

Our Practical Class Etiquette

The below guidelines have been created relating to Practical Class Etiquette:

1. Professional expectations:

- a) Students and Teachers should be dressed appropriately for the professional environment.
- b) Teachers and Students should establish if there are specific requirements for each particular class at the start (for example, particular shoes, dress, or hair requirements).
- c) Students and Teachers should represent the professional standards of the LAPA to the fullest when onsite, out in public and in performances.

2. Classroom etiquette expectations:

- a) Students and Teachers should show the utmost respect for those who are speaking, offering full attention and not talking whilst the speaker is addressing the class.
- b) Students should support one another's ideas and contributions to the discussion.
- c) Students and Teachers should take care of the classroom environment, making sure to take any rubbish at the end of the lesson, no food and drink (except water) in the studio, and turn off IT equipment after use.
- d) If Students need to leave the room for the toilet etc. they should wait for an appropriate time (after the whole of an exercise) to exit and only re-enter once an exercise has been completed and music has stopped.
- e) Students should leave all bags and non-essential items in the corner of the studio.
- f) Teachers should ensure students have enough space to dance and should break into smaller groups where possible to achieve this.
- g) Teachers and students should establish if there are specific 'rules' for the particular class at the start.
- h) Teachers should use the whole of the class time for learning.

3. Late/Absence expectations:

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- a) Students should email the teacher if they will be late or absent from class.
- b) Where possible, Teachers should email the Students if they will be late or absent from class.
- c) If Students are up to ten minutes late, they should warm themselves up in a safe corner of the room before joining the class.
- d) Students and Teachers should apologize if they are late at an appropriate time to do so.
- e) Dance requires immense discipline, drive and determination, so many people who embark on their dance journey later in life have these qualities and this is what helps them to achieve a remarkable transformation. Staying motivated isn't an accident, it is often the result of intent. It is an expectation that we motivate ourselves to stay committed to dance lessons despite our busy lives and all the distractions we find surrounding us.

4. Injured student expectations:

- a) Teachers should ensure that students can participate in some way if they are injured.
- b) It is the students' responsibility to judge what's safe / how much they can do in a session.
- c) If Students are injured and cannot physically participate, they should not use their phones in class and must participate in the session by taking notes, offering feedback or completing other activities as set out by the Teacher.

5. Safe Dance Expectations:

- a) Students are responsible for conducting their own warm-up ahead of every practical session if the Teacher has requested this – for example, if the plan is to use the lesson time to work on choreography only.
- b) Students should be responsible for deciding how long this warm-up should be but a guideline of no less than 15 minutes is suggested.
- c) When entering the studio Students and Teachers should be considerate of one another's pre-class routines and keep noise to a minimum.
- d) Students are also responsible for completing their own cool down if a group cool down was not a part of the lesson.

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- e) Students should recognize that class is not always sufficient in developing the necessary strength, flexibility, stamina etc. and, with the support of Teachers, should take responsibility of ensuring they undertake their own personal training outside of class time as well to ensure there are in peak condition for the intensity of the program. This includes ensuring students are properly rested, hydrated, fuelled etc. prior to class and that they maintain their fitness levels during breaks in the study.

6. Mobile Device use expectations:

- a) Telephones should be out of sight.
- b) Students and Teachers should not be using their telephones during class time unless for a particular teaching and learning activity.
- c) If in special circumstances Students or Teachers require their phones to be switched on, this should be communicated at the start of the lesson.

7. Expectations of Learning and Teaching:

- a) Practical classes are designed to offer learning opportunities that require students to engage in safe risk-taking.
- b) Students should engage safely and fully in all learning activities without inhibition or the expectation to achieve immediate perfection.
- c) Teachers design classes in a way that maximizes active learning time in each session.
- d) Students actively engage in all learning activities, even if they are not personally directed at them (e.g. actively implement feedback given to other students/the whole group).
- e) Students and Teachers ensure that everyone can work in a positive and supportive learning environment that is free of prejudice and discrimination.
- f) Students should also not be afraid to ask questions in class as they often benefit all learners and are an important part of a Growth Mindset (Dweck) approach to learning.

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- g) Students are encouraged to take ownership of their learning and remember class is a process.
- h) Students should be aware they have a range of technique teachers at LAPA; this allows them to take different classes and explore different styles and approaches to dance technique.
- i) Students should approach classes with professionalism, as future dancers, perhaps even teachers, and the audience, relating content to their future appreciation of dance and participation in dance practice (and teaching) as well as furthering their technique.

Reference:

Dweck, Dr. Carol. *Mindset Changing the Way You Think to Fulfil Your Potential*. Random House, 2017.