FROM THE DESK OF

JEREMYQUINN

Teaching Philosophy

At the heart of extraordinary theatrical education is not only the cultivation of craft, but the empowerment of the student as a whole artist and individual. In alignment with my commitment to experiential learning and global awareness; my teaching philosophy is grounded in a student-centered approach that encourages curiosity, collaboration, and the development of a distinct artistic voice.

I believe each student enters the training process with a unique combination of background, sensibility, and learning style. My role is not to mold them into a fixed idea of "success", but to guide them through the exploration of a wide range of tools, techniques, and methods—helping them discover which approaches serve their voice, their body, and their truth. There is no single "right" way to create compelling theatre. The most dynamic performers are those who understand the foundational tools and are empowered to use them in a way that aligns with who they are.

In the classroom, I position myself as a collaborator—working alongside each student to ask questions, spark discoveries, and create space for risk and growth. I prioritize inquiry over instruction, offering feedback that invites students to engage critically with their choices. I encourage them to take ownership of their performances and to invest in their creative processes as thinkers, storytellers, and citizens of the world.

This approach supports an emphasis on the whole student. While technical excellence is essential in singing, acting, and movement, I am equally invested in nurturing resilience, empathy, and self-awareness. Many students arrive with a focus on "talent"—something innate and often perceived as fixed. I help them recognize that talent is only a starting point; what will carry them through a sustainable career is consistent practice, self-discipline, curiosity, and the ability to adapt. My teaching illuminates the craft, emphasizing that performance skills are trainable and grow through thoughtful repetition and engaged practice.

As a reflective practitioner, I tailor my instruction to meet the needs of each student. I pay close attention to how individuals respond to exercises and critique, using this information to adjust my approach and offer personalized guidance. This responsiveness fosters a sense of trust and encourages students to stretch beyond their comfort zones, knowing they are supported.

I also design my classroom experiences to reflect the collaborative and interdisciplinary nature of theatre. I encourage cross-training and experimentation—challenging students to explore directing, playwriting, choreography, design, and dramaturgy. I believe this not only enhances their empathy and respect for the work of their peers but strengthens their primary discipline through broader understanding.

I help students become artists who are not only technically skilled, but also intellectually engaged and socially conscious. I challenge them to ask: *What are we saying with this work?* and *Why does it matter now?* I integrate critical thinking, research, and reflection into every aspect of training, pushing students to deepen their choices and find clarity in their storytelling.

The habits and values I prioritize in the classroom include:

- **Curiosity**: Explore widely—across disciplines, cultures, and experiences. The most compelling performers are also lifelong learners.
- **Point of View**: Develop a clear, thoughtful perspective. Performance is communication, and we must know what we want to say.
- **Critical Thinking**: Evaluate both your own work and others' with care and rigor.
- **Research**: Deepen performance with context—historical, cultural, and textual.
- **Clarity**: Every artistic choice must be justified and grounded in intention.
- **Collaboration**: Theatre is a collective art form. Respect, generosity, and mutual support are essential.
- **Process over Product**: Great work emerges from a meaningful, intentional process.
- **Resilience**: Embrace failure as a necessary and valuable part of learning.
- **Professionalism**: Be prepared, present, and responsible. These habits matter on and off the stage.

Ultimately, I want students to leave the classroom with a deep trust in themselves as artists: confident in their training, equipped with a personalized toolkit, and ready to meet the demands of an evolving industry with integrity and flexibility. If they can say, *"I created this myself—and I trust it",* then I know I have succeeded as their teacher and collaborator.