

Every student has his or her own path to beautiful and healthful singing, therefore my philosophy is to provide necessary scientific information and draw awareness to each student so that he or she is able to develop imagery or analogies that correlate to them, their experiences and are able to build on studio successes and insights efficiently. Because every student carries his or her own vocal habits and personalities, my job is not only explaining the vocal mechanism and how to effectively and healthfully communicate as singers, but knowing ourselves and how we can improve our outlooks and adapt our approaches to learning, practicing, and performing. I believe to overcome our habits and adapt as performers we must strive for intellectual freedom, inclusivity, and self-awareness. I facilitate this by incorporating a variety of vocalizes, anatomical and physical facts, technical and musical skills and diversity of repertoire spanning centuries and genres to inform, encourage, interest and challenge each student depending on skill and knowledge, proposing questions and initiating conversations rather than simply lecturing, and create a welcoming and safe environment.

Intellectual freedom is necessary for students to be creative, explore ideas and gain insights in a judgmental free zone. Teaching voice is as much vocal building in my studio as it is learning why and to what means. When a student understands how the voice functions, is able to think on their own, develop ideas, their musical expression becomes their own and often unmanufactured. Although I have certain expectations from my students concerning a healthful, easy and efficient vocal production, how they perceive that process may or may not align with my perceptions and expressions, again enforcing the need to think independently and understand prerequisite processes. Moreover, researching and understanding a composition's historical context, composer's life, and traditions allow my students to make objective performance choices, whether adhering to or breaking norms in order to be as effective a performer as possible.

Each student encounter is an opportunity to practice and model inclusivity. I have had many students from various ages, socio-economic backgrounds, talent levels and work ethic succeed and surpass their own expectations in and out of the studio because I try to create a welcoming, safe and optimistic experience every lesson, while making clear my expectations. I find that when students feel safe and not judged, they are able to explore themselves, their repertoire and their relationships with candor and connect; connect to their bodies, their music and their audience. This atmosphere created in the studio fuses into other aspects of a student's life.

In lessons, I often ask more questions to my students, than they ask me. Whenever I pose a question, whether rhetorical or not, it is an attempt to tune the student's mind and thoughts to his or her awareness. Understanding why teachers say or prompt certain things for students is crucial for a student to be able to recreate those means. Self-awareness is essential for singers in order for future singers to maintain a heightened level of virtuosity and musicianship and to educate future singers. Helping my students understand themselves through questions and exercises is my best tool for implementing improved singing and practice habits and reinforce technical concepts.

Lastly, I understand that people have a plethora of experiences, explanations, and preconceived notions regarding music and singing. My philosophy as a teacher is never to break or diminish those truths, but to add knowledge and awareness. From this, my students are able to thrive.