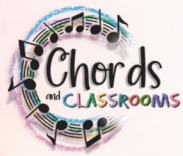


The Artist-Teacher Manifesto





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We Believe...

We believe in the power of integration, not division.

Our identity as musicians is not separate from our identity as teachers. These aren't competing callings—they're complementary expressions of the same musical soul.

We believe in living music, not just teaching it or making it.

When we embody music in its fullness—both sharing it and creating it—we offer our students and our audiences something authentic and transformative.

We believe that our creativity makes us better teachers.

The vulnerability, curiosity, and courage required to make our own music enriches how we guide our students. Our personal struggles with creative blocks, technical challenges, and artistic expression give us empathy and insight that textbooks can't provide.

We believe that our teaching makes us better artists.

The clarity, intentionality, and perspective we develop in the classroom deepens our creative work. Teaching others forces us to articulate what matters in music, refining our own artistic vision in the process.

We believe in seasons and rhythms, not rigid schedules.

Some periods will be teaching-heavy, others will be creation-focused. We embrace these natural cycles rather than fighting them, knowing that both callings will be honored in their time.



We believe in boundaries, not endless availability.

We can serve our students powerfully without sacrificing our own creative practice. In fact, maintaining those boundaries models healthy creative sustainability for the next generation.

We believe in process, not just product.

The journey of making music matters as much as the finished piece. The journey of developing as a teacher matters as much as the lesson plan. We find meaning in the middle spaces, not just the beginning and end points.

We believe in authentic sharing, not polished perfection.

Our students and our audiences don't need us to be flawless—they need us to be real. Our willingness to share work-in-progress and discuss both triumphs and challenges creates connection and inspiration.

We believe in sustainable passion, not burnout.

We reject the false choice between self-sacrifice and self-indulgence. Instead, we cultivate practices that nourish both our teaching and our creativity for the long haul.

We believe that our dual identity is not a compromise— it's a gift.

We're not "just" teachers who happen to make music or musicians who "happen" to teach. We are artist-teachers by design, uniquely positioned to bridge worlds and create meaning in multiple spaces.

We believe that the world needs people who refuse to choose.

In a culture that prizes specialization, we embody integration. In educational systems that separate theory from practice, we unite them. In artistic communities that sometimes dismiss teaching, we elevate it.



We Commit to...

We commit to honoring both callings, without apology.

We will not diminish either our teaching or our creative practice in professional conversation. We claim both identities with confidence.

We commit to creating space for our own music.

Whether it's early mornings, lunch breaks, or dedicated days, we will protect time for our creative practice as a non-negotiable part of our professional identity.

We commit to bringing our artistic selves into our teaching.

We will share our creative process, our current projects, and our artistic struggles with our students when appropriate, modeling the reality of living a creative life.

We commit to learning from our students.

We will remain open to the inspiration, insight, and fresh perspective our students offer, allowing our teaching experiences to inform and enhance our artistic work.

We commit to building sustainable rhythms.

We will create patterns of work and rest that honor both our responsibilities to our students and our commitment to our creative practice, adjusting as seasons change.

We commit to finding our people.

We will seek out and connect with others who share this dual calling, creating a community that understands and supports our unique path.



We commit to defining success on our own terms.

We will resist external pressure to choose one identity over the other, crafting a vision of success that embraces both teaching and creating.

We commit to embracing the messy middle.

We will find value and meaning in the process, the questions, and the unresolved tensions of living at the intersection of teaching and creating.

We commit to modeling integration for the next generation.

We will show our students that they don't have to choose between loving music and teaching it—that there is beauty and purpose in embracing both.

We commit to the journey, however it unfolds.

We will remain open to evolution, knowing that the relationship between our teaching and our creating will shift and deepen throughout our careers.

Two callings. **One** rhythm.

We are not divided. We are whole. We are artist-teachers.

Signature

Date

This manifesto is dedicated to all who live at the intersection of classroom and creativity, who refuse to choose between making music and sharing it, who believe that teaching and creating are not competing callings but complementary expressions of the same musical soul.

Feel free to print this manifesto and display it where you'll see it regularly—in your classroom, your studio, your practice space. Let it remind you that you don't have to choose, that your dual identity is a strength, and that you're not alone on this path.





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