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Teaching Philosophy

My teaching is deeply rooted in human connection. Each student's hopes and image of their voice is different. It is my goal to support each individual along their own journey to discover the full potential of their unique instrument in the pursuit of excellence in singing.

As an educator, I strive to encourage discovery, inspire confidence, and foster independence. My students become thoughtful singers whose instruments are flexible to their musical impulses and versatile in musical genre. They develop an understanding of the anatomy and physiology of the human voice on which vocal representation can be built.

I believe in teaching the whole body as the singer's instrument. Some of the most groundbreaking work I have done as a singer is working on freeing the natural voice. In addition to the traditional pedagogical practices, I employ techniques such as Alexander, Feldenkrais, and Linklater as inspiration in guiding students to free their mechanism. This work connects students not only to their instrument but also to their innate instinct to express themselves and tell story through song.

I am committed to creating and nurturing a learning environment that is challenging and safe. I aim to create a learner-centered curriculum that is accessible, inclusive, and features artists and composers who are diverse in terms of race, gender, sexual identity, nationality, and ability. I believe that education is a right and that all students should have an equal seat at the table. I embody an equity-minded, growth mindset to cultivate a successful learning experience for all students. The understanding that students thrive when they are invited to share their ideas and take risks is foundational to who I am as a teacher.

It is my hope that my students will feel empowered to grow outside of our work together. The joy of singing is an open-ended discipline. It takes time and patience to embody the essentials of vocal technique, but the pursuit of mastery is limitless.