

Rose Freeman
Philosophy of Teaching

Teaching theatre is a holistic act of encouraging creation methods within the context of collaboration. All aspects of theatre education require a comprehensive approach that incorporates the student's discovery of their voice, critical thinking and analysis, and purposeful collaboration with peers. All three of these elements lead into the eventual goal of direct implementation, or the act of creating the art itself.

As an educator, I aim to foster these three elements in a relevant presentation, which consistently lead to the "how" of creating theatrical art in its many forms. My goals for a class room are to take students and allow them to grow into considerate and multifaceted artists.

In education, I teach the aforementioned three elements in an interlocking and scaffolding approach.

In guiding students towards a firmly understood, yet flexible understanding of their own voice, I work towards self-evaluation of perspective. I ask the "why?" behind a previously held opinion or taste in theatre. As they absorb art and academic philosophies, they are encouraged to appreciate their perspective and history so that the student can then incorporate that into an empathetic understanding of others' points of view. This constant self-evaluation through reflection papers, group discussion, and journaling allows for the development of distinct, assured voices that leave room for growth in our future artists of the world. Fully understanding their own voice comes from self-reflection from collaborative techniques developed and personal development of critical response skills as well as self-evaluation and understanding of self-narrative.

I facilitate critical thinking through text analysis, conscious absorption of pop culture and art, and evaluation of academic or critical analysis of the art around us. I do this through presenting materials within the scope of the class, asking students to think critically about those materials, show relevant and timely evolution of that original material, and ask for students to infer connections between these materials and their own perceptions of the world around them

In purposeful collaboration, one must emphasize listening openly to each other. In teaching a collaborative environment, I work towards fostering critical response techniques, active listening, building on other's ideas within the group through interactive exercises and group work. Through the act of ensemble building, this creates a practice environment for students so that they can further their individual styles for "playing well with others" while also finding the joy in collective creative development and problem solving.

The crux of these three elements is to incorporate them into a singular act of creating art. I aim to do this through a scaffolding approach with consistent integration of the

three elements. This creates a fluency of connection in how to not only consume theatre and its corresponding critical response, but also how to create new and innovative versions of the art form.

I hope to create students that not only have knowledge of specific material, but more importantly know how to continue their learning of material outside of my classroom and then pass this new knowledge to others that is respectful of the other's history and the potential collaboration that can occur when adding new viewpoints to confidently held, yet open voice.

My classroom is about the student and their collective and individual growth, which ideally emboldens the future artists of theatre to challenge performance traditions in storytelling in an informed and purposeful method.