



Rambert Grades Professional Practice and Code of Conduct

2024

This Professional Practice and Code of Conduct sets out the standards which we expect all Rambert Grades Members to uphold.

Rambert Grades Vision

Training to empower. Progressive dance training means students from all backgrounds gain skills and knowledge in contemporary dance and unleash their creative force, are brave enough to engage, take personal responsibility, push themselves and move the world forward.

Rambert Grades Mission

The national and international benchmark for creative contemporary dance learning and practice. Rambert Grades is an exceptional and unique framework, accessible for people from all backgrounds, working with the whole person and developing all the transferable skills this affords.

What Rambert Grades believes in

The ethos that surrounds and informs all aspects of Rambert Grades work is grounded in the belief that supporting the development of the individual's voice is the core of progressive dance education. Rambert Grades' syllabi aims to nurture each student's unique potential while fostering their creativity and building a positive self-image. Our goal is to encourage the manifestation of individuality through all strands present in our syllabi and through that, reflect the training at Rambert School and the artistic presentation of Rambert dance company.

The creative content present in the Early Years syllabus and in Grades 1-8 is geared to open interpretation and informed by the individual student's own understanding of the world, fed by their questions, heritage and personal experience. The performance content in Grades 1-8 has been projected to periodically change so as to allow for a variety of creative voices and approaches to be represented. In every work commissioned, personal interpretation will be encouraged, pushing students away from flat reproduction of choreography and celebrating the skills and understanding that each person brings to their performance of the material.

Finally, the technical element of our syllabus comes alive through the input of each individual who takes the material, embodies it and makes it their own. This is reflected in our pedagogical process and assessment criteria where the essential message is about balancing training, celebrating individuality, creative spirit and interpretation. Rambert Grades works holistically with each person, encouraging and supporting creative skills, relatedness, independent thinking and self-belief.

Teaching Rambert Grades

As a teacher of Rambert Grades you are expected to

- Remain faithful to the intention of the material. Although it is up to you and your students how you imagine the learning process together in terms of approaches, use of images, music etc.
- Break down material as is appropriate to the learning needs of the young and maybe not so young people that you are working with
- Ensure that the learning environment that you offer is secure and inclusive and that all who work in it celebrate diversity
- Embrace that teaching and learning are collaborative processes
- Keep at the centre of your practice the art of dance and with that the nurturing and celebration of individuality, curiosity and imagination
- Acknowledge that each person, teacher and student have enormous worth and bring to the learning environment unique knowledge that is grounded in personal experience
- Embrace the fact that failing is part of the learning process and that not succeeding the first time is an important part of an educational journey
- Learning is a life-long process extended and deepened through self-reflection
- Support the understanding that the studio is a place of investigation and practice as well as being an environment of mutual respect, sharing, collaboration and excitement

Dialogue - Feedback/Feed forward

Feedback acts to serve as a progression of a teacher's learning and in turn the development of the teaching of the Rambert Grades syllabus.

Rambert Grades welcomes and celebrates the dialogue with our members and feedback is offered as a way of strengthening this relationship.

Our expectations for feedback are that it is taken on board by the teacher and actively engaged with by members. Recognising the good intentions through which feedback is given should enable both teacher and student to consciously embark on inputting this information into their practice.

“Feedforward” as we prefer to refer to it serves to educate and inform those who engage with Rambert Grades and is provided by industry experts. Our examiners are specially selected individuals with a rich professional dance practice who not only engage actively in teaching but also currently work professionally in the contemporary dance industry within choreography, performance and creative development roles.

The function of feedback;

- Enhances a student's educational experience
- Ongoing feedback enables an educational culture that is driven by process and reflection rather than testing
- It should feedback so as to feed-forward. Reflecting on the past to move into the future/feeding forward, developing progressive learners and learning
- It builds self-reflective practitioners and with that, lifelong learners
- It builds differing learning cultures through dialogue
- It identifies strengths as well as areas that may be challenging for a student. It also allows for the strengths of a student to be identified, discussed and used as positive re-enforcement for areas of their education where they have less confidence
- It builds self-accountability
- We expect teachers to embrace any feedback given and actively integrate this into their teaching practice
- Examiner feedback for students should be approached in partnership with students to help facilitate and support the individuals learning journey

Language

The Rambert Grades syllabus has purposefully removed references to classical ballet (such as the use of French terms) as we believe that there are other ways to talk about the body and movement that are closer to contemporary dance, and also that language is a powerful tool which facilitates accessibility.

We believe in the exploration of other ways of talking about the body and actively do so during our courses, by using language that describes the mechanics of the movement rather than predefined terms. Rambert Grades' members are encouraged to embrace such exploration when delivering the syllabi, though they are left with the choice to employ the language that will best support growth and connect with their students.

These changes to language aim to serve users as a reminder of movement fundamentals and origin, drawing both teacher and student back to the intention of any given movement.

Examinations

Rambert Grades Assessments are geared towards learning and are designed to motivate students in their training. Rather than creating a 'hoop to jump through', Examinations aim to form a moment of celebration within a student's learning journey, acting as both a marker of progression and development. Our feedforward comments are unique to the student and aim to equip the learner with information to take with them through their graded journey.

CPD/Self-Reflection and ongoing Practice

We believe that it is the responsibility of everyone who teaches the Rambert Grades syllabus to continue to develop their practice. As Rambert Grades grows we will be providing members with opportunities to drill down into the Grades material and broaden knowledge bases through introduction to satellite areas that have direct impact on teaching and the art of dance. Regular training and engagement forms part of the Membership Agreement.

Policies that govern Rambert Grades

You are required, as a member of Rambert Grades to have a working knowledge of the policies that underpin the activities and practices encompassed by Rambert Grades as required by our validating body, Ofqual. They can be found here:

<https://www.rambertgrades.com/policies-procedures-and-forms>

The Training environment

Rambert Grades courses are delivered virtually and in person, and in both scenarios, we strive to create a positive and motivating environment that promotes collaboration, self-development and creative thinking, while feeding teachers with all the necessary tools to deliver our syllabi. During training, members are expected to engage and participate in the best way that suits their needs while being respectful towards the different participants on the course.

We encourage participants to become aware and tune in to the type of learners they are in order to gain the most from their training and will welcome physical participation as much as verbal or written engagement, working towards creating an accessible and safe learning environment.

Our members are expected to mirror this experience in their own settings and cultivate a nurturing and empowering atmosphere within their classes and student cohorts. By building this environment on trust, teachers should enable their students to explore their unique artistic voices, build confidence in their abilities, develop their curiosity and playfulness and celebrate their achievements.