

# QUESTIONS

## What drew you to participate in this program?

Niki Allcock had taken this program and was a huge motivator for me to join the program. Everything she had to say about this program was amazing, and during the years she spent taking the communities of practice program, she was always glowing when she spoke about what she had learned. Her teaching is inspired and vibrant and I want to bring that (back) to my own teaching.

## What are your interests & passions?

Being a music teacher, most obviously I would say music is a passion. However, I am also a new father, and my family is my number one passion at the moment. I am enjoying seeing my eight-month old daughter learn new things everyday. Little things like watching her learn to crawl or click her tongue or say the "G" sound inspire me and fill me with joy.

## What really matters to you in your work in school? What keeps you coming day in and day out.

I really love seeing kids come back after they've graduated high school and say things like, "You know, Mr. T&S, I still take guitar lessons today. Thanks for starting me off." The idea that I can influence a process of life-long joy and learning in someone's life is amazing to me. I would love to have my classroom be known as a place of joy. I want learning, especially in a music environment, be something that is always filled with joy. Next year, my school is going to have a challenging year, with lots of special needs students entering kindergarten. I've always found kindergarten a challenging age to teach, and I'm really hoping to feel joyful even as I face the challenges that may lie ahead in these classes.

I have done a plethora of extra-curricular work with students over the years, and although fatherhood has forced me to cut back on some of that, I am looking for ways to bring a lot of those out-of-school-time activities (like rock band etc) into the classroom, so that more than a handful of kids can benefit from it.

I loved seeing my former students playing in the Cariboo Hill band and singing in their choir last week especially the students who you never "assumed" that would be an area of their interest. That is one of the things that keeps me coming, day in and day out.

# WHY I AM HERE

By  
Lucas Teodoro da Silva

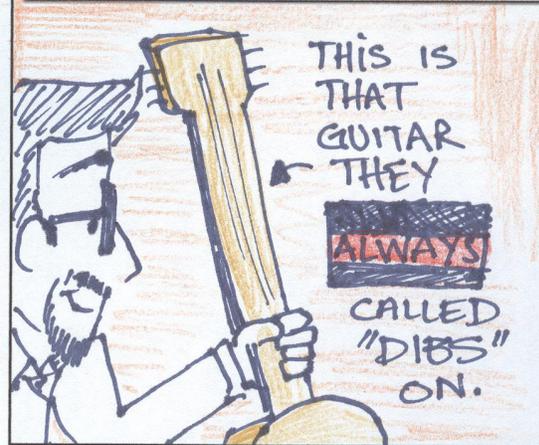
THIS WEEK, I SAT IN A DRESSED-UP SKATING RINK AND WATCHED THE CLASS OF 2015 CROSS THE STAGE AND GET THEIR DIPLOMAS.

FIVE YEARS AGO, I TAUGHT THOSE KIDS...  
IN ELEMENTARY SCHOOL.



AS I WATCHED THEM CROSS, I REMEMBERED THE MOMENTS WE SHARED WHILE THEY WERE MY STUDENTS...

HANGING ON MY WALL, JESSILYN HAD "HER FAVOURITE GUITAR" AND WHEN SHE GRADUATED ELEMENTARY SCHOOL IT BECAME HER YOUNGER BROTHER JOSHUA'S "Guitar".



AND I SAW SAMUEL TEO AND GLADYS KWOK IN THE CHOIR, AND I REMEMBERED LITTLE SAMUEL PLAYING "O Moon" AND "Shuffling" ON THE PIANO.

I REMEMBERED GLADYS SOLOING ON GUITAR FOR SOME SPECIAL AFTER-SCHOOL EVENT...



AND I REMEMBERED HOW, IN OTHER YEARS I'D DONE STUFF LIKE TEACHING TRUMPET LESSONS TO DAISY, FOR FREE, FOR 3 YEARS OR TAKEN A GROUP OF KIDS TO PERFORM AT THE CHILDREN'S FESTIVAL AND RECORD OVER SUMMER VACATION!



MY STUDENTS SAW ME AT THE GRAD CEREMONY AND TOLD ME I "LOOK DIFFERENT."

REALLY? I LOOK DIFFERENT?! YOU'RE 6ft 5in WITH A BEARD!

I HAVE NEWER GLASSES!



I DON'T THINK I DO LOOK DIFFERENT.

I DO KNOW THAT I FEEL DIFFERENT.

ALRIGHT CLASS! THIS IS HOW TO PLAY A "G" CHORD

...AGAIN.



PART OF IT, I KNOW, IS CHANGING RESPONSIBILITIES.

I'M A HUSBAND NOW, AND A FATHER.

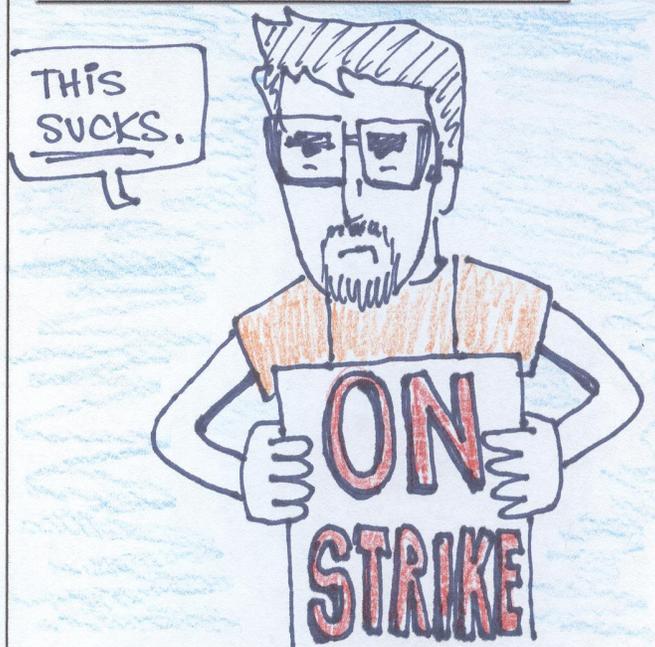
I HAVE LESS TIME NOW THAN EARLIER IN MY CAREER.

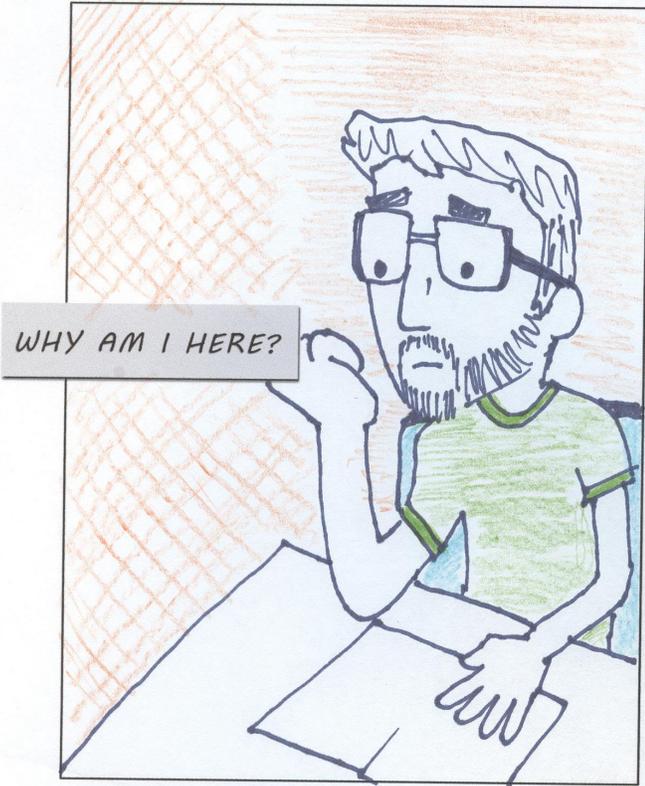
HOWEVER, OVER THE PAST TWO YEARS OF JOB ACTION, I KNOW PART OF THE FIRE AND JOY I ONCE HAD LEFT ME.

SORRY GUYS, I CAN'T STAY AFTER WORK TODAY. I HAVE CLASS TONIGHT.



THIS SUCKS.

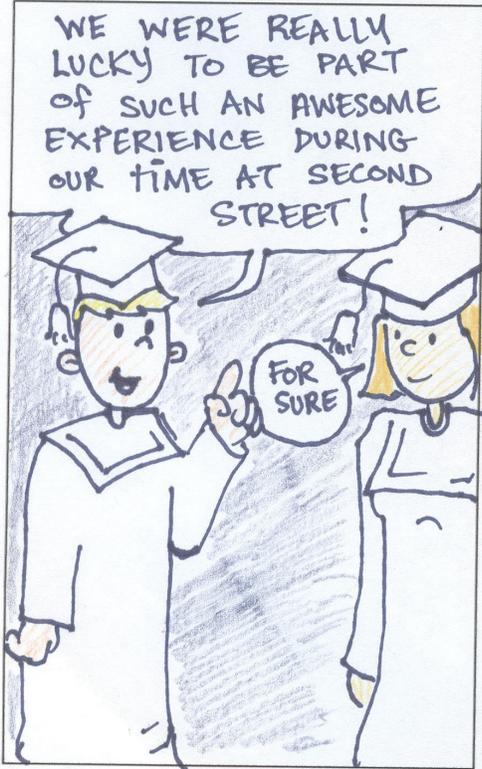




WHY AM I HERE?



I'M HERE SO THAT WHEN MY CURRENT STUDENTS GRADUATE IN 2020, THEY CAN SAY...



WE WERE REALLY LUCKY TO BE PART OF SUCH AN AWESOME EXPERIENCE DURING OUR TIME AT SECOND STREET!

FOR SURE



TIME TO GET CREATIVE.

THAT'S AN INTERESTING APPROACH.

I'M HERE TO REIGNITE THE FIRE.