

Teaching Philosophy

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As a professional educator and dedicated musician, the intention of a formal education in the fundamentals of music and music performance has become an integral focus in how I teach and what I teach. I teach with the idea that all students deserve a sound education in music, beginning in pre-school and through high school (NAfME, 2021). Ethics in my teaching is an integral part in the way that I plan my lessons, how I treat my students, and how I carry myself as a professional. My students reach their full potential through collaboration within the class and the understanding that we develop in our classroom (Regelski, 2012). I believe in the promise of every child through fostering the values of excellence, integrity, teamwork, and attitude. *“Open your eyes. Open Your Ears. Look at where you are and create what needs to be there.” – Jim Yancey (Bowman, 2012, p. 447)*

As an educator, it is my responsibility to demonstrate a firm and ethical position in my classroom (Regelski, 2012). I find that ethics are important in remaining fair and professional while providing my students the best possible education. Ethics is defined as the act of doing or performing ideas or concepts that are right for the benefit of those in reception, or simply doing what is right. When planning my instruction for my classes, I often look for structure that is most beneficial to my students and their learning capacities. Ethically, I believe that all students deserve the same opportunities and challenges, although each student demonstrates diverse learning styles. By placing them in the same situation with the same expectations, starting at their level of understanding, each student is provided with a musical experience. I strive to educate my students solely and effectively the highest ability, striving to solely meeting their individual needs.

While working ethically in our classroom, we work closely and collaboratively (McCaleb, 1995). Collaboration is beneficial to me and the students as lifelong learners. Collaboration helps in many ways from understanding one another and the way we learn, and displays our understanding, and how we fit in to the whole picture. We work together to complete the picture, and demonstrate understanding, while learning from each other. Collaboration is integral in our growth as musicians. Collaboration is defined as the action of working with someone to produce or create something. This definition best suits the work in my classroom. As I plan instruction material, I include many instances where the students develop our final product.

I chose to go into the education profession because I believe in the promise of every child. Every child is deserving of a solid, structured, and formal education in a respectful, safe, and collaborative community (OECD, 2012). I understand that it is important to guide and help students remain invested and focused on goals as a lifelong learners. Each child displays their promise through their growth, understanding, and development of their own musical journey. I demonstrate respect for all learners, as a mentor in growth into responsible and respectful young citizens. Education should not only educate students for basic skills, but also for life skills. The promise of every child may be different for each student, but it is our promise as educators to guide them there.

Education has been very much a part of my life, starting when I met my first teacher, and especially my first music teacher. I have had a sound and passionate education; it affected my decision to be an educator. I strive to provide fascinating lessons, material that is atypical of music educators, and even subjects that are better suited for the learners in my classroom. It is my job to encourage all learners regardless of academia, or musical development (NAfME, 2021). I believe that all students are to learn music, from singing in tune to reading notes and

playing instruments to composing music for others to enjoy. Music is for everyone, and academic allowing music to fit in to all subject areas.

Music Education, I believe is a complete education. Music teaches several things math, reading, social skills, social studies, history, and foreign language skills (Smith, 1962q). These areas are all incorporated in music in several different ways, while building meaningful and lasting relationships. Music also is a known and understood universal language. I also believe that it is important to encourage all my students to reach out and grasp something new each day and each lesson or topic.

Curriculum is generally dictated to an extent by the school, district, or state (Swanwick, 1991). This at times make instruction difficult for the instructor. Curriculum is only as effective as those who teach and understand it. I ask myself several questions when I am planning instruction so that I can successfully execute acquisition of concepts. What will help my students enjoy this content? Why am I teaching this concept? Is it leveled appropriately? How will the be successful during, and after my instruction? These questions are what drives my search for intrinsic, fascinating, engaging, and understandable content that fulfills the standards, and curriculum requirements.

My philosophy is not based on the general consensus, or typical practices. I strive to be different, effective, engaging, while ensuring students success. I believe that all these ideas are necessary in creating, developing, and building a successful music education program. My many years of success in growth, development, and student performance shows and speaks for itself. I believe in the promise of every child through fostering the values of excellence, integrity, teamwork, and attitude. I also believe that it is my mission to provide a respectful, safe, and collaborative community where all learners are invested. In the words of Jim Yancey- "*Open*

your eyes. Open Your Ears. Look at where you are and create what needs to be there."(Yancey, 2012)

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