



**RADIANCE ACADEMY
TOOWOOMBA**
Where dancers shine!

High Street Shopping Centre
Phone Sally on 0437 012 653
radianceacademytoowoomba.com
office@radianceacademytoowoomba.com

PO Box 8149
Toowoomba South Qld 4350

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Document 14: Code of Conduct for Students and Parents

Parents

Please encourage your child to dance as long as he/she is interested in dancing

Focus on your child's performance rather than the overall outcome of the examination, performance or audition

Teach your child that an honest effort is as important as a victory so that the results of each examination, performance or audition is accepted without undue disappointment.

Teach your child to respect their peers, teachers and lead by example.

Help your child to set realistic goals.

Encourage your child to follow the rules of Radiance Academy Toowoomba including wearing correct uniform and having hair done according to the genre of dance they are participating in, to give them pride in their appearance and pride in the school.

Applaud good performances by all performers not just your child or school.

Health

We trust you will not bring a sick child to the studio. However, if in the opinion of the teaching staff your child is sick, we will call you to come and pick-up your child. The following criteria will be considered in determining if your child must go home:

- Fever
- Communicable disease
- Inflammation of the eyes
- Vomiting
- Diarrhea

Parents please notify Radiance Academy Toowoomba of any changes to your emergency contact details.

Parents should inform the teacher of any special health considerations or existing injuries before participating in class.

Please ensure that young children don't play with doors, for their own safety.

Studio Policy

We provide a safe and supportive community that fosters a lifelong love for dance and creative expression. In order to guarantee that all of our dancers are able to best pursue their passion, we implemented a comprehensive anti-bullying policy applicable to our students, dance families, staff, and employees.

We define bullying as any behaviour; physical, verbal, written (either electronically or in person), that detrimentally targets another dancer. This counts as bullying when it physically or emotionally harms a dancer, targets a dancer for any actual or perceived characteristic, or creates a hostile environment in the dance studio.

Management and teachers reserve the right to place dancers in performances as they believe to be most suitable for the dance as a whole. (Please see attached blog regarding placement in concerts etc.)

Students who have been injured must present a clearance report from their practitioner stating they are able to return to classes. If the injury is ongoing we must receive reports regularly so we are aware of any restrictions placed on students.

We are not liable for personal injuries.

Costumes

Radiance Academy Toowoomba provides costumes for hire at end of year concerts at a very reasonable rate and in 2020 that fee will be debited in increments each term for each costume (each class the dancer is enrolled in).

Much thought and care is given in the choice of costumes for each class, dance and your consideration would be appreciated. Costumes are of a high standard and in good condition, most new.

Any concerns about costumes would parents please discuss with management and not individual teachers.

Auditions

Auditions are held in approximately May/June each year for end of year concerts with all of the teaching staff as adjudicators. Roles are chosen impartially according to ability and aptitude for the particular role which they will be playing.

Make-up Classes

Radiance Academy Toowoomba does not refund for any missed classes unless student is in hospital or going overseas, but a make-up class is available for any class missed, and it can be any style of dance the student would like to try or their regular class.

Cancelling Classes

If you intend to cancel enrolment for your student we require 2 weeks notice. Monies will not be refunded retrospectively at all.

Bullying

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Behaviour

Radiance Academy Toowoomba strives for consistently good behaviour from all of our students, both for the safety of students and to ensure all students achieve their full potential.

We use positive reinforcement to maintain class discipline.

We believe in providing a friendly and happy environment but to do so requires a certain amount of discipline both in and out of our classes. All students are expected to be polite and respectful to those around them.

We will make every effort to work with the parents of children having difficulties in dance class. We are here to serve and protect all of our children, although; children displaying chronic disruptive behaviour which has been determined to be upsetting to the physical or emotional well-being of any other child, or teacher, may require the following actions:

1. Initial Consultation

The Owner/Manager may require the parent(s) of any child who attends the studio to meet for a conference. The problem will be defined on paper. Goals will be established and the parent will be involved in creating approaches towards solving the problem.

2. Second Consultation

If the initial plan for helping the child fails; the parent(s) will again be required to meet with the director. Another attempt will be made to identify the problem outlining new approaches to the problem, and discuss the consequences if progress is not apparent.

Expectations

Radiance Academy Toowoomba promotes kindness, leadership discipline and teamwork. To create an excellent dance environment, We expect our students to behave properly while in class. They must be respectful of their teacher and peers at all times. Should a student become disruptive in class, the Teacher/Director has the right to remove him/her from class. The student will be allowed back into class at the Teacher/Director's discretion. We do not tolerate any form of disrespect from any student or parent at Radiance Academy Toowoomba. We reserve the right to have individuals removed for being disrespectful, rude, threatening or creating conflict.

We want to ensure that ALL students have an equal chance to participate in a highly motivated and positive environment. The opportunity is extended to every member of the class as it begins each day and is only interrupted when the disruptive student themselves chooses not to take advantage of the chance to participate appropriately.

Mobile Phones

Mobile phones or other smart devices should not be used in any manner or place that is disruptive to the normal routine of the studio.

Students should not use mobile phones to make calls, send text messages, access the internet, take photos or use other applications during lesson time or while engaged in other school activities such as warm-up or performance.

Students should restrict use of their devices to before or after classes.

Students are to keep ringtones etc on silent while in class.

Students are to ensure devices are left in dance bags etc for their security .

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Waiting Room Rules

Younger students are to wait in the waiting room/reception area after classes until a parent comes to collect them from the studio.

Do

- Prepare for class
- Stretch
- Read a book
- Chat quietly with your friends
- Do your homework

Do not

- Don't run
- Don't throw toys
- Don't scream
- Don't play with the doors
- Don't wait outside

Injury

Dancing is an activity where injuries can occur.

Injuries must be reported to the teacher by the students. It is important to be aware if they have hurt themselves.

If an injury occurs at our studio we will complete an injury record for the parent and depending on the severity expect the parent to take the student to a physiotherapist or appropriate medical practitioner.

Dance Studios 1 & 2

- No food to be consumed in studios
- Water only to be consumed in studios, no juice, coffee, softdrinks etc
- No chewing gum

Why Isn't My Child in the Front Row? By Jess Solomon: Backstage Dance Academy

(This blog was written from a performance team perspective but applies equally to your child performing in end of your concerts etc)

Rehearsals have started for our 2018 Competition routines! It's an exciting time, but if you're the competitive type it can lead to the thought or question "Why isn't my child in the front row?"

Here are some reasons why:-

1. **The dancer's ability isn't at the level required for the dancers in the front row**

If there are 5 dancers in the front row, these will often be the 5 dancers in the group who have the highest level of ability, including strong and correct technique and excellent performance quality. If your dancer has auditioned to the part of a dance competition team, chances are that all members will be at a high standard so this means that the front row of five may be the most exceptional out of the 15 dancers, may have more experience than others, or may have a unique skill/trick also. Remember technique means that the details of the movement are correct. Your child may be able to turn around 2 times but if their demi-pointe is low or their fingers separated, their pirouette is not consolidated yet.

2. **The dancer may not be ready for a "leader" role in the routine.**

Dancers in the front row are effectively the "leader" of that particular dance break. All dancers in the group must follow the front row in time, to ensure that the group dances in unison. A student might get nervous on stage and rush the music, so would therefore be better placed in a 2nd or 3rd row so that they have a dancer to follow when those nerves come in.

3. **Height.** Competition dance routines are adjudicated on many aspects including the visual effect of the routine. It's important that the students are positioned in a way that makes sense according to the presentation of the choreography. For example, if there is a line of 5, the teacher may organise for all 5 dancers to be the same height or the tallest will be placed in the centre. This gives a symmetrical visual effect.

4. **The dancer's work ethic may need improving.** Sometimes a student may not be placed in the front row of a routine due to their work ethic. Whilst exceptional ability and talent can often lead a student to be positioned in the front row, work ethic is also a major factor. If your dancer doesn't show regular attendance, doesn't arrive at class on time and warm up, doesn't show evidence of practice at home, often gets reminded by the teacher to be quiet (or doesn't show respect to the teacher or other class members), they may not be suitable for the "front row".

5. **Suitability.** In Netball, some players will be selected to shoot the goals whilst some players are selected to defend. Dance is no different. In a Jazz routine the choreographer's job is to select the most suitable candidates to perform certain tasks or skills in a routine. Perhaps the "front row" will be required to perform a double pirouette? The teacher will then select 5 students with the most technically correct pirouette to perform that section of the routine. Perhaps the students in row 3 will be required to perform an aerial? That row will all be positioned there according to the aerial ability and which leg they take off from.

6. **Casting.** Most pieces of choreography have a theme, storyline or concept. For example, if a routine is based on Beauty and the Beast, the teacher may choose the most balletic dancer to be cast as Belle (as she is a princess) and the tallest dancer to be cast as the "Beast". Casting often isn't about the strongest or most experienced dancer being rewarded with a main part but about which dancer will best portray the character.

7. **The student may have a unique skill or trick.** Sometimes dancers are positioned in a routine in a specific place because the choreographer has something planned for them later in the routine. For example, a teacher may adore the way a student acts and have a small acting role mid routine where the student pops up at the back and lip syncs to the audition. Competition teams are adjudicated on their positions and transitions from position to position so the student needs to be carefully and strategically placed in all positions in the lead up to this "special Part".

8. *(When children are very young and just starting out on the exciting adventure of ballet/dance performance, it is very easy for the child to get confused and lost, as it were, during the performance despite numerous rehearsals and teachers best efforts at placing the child where they will be seen by their adoring parents.) Added*

How can you get your child into the front row?

Unfortunately, there isn't a secret to get your child to be the featured or front row dancer in a routine but here are some tips below:

1. You can do everything in your power to assist your dancer in being the best dancer, student and performer that they can be by organising their uniform, dropping them off to dance on time, encouraging practice at home etc,

3. You can assist your child in having a positive mindset when it comes to positions in their competition troupe. For example, asking your child "where are you positioned in the team?" or "what role have you received in the routine" prompts positive thinking and a positive response. Comments or questions such as "so are you shoved up the back?" or "the teacher probably doesn't like you" prompts very negative thoughts and responses in regards to team positioning.
4. Encourage the dancer to work hard in class and enjoy being part of a team. Every member of the team has worked hard to gain a place, so celebrate your child's involvement in the group, regardless of the role that they've been given. Teachers are working hard to encourage all members to enjoy the team environment so put your trust in the teacher as they also want your child to feel special. Teachers are aware of student abilities and chances are that if they know a student may not be ready for the "front row" they are finding an alternative way to make the student feel included.
5. Wait for the routine to finish. Don't be too early when assessing your child's involvement or role in a routine. Routines are adjudicated on positions and transitions from position to position so it may take a while for positions in the routine to move around and for choreography to develop. Be patient and wait for the routine to progress before your child has the opportunity to understand their full role in the routine.
6. Trust the teacher and leave it be. When your child comes home feeling disappointed that they missed out on the lead role or aren't in the front row it can be disappointing for you as a parent too. You may feel that you want to "fix it" for them or that the positions of the dance don't reflect your commitment and effort towards dance. The reality is that most students/parents in the group are in the same position. Most students would have been enrolled year after year; most students will practice at home, and most parents have spent blood, sweat and tears to have their child at every class, rehearsal and performance that was scheduled since joining. Understand that positions in a routine aren't a reflection of your value or commitment to the team, as all team members have been carefully selected according to their age, ability, commitment, work ethic and family commitment. You may feel that you would like to question the teacher but consider the possible outcomes from this action before doing so. Do you want your child placed in the front row because you emailed the teacher and demanded it? Trust that the teacher is trying to showcase your child's talents to the best of their ability but that the priority is to put the team's best foot forward. If you feel that you're not happy or not comfortable for your child to be part of a team where the teacher/coach determines your child's role in the team, competition teams/sports may not be the hobby that you're looking for for your child, and that's ok too. Recreational dance classes may be a more suitable option where the focus is on creativity, fitness, learning and participation without weekly rehearsals that include set positions and choreography.

There will always be moments in your child's life where someone is "better", that's life. It doesn't make your child (or your parenting) any less amazing. Keep things in perspective and don't end up determining your child's value and self-worth by their position on stage in a 3 minute dance routine. The dance routine is one part of their childhood amongst all of their other abilities, hobbies and interests such as their being amazing at Maths, being a super kind friend, being an amazing daughter/son, being an awesome apprentice in the kitchen and more.

Happy dancing (Jess Solomon)