

# Teaching Philosophy

The core purpose of education is to equip students with the knowledge and critical thinking skills necessary to transform their lives and communities while confronting the inequities they see in the world. Grounded in the philosophy of social reconstructionism, I believe schools should function as a reflection of democracy, where students explore real-world problems such as racism, climate change, and systemic inequity. Rather than simply learning, students should choose objectives, engage in inquiry, and take action to address the social injustices they discover. The teacher's role is not to give students the solutions but to model the values they wish to instill, guiding students as they become informed citizens capable of reshaping society. Education should not only prepare students for the world as it is but also inspire them to imagine and build the world as it could be.

In a multicultural classroom, I will build a community of learners by grounding my curriculum in students' lived experiences and diverse identities. I define the students in my classroom as advocates for social justice and co-creators of knowledge with the ability to challenge social norms. Through culturally responsive pedagogy, I aim to nurture both academic skills and a sense of civic responsibility, ensuring students see their cultures and concerns reflected in their work. I see each student as a co-creator of knowledge with the ability to challenge social norms. My classroom will be a space where learning and activism intersect, preparing students to be both informed thinkers and compassionate change-makers.

My philosophy of social reconstructionism aligns with constructivist pedagogy, where learning is most powerful when it is active, student-centered, and grounded in real-world experiences. This aligns with the constructivist belief that learners form understanding through exploration and interaction. My teaching will aim to equip students to challenge injustice while maintaining high academic competencies.

I view my relationship with all stakeholders, parents, fellow teachers, administrators, and the community, as a partnership that shares the responsibility of building a more just world. In alignment with social reconstructionist ideals, I will work with stakeholders to identify community-based issues. I see parents as allies who reinforce values at home and administrators as enactors of equity-driven initiatives. By participating in open dialogue and involving these stakeholders in problem-solving efforts, I will build a professional network that empowers students to succeed and contribute to the world.

I believe my identity as a theatre artist is the reason social reconstructionism resonates with me. In my work directing youth theatre, I have helped students devise original works based on their experiences with systemic racism, homophobia, and sexism. The students learned how to compose music, write lyrics, and develop their singing voices while discussing how theatre is a collaborative art form that reflects society's issues back to it. Through building these skills, they had the opportunity to discuss how to challenge and overcome oppression. Through my teaching, I aim to impact every one of my students' lives positively and, in turn, the world.