

Teaching Philosophy

A Master Teacher once told me: “teaching is a science and must be viewed as such.” In my eyes, not only is teaching a science, it is also an art, a theory, and, as Freire puts it, an inherently political act—putting oneself in front of a classroom as a leader is a revolutionary act for the aware. It is position of power that demands equity, cultural relevancy, and an obligation to leave the next generation better than you found it. Every student interacts with curriculum differently and it is the duty of any apt teacher to acknowledge that and to curate curriculum accordingly. Instead of a lecturer, qualified teachers are scaffolders who, in true constructivist nature, erect learning from where the students are.

Teachers must attack the notion math is abstract, unfathomable drudgery. Students are not spending their free time reading textbooks, they are living in a real world chockfull of injustices, calamities, and spectacles. My philosophy revolves around capitalizing on the world they live in and uncovering the mathematics in those injustices, calamities, and spectacles, allowing students to make their own decisions and arguments on the real world through a mathematician’s lens. Coming from a minority background, it is vital to me that my students are aware of the machinations of their world and are aware of lives their peers are living. I am not indoctrinating my students, rather I am letting them providing them with the tools to judge the real world for themselves, furthering their role as political actors in society.

I am cultivating students who know their worth, who know their abilities, and who know who they are. A teacher builds students up and fosters the best possible versions of them. Creating students who have strong senses of self and have a strong identity will not only be useful for them in the long run, it gives them to confidence to undertake weighty, difficult

subjects like mathematics. At the end of the day, the material taught is oft forgot. To combat that I focus on creating politically-aware, self-sustaining, prepared adults who see the mathematics in the news, in the streets they walk, and in the goals they accomplish. Students are not simply students, they are works in progress and a teacher's hands are trusted to carve them.