

As a dance artist and educator, I am thoroughly invested in sharing the art of dance as a tool to build community, positivity, and understanding at an individual level to ultimately create a collectively uplifting environment. I am greatly driven with the mindset that anybody can dance, and I wholly believe that when one is equipped with the right tools, anything becomes possible.

Through individual dance experiences, I want all students to not only expand and further elaborate upon their movement knowledge, but to simultaneously grow as people.

Building confidence and interpersonal relations through mutual commonplaces creates a cultivated sense of community, and by extension, allows for deeper exploration within the learning space- allowing the development of transferable skills. Meanwhile, the learner's confidence flourishes alongside the collective community building, providing a sense of belonging and unification in the dance place. Furthermore, these values and skills that surface further translate and extend beyond these spaces and into their everyday lives even outside of dance.

Direct engagement with the students and their peers in an inclusive educational environment strengthens a supportive, collaborative class of creative critical thinkers.

In my teaching practice, I actively integrate multiple modalities to provide a uniquely well-rounded instructional approach that appeals to and connects with people of all learning styles. This distinctive simultaneous blend of kinesthetic, auditory and visual means offers accessibility to a multiplicity of students and grants the opportunity for everyone to become more present with the material and digest it according to their individual needs. In cultivating a constructivist environment, dancers grow within the balance of nurture and rigor that poses both physical and cognitive challenges.

In this space, I encourage dancers to embrace their own artistic individuality within the scaffolding I bring forward equally as much as I articulate various avenues of understanding or executing movement.

Approaching the space with eagerness and an encouraging spirit, I remain adaptable to the environment. I analyze and lean into what is working, and work through what is not, whilst offering positive encouragement and specified constructive feedback in developing areas. I expect students to engage in dialogue thoughtfully, dance fully, reflect upon their experiences, and invest in each other's success and achievements. I believe in the magnitude of people, but success in any capacity beckons necessary investment from all parties. I have high expectations of students, but these expectations, accompanied by my confidence in their capabilities, I know will ultimately lead them to achieve their goals and reach new heights. I listen to students and let their perspectives inform my teaching. Learning in the dance space isn't mutually exclusive, and I firmly believe there is much to learn from each and every encounter. I hold a persistent growth mindset and deeply value the reciprocal exchange that takes place in these integrated settings.

Nurturing a diverse and welcoming environment that anyone can be a part of is an incredibly important value to me.

My philosophies are grounded in curiosity and respect for individual experience and quiddity. Supplementally, I aim to shift the binary perspective about the body in dance, and in turn, open new doors to experimental possibility and discovery in movement. I uphold this in the learning space through reinforcing that the body is a gift to embrace the joy of dance and our movement in the world. Additionally, I continually establish and embrace that the spirit and heart of one within dance, in conjunction with ample teachings, makes anything attainable.