

Teaching Philosophy

The journey of discovering my inspiration for teaching music was revealed to me at an early age when I began to receive the gift and influence of my own music educators. Beginning in middle school, I was inspired by my choral director's extraordinary influence and persistence in ensuring her students reached their greatest potential, not only musically but also as individuals. Both my middle school choral director and my student-internship mentor teacher have demonstrated the outcomes of cultivating a supportive, disciplined, and safe learning community in each of their classroom environments. My goal is to create a learning space that mirrors exactly these principles. As my philosophy of teaching has evolved in response to my experiences, I have always begun with the end goal in mind. The vision I have for the future of my classroom directly correlates with my teaching goals. The foundation of my teaching philosophy is dependent upon inspiring the lives of future generations by establishing connections with students, all while teaching about the voice and its many capabilities.

I was fortunate to have had multiple educators and mentors present throughout my musical journey who positively influenced my learning. I was constantly reminded of the value of my worth and my place in the choral classroom, regardless of my failures in the early stages. My music educators never ceased to encourage my potential and growth in their classes. I have promised to uphold a similar belief system, as I found that this type of encouragement plays a crucial role as students evolve into young musicians. My philosophy enables students to practice a "growth mindset" as opposed to a "perfectionist mindset." In other words, allowing students to navigate the vulnerability of singing in a safe and productive learning environment is crucial in a choral classroom space. As no human voice is exactly alike, each student possesses unique passions, abilities, and stories, which result in differing learning experiences and perspectives.

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MED 433

Therefore, fostering a classroom culture that values safety, the celebration of individuality, and personal connection is one of my teaching goals.

Another one of my missions as a music educator prioritizes my effort to establish a meaningful and memorable community. Simultaneously strengthening student music literacy skills, and musicality while also immersing students in an art form that possesses the ability to transform lives, has become one of my greatest passions. I believe in presenting the opportunity to share life-altering musical experiences with the next generation, in the same way that led me to discover one of my greatest joys in life. I truly believe that a teacher can change the trajectory of a student's life. Therefore, when I am confident that I have influenced even one child's life using my adoration for the human voice and its unique role in the choral classroom, only then will I be able to view my work as successful.

Teaching Philosophy – Bullet Points

- Over-arching classroom goals: building a supportive, disciplined, safe learning environment and community (meaningful and memorable)
 - **Safe/supportive community:** establishing trust and frequent team-building events such as:
 - Retreats
 - Ice-breaker games
 - Affirmations
 - Mental-health check-ins
 - Student-centered activities
 - Student repertoire selections
 - Field trips
 - School/community concerts
 - Cross-curricular activities/Involvement
 - Reminders of self-worth, vulnerability, each choir member's role
 - **Discipline:**
 - Established class routine
 - Clear expectations/guidelines for the class
 - Organization of instructional tasks
 - Clear policies/procedures regarding grades, absences, etc.
 - **Always Prioritize effort, potential, and growth – not perfection**
- Over-arching classroom goals: music literacy, musicality, exposure to diverse choral repertoire and composers
 - Daily bell ringers: music theory, aural skills, compositions
 - Daily solfege and music literacy exercises
 - Exposure to diverse styles, musical periods, and styles in rehearsals
 - Differentiated instruction