

Doris Spooner Hall Teaching Studio

Doris Spooner Hall has been a studio teacher at churches, music conservatories, elementary, middle, and high school for many years in group classes and private lessons. She has also taught in higher education (colleges and universities) over 30 years teaching music appreciation classes, music history class, woodwind ensemble, woodwind methods, music for elementary schools, and music for secondary schools, and all flute majors in performance and music education. She has provided and designed many curriculums in the performing arts involving music (instrumental and vocal), visual arts, drama, and dance for elementary, middle, and high schools.



PHILOSOPHY OF TEACHING STUDIO FLUTE

I believe in developing the natural gifts of talents of each performer through individualized instruction and positive reinforcement. I am especially interested in developing thinking educators and flutist. I use a system of inquiry designed to create critical thinking, best strategies in teaching, provoke open communication, and create educators and musicians of the highest standards of one's ability. These educators and musicians are prepared to interpret music based on pedagogically sound technique, breathing, tone, and performance. I involve flutist in the selection of their repertoire and encourage students to listen to great artists. I help students establish their own personal music libraries and encourage students to choose literature that interest them. I help students keep practice records and keep a notebook for each student. I enjoy sharing my extensive recording library. I try to create opportunities for students to perform including weekly master-classes, seminars, student recitals, and attending local concerts. My primary goal is to encourage joy in music education, flute playing, and learning to model that excitement.



PHILOSOPHY OF TEACHING IN MUSIC EDUCATION

I believe that music education is an individual, unique experience for every student who enters a classroom. In order for children to benefit from what schools offer, I think that teachers must fully understand the importance of their job. First, I believe that teachers must consider teaching to be a lifestyle, not a mere forty-hour-a-week job, because a teacher's goals for his/her students encompass much more than relaying out-of-context facts to passive students. As professionals entrusted with the education of young minds, teachers must facilitate learning and growth academically, personally, and ethically. By providing a quality education to each individual in one's classroom, a teacher equips children with the tools necessary for success in life.



I think it is important first to establish a mutually respectful, honest rapport with students a relationship in which communication is of the highest priority. Through this relationship, a fair, democratic environment based on trust and caring can be established in the classroom, making it possible to interact confidently and safely in an academic setting. Once this foundation is established, the educator has already accomplished a major goal: the ethical characteristics of equality; open, honest communication; and trust have been emphasized and put into practice without having to preach to students. Demonstrating these ethically correct behaviors in the classroom and expecting students to model them prepares them for adult interaction and survival in the future.



Academic learning must begin with motivation and inspiration. Students deserve an educator's passion for both the subject at hand and learning as a whole. Teaching and learning become a simultaneous journey for both the teacher and students when students' energy is aroused by a teacher's genuine intensity for learning, because everyone is ready and willing to participate in active learning. To achieve active learning, a teacher must demonstrate enthusiasm and express confidence in the students' abilities to learn and be successful.

I believe that all children have the ability to learn and the right to a quality education. All youths, regardless of gender, race, ethnicity, and capabilities should have the opportunity to learn from professional, well-informed teachers who are sophisticated and knowledgeable, both in their area of expertise and life. Certainly, every child has different learning styles and aptitudes; however, by having a personal relationship with every student, a teacher can give each an equal chance of success. By recognizing every student's potential and having separate, individual goals for each, a teacher can accommodate personal needs and abilities and encourage the pursuit of academic aspirations.



I think that teaching and learning are reciprocal processes. When teachers nurture individual talents in each child, educators can build self-esteem and may encourage a lifelong skill. In choosing to become a teacher, I have made the commitment to myself and my future students to be the best academic, personal, and ethical role model I can be. It is my goal to have a mutually enriching teaching career by keeping an open mind and continually communicating with my peers and students. I am prepared to rise to the challenges of teaching in the 21st century, and I promise to try to provide an honest, well-rounded education to every student I encounter. Below are schools, colleges and universities where Dr. Hall has been a professor.



