

Mission Statement

Improving student learning and educational equity require a strong, consistent, and sustained collaboration among parents, teachers, company boards, superintendents and administrators, business leaders, and the community.

Each school or company should have a mission statement.

This is like the objective or purpose statement on a lesson plan in that everything that follows should support the company or school's mission statement.

A mission statement describes what the company is trying to accomplish in a very general sense or its purpose.

And such improvements require that I, as a teacher, take responsibility for the academic and social well-being of the students; in other words, hoping that my statements will coincide with yours, because I believe that a methodical and artistic preparation, as well as a professional background, is the basis on which to build one's pedagogical approach.

There is no one path to success. Different districts, schools, principals, and teachers will employ different approaches and take different pathways. But the goal remains constant: that every student exits high school prepared for postsecondary study, well-informed as a citizen, and ready for the workplace.

Achieving high performance levels will be my priority as at the same time the priority will be the dancer himself.

I therefore judge my success in transforming the dancer profession by my students' outcomes:

Aims:

- I will provide each dancer an equal opportunity to learn.
- I will consider the different learning styles.
- I will work with the administration, general educators, staff, related services and community to offer opportunities for my student to achieve the educational and artistic objectives proposed by both the school/company and myself.
- I will help my students become a unique and creative individual.
- I will involve the dancer in creation, so that he can perform and appreciate movement as a means of expression and communication.
- I will create educational tools, from the use of technology such as video, films, social networks to practice while developing the personal ability of each dancer to analyze and become aware of the movement, so that he is able to evaluate and correct his artistic performance.
- I will create a positive and growth platform for both myself and the other.
- I will offer the dancer the opportunity to express himself and explore his range of movements through the use of space in relation to another person and his surroundings and not.
- The dancer will be encouraged to improve his technique in response to different stimuli such as feedback and accompaniments to visualize his dance performances through the use of a somatic and pedagogical approach.

I believe that in this professional culture, choreographer teachers and directors and assistants take together the primary decisions about the selection of educators, the assignment, evaluation, dismissal and career advancement with learning students at the center of all these decisions.

So, I'll be the first to make sure that if I'll join into your dance team, I won't leave a lot of doubt and uncertainty about my artistic teaching work.

My goal will be to create and support programs that will prepare highly trained dancers with high quality technical and artistic curricula through substantial curricula; in other words, as a teacher, I must develop greater competency in using it. An effective educator has high standards of professional practice and demonstrate their ability to improve student learning.

Thus, effectiveness must be evaluated based on measures of student academic growth, evidence from classroom and school practice, and contributions to colleagues and the school community and I will make sure that both my work and the work of my colleagues will merge and seek a single educational goal, because I believe that an effective educator has high standards of professional practice and their ability to improve students' learning will be their priority.

The results of the evaluations should guide the support and professional development of each dancer by providing constant feedback from educators from colleagues and supervisors.

These feedbacks will not only encourage the dancer to give his best during the classes, but these above all will have to be significant, credible, focal, accurate and transparent; because I believe that teachers are one of the most valuable resources for a dancer, with the aim of understanding their artistic skills and above all preparing for the world of entertainment.

For this reason, I confirm that every student or dancer needs efficient schools and societies, whose climates and cultures, use of time, approaches to staff, use of technology, implementation of support services and commitment of families and communities are optimized to continuously improve educational and artistic outcomes. In addition, the company or school must be prepared to obtain the best teachers to ensure that each dancer has a process of growth, which is constant and of strong artistic and technical value. To achieve this, I will use more tools and resources such as technology, teaching materials, somatic, methodological pedagogical approach, necessary to support the academic and artistic success of the dancer.

In conclusion, I believe that my qualities and skills, as a teacher, are perfectly in symbiosis to what an international dance academy or company seeks.

Thank you for spending valuable time reading.

Sincerely,

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