



# Julie Woods-Robinson

Theatre Maker • Educator  
TEACHING PHILOSOPHY

As a theatre maker and educator, I strive to create unique experiences for young people in which they push themselves as artists through theatre that asks questions, builds connections, and cultivates compassion. I believe that learning, whether that be in the classroom or onstage, should be active, hands-on, and infused with opportunities for students to both lead and collaborate. I promote a dynamic classroom environment utilizing the multiple intelligences and Vygotskian scaffolding within lessons to build technique and deepen understanding in theatre arts while also fostering empathy for the human condition.

I value community and heart in my classroom as well as professionalism and leadership. I believe in teaching by example and place a high priority on modeling patience and listening as forms of respect for teachers and students alike. I aim to create a safe space in which my students feel comfortable exploring through a sense of play, and we use these exercises to both activate written text and devise new work. I embrace a friendly rapport with my students— established through check-ins and community building warm-up activities designed to empower them as leaders in the classroom. I encourage students to be active participants in the learning and show-creation processes. I believe this cultivates a sense of personal responsibility in young actors for their work on and offstage.

As a professional actor, I pride myself on a mastery of my art. I am devoted to introducing young actors to proper warm-up techniques and ensuring that they have a firm grasp on the actor's toolbox (body, voice, and mind). I am also passionate about educating young actors in the theories of great theatre practitioners, because these are the building blocks upon which they can grow their capabilities. I often reference and use acting exercises from Stanislavski, Meisner, Adler, Laban, and Michael Chekov, and vocal exercises from Kristin Linklater.

Reflection is a key component of my philosophy of assessment for students. At the end of each lesson, I ask students to identify moments from that session that made them think. I often ask students to evaluate each other in a respectful and positive manner, using phrases like “I

noticed” and “I wonder.” Reflection of others and of the self allows students to solidify the learning that took place experientially, and it allows me to gauge the success of the lesson. Paired with performance-based evaluations to measure understanding of key concepts, reflections give me an opportunity to weigh attitude and effort in the assessment process.

Most of all, I am committed to expanding the social consciousness of my students. A core tenant of my mission is to engage my students in dialogue surrounding issues which affect them and the world around them, such as bullying, eating disorders, and social justice. I believe that the arts provide a powerful avenue for young people to put themselves in direct relation to complicated issues.

Ultimately, I want to see young people who are amazed by themselves and inspired to use their power as artists and human beings to change the world. As a teacher, I am an integral part of transformative experiences in the lives of my students. As a mentor, I aim to inspire creators, artists, and life-long learners.