

TEACHING PHILOSOPHY

*“Empowering students to analyze independently,
think creatively, and communicate clearly will give students a
competitive edge in the marketplace.”*

Beyond academics, teaching students how to identify, validate, and apply their innate talent is a critical assignment. Students enter academia as insatiable seekers of their greater purpose. They are hopeful that each class will be a life changer – the one that teaches them why they have meaning and value. They want to understand where they fit in and how they can realize their potential for autonomy and empowerment. This journey can be difficult because students are required to think critically about their talents and strategically analyze their strengths by comparison to others. Often, they lack faith in their abilities. The teacher's mandate is to maintain absolute faith in students' innate creativity and talent, and to transfer that faith from teacher to student. Consistently, when a teacher believes in a student, a student believes in him or herself.

In addition to the one-on-one relationship between teacher and student, a curriculum rich in collaborative projects with other students, civic and business leaders, and charitable organizations can teach students how to communicate across cultural and economic boundaries and can ultimately help bring their skills to market. These curricular experiences offer real world benefits that can extend for a lifetime. With the knowledge that one does not work and live in a vacuum, students can find immeasurable support, unlimited stimulation, and valuable opportunities for fulfillment.

Finally, one of the greatest benefits of the teaching experience is the opportunity to forge ongoing, working relationships with students. Teaching and learning are growth experiences that are not bound by campuses or curricula, nor are they fixed within the student/teacher model. They are lifelong endeavors enriched by the relationships we build along the way.