an audience can be evaluated. The following diagram illustrates my view on the creative cycle.

