

# *Lovely Shanti Kelly*

## Letter of Introduction

Like art itself, becoming an artist is a process. My journey over the past twenty years has taken me on various paths that have included many rich experiences in teaching and learning. I've taught pre-K through University, museum education, and furthered my pedagogy and art practice through two Master's degrees. Many artists find inspiration not only in other works and their lives, but in other artists and mentors. Some that have shaped my work are Paulo Freire, bell hooks, Rita Irwin (CAN) and Emily Pringle (Tate UK). Locally, I'm inspired by the social justice work with urban youth of Ashanti Branch and the mindfulness and social-emotional learning practices of [Tiarra Asia Knox](#) (both Oakland). As I continue my arts practice and teaching, I'm looking to further explore my areas of interest and passions including project-based learning, emotional intelligence and mindfulness, contemporary arts, sustainability, social justice and more.

Over the past few years, I have enjoyed continuing my work as a PBL arts educator with a dynamic and diverse group of urban youth in the Bay Area. In addition to teaching studio art and design, I have also designed and facilitated school-wide social emotional learning curriculum and activities. To further my skillset in these areas, I am currently enrolled in the SEL, Mindfulness & Wellness Teacher Training with [Breathe for Change](#). Previously, I taught contemporary art, graphic design, studio art, and artist portfolio and was both a department chair and the PBL Director at Livermore Valley Charter Prep High School (LVCP), a PBL charter school for five years. My role was teacher-as-leader, whereby I helped develop a number of school wide programs including revamping the Advisory program, creating a dynamic new [Presentations of Learning program](#), the Senior 20-Time Dream Project and more. Building programs to meet student needs that provide authentic learning, increase student engagement toward empowering them for personal success within a PBL framework has been of paramount importance in my work.

Because of my profound belief in this approach to learning, as well as my interest in strengthening school culture and effecting change, I have so cherished the work I have been able to do in creating the programs I develop and collaborate on. My strengths as a classroom teacher include an innovative and consistent approach to classroom management, and a cross-curriculum approach to project and lesson design with embedded standards, skills and a variety of assessments. I have a commitment to continue my own professional development to inspire both my work and my students. Each project I create values student voice and choice, while offering essential questions and real-world problems. I endeavor to co-create the learning space along with the students I teach, where I act as guide and create as many opportunities as I can for student-driven learning. This approach requires that students participate in their learning and make choices along the way that informs their work and brings themselves into their projects.

I am interested in working in a supportive learning space where my personal teaching philosophy complements my students, colleagues, administration and community. I would welcome the opportunity to discuss my interest in a position with your institution and meet with you to review some of my curriculum design, my passions and my arts and teaching portfolio.

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lovelyshantikelly [ at sign ] gmail.com