

# KATHERINE HARRISON

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## Teaching Philosophy

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Teachers are arguably the most important members of our society. They believe that the youth can be a force of positive change in our world and therefore strive to give them purpose, structure and a drive to succeed in life.

What inspires and connects me to the profession of an Art Educator is that it provides ample opportunity to foster relationships, drive meaningful discussion and develop life-long skills. I foster healthy and respectful relationships between student and teacher as I believe this is the ground in which differentiated instruction is cultivated. The practices and principals of art and design can aid in the development of an understanding of the world we live in and can also reveal personal values and beliefs, provoke thought and also encourage personal uniqueness. Visual Arts have the ability to set students up for success as they carve out their life path and grow confident emotionally, intellectually and socially.

I give students the opportunity to learn about contemporary art practices by providing a safe space to understand art history and develop an artistic style. I bring my own experiences as a practicing artist and can aid in the preparation of the professional resources necessary for art career advancement. I deliver culturally relevant and respectful materials, allowing students to make connections with their own culture, community and identity. I truly believe the art room is a place for marginalized students to thrive.

Integrating ELA and STEM education with art will foster the growth of creative problem solving and provide insight for how this multifaceted world is truly interconnected. With a positive, proactive attitude I empower rigorous, innovative learning and maintain high expectations. Through positive feedback and involved discussion, I support students' strengths and embrace their differences.

I cater to the individual learner. Sequencing and scaffolding materials, direct observing, formative assessments and summative assessment allows me to properly check for understanding, comprehension and provoke critical questioning. Reviewing IEP's and 504's will assist me in planning differentiation delivery and encouraging students to think outside of the box. By designing activities and assignments framed to implement problem solving skills, generate creative thinking and analyze information, the needs of students will be met. Once I develop strategies necessary for a diverse group of learners, I focus on content, process, ideation skills as well as technical skills.

The foundation of my ideology is to provide students with strategies to not only create meaningful artwork but also build confidence. As an artist-teacher, I will provide an authentic learning experience by bringing in my own experiences as an artist and by being vulnerable, genuine and real. I believe it is important to practice affirmation, validation and acknowledge students' potential for rigorous learning. Through self assessment and continuous reflection, I continue to grow as not only a teacher but also an individual. By gaining new insight and new approaches as well as staying culturally relevant, I can play a part in an evolving and current art curriculum and strive to be a formative influence on generations of students.