**Teaching Philosophy**

 I believe that the purpose of education is to **give students the skills to mindfully interact with the world around them**. Education is not just about the student’s chosen career path. I believe my role as a teacher is to give my students the tools to create the life they want for themselves as professionals in the music industry and as adults in the general society. I aim to help students build their skills in **critical thinking, self-regulation, compassionate conversation, and mindful reflection**. These are life skills that will benefit the student regardless of career path and also give students a professional attitude that makes them appealing to employers and colleagues.

 **Critical thinking skills** are built by asking students to constantly reflect on their own work and evaluate information in front of them. This includes in-class **discussion** on assignments and readings and **practice journals** in which the student writes daily notes on what they found worked and did not work in their instrumental practice session. These journals are regularly turned in to me so I can offer ideas of improvement. I see **self-regulation** as the process of creating healthy self-discipline in the practice room. I have found that when I help my students set up a practice routine template, the students are able to take more control over how their practice fits within their schedule, thus making them more successful in the practice room. Finally, **compassionate conversation** is a fundamental life skill. A mind open to diverse experiences, opinions, and musical approaches is a mind that will be respected. I have worked with numerous professionals who have not extended this respect to others and therefore are not called to return for the job. Conversations within my classroom are expected to be handled with professional courtesy. I see myself as the moderator for these conversations.

 I have found that many students learn best by being given concepts, seeing those concepts demonstrated to them, trying out the concepts themselves, and then reviewing what they discovered after the experiences. This has been my primary flow in studio teaching. For example, when I show a student how to create a more secure embouchure, I first **demonstrate** my example by showing my whistle and embouchure-tightening process. I then have the student **repeat** what I have done on their own. I **ask the student questions** about what they are physically doing to connect their minds to the physiological changes. This **mindful engagement** allows proper habits to form. When mindfulness becomes habit, a student can begin to discipline themself in their own work. I believe that **mindful engagement** connects all of the above skills in a student’s brain and is essential in developing professional habits.

 I believe that my job as a teacher is to give my students the skills to no longer need a teacher. These skills are crucial in professional development. This is why they are at the forefront of my teaching. I do my best to ensure each student is given the tools to succeed.