

Teaching Philosophy

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I approach theatre education as the practice of cultivating freedom through structure. I believe students do their most imaginative and courageous work when they are grounded in a clear framework that supports risk taking, curiosity, and disciplined play, while prioritizing safety in the learning process. My role as an educator is to build that framework by establishing shared expectations and tools that allow students to explore creativity with intention, clarity, and confidence.

A central component of this work is developing a shared language in the classroom. Clear, objective terminology allows students to articulate their work with precision and to distinguish between personal preference and evaluative standards. When students can identify why a moment works or does not, they gain agency in their artistic process. This shared language also creates a collaborative environment where feedback is specific, generous, and useful, and where analysis replaces subjectivity as the basis for growth.

My pedagogy is informed by a strong passion for story structure and writing. I emphasize narrative clarity, objective driven work, and structural analysis as essential tools across performance disciplines. Understanding how stories function gives students a reliable foundation from which to make bold creative choices. I teach structure not as a limitation, but as the means through which artistic freedom becomes possible.

I value teaching both non-majors and majors within a liberal arts setting. In non-major courses, I focus on introducing students to vulnerability, play, and embodied learning, often for the first time. Through structured exploration and accessible language, students build confidence and creative courage that extends beyond theatre. With majors and cohort-based instruction, I thrive in deeper engagement with craft. I guide students toward the more challenging aspects of acting while modeling how to approach discomfort with intention, care, and artistic responsibility. Acting can be uncomfortable and learning how to navigate discomfort safely is a vital part of advanced training.

My teaching style is direct and grounded in high expectations, paired with a transparent, process oriented approach to assessment. I believe rigorous training depends on students feeling supported enough to take real creative risks. Students are expected to arrive prepared to engage fully with the work, while I am responsible for creating a classroom that supports exploration, failure, and growth. Clear rubrics guide this process, grounding evaluation in engagement, analysis, and reflection rather than outcome alone.

I am committed to trauma informed teaching practices and inclusive pedagogy. I believe compelling artistic work does not require the exploitation of personal trauma. Instead, I foster creative environments that prioritize consent, agency, and emotional safety. I also actively support non-traditional and gender expansive casting to invite new perspectives into familiar material.

While freedom within form may sound contradictory, my teaching is rooted in the belief that structure allows students to take creative risks with confidence. Through shared language, story structure, and objective analysis, students develop collaborative practices grounded in empathy that serve them in artistic careers and beyond.