

SCHOOL OF DANCE

Artistic Director: Merrilee Hodgins A.R.A.D.

Founded in 1978 by Merrilee Hodgins and Joyce Shietze, The School of Dance has an international reputation as a centre for excellence in arts education.

Professional Ballet Studies | Director: Mary Ross, Fellow and Examiner, CSC-CICB

An eight-year study programme for students 8 to 16 years of age with performance opportunities in National Theatres. Cecchetti Exam preparation.

Contemporary Dance Diploma Programme | Director: Sylvie Desrosiers BAV, C.Ed.

A three-year post-secondary diploma programme, approved as a vocational training program under the *Private Career Colleges Act, 2005*, for intermediate and advanced dancers. Strong and versatile training with prominent Canadian Guest choreographers and teachers. Performance opportunities in National Theatres. Other Programmes include classes for children, teens and adults and the *DragonFly Programme*, for Learners with Down Syndrome. Visit www.theschoolofdance.ca for more information.

THE SCHOOL OF TORONTO DANCE THEATRE

Artistic Director: Patricia Fraser

The School is passionately committed to training and education in the art of contemporary dance. Spend your day dancing with us!

Contemporary/Modern Summer Intensives

- Contemporary and Graham techniques, repertory/new creation
- Ages 13 and older

Professional Training Program

- Three year, full-time, post-secondary program
 - Conservatory-style education with concentration on studio work
 - Expert faculty, celebrated guest artists, extensive performing experience
 - Joint program with York University can lead to B.F.A. in dance
- Auditions (for September 2018): February 4th & July 14th, 2018
80 Winchester Street, Toronto ON M4X 1B2
416.967.6887 ext. 22 | info@schooloftd.org | www.schooloftd.org

SHIAMAK DAVAR INTERNATIONAL(CANADA) INC.

Canada's Premier Bollywood Dance Company

Artistic Director: Shiamak Davar

Programs conducted by SHIAMAK dance instructors:

SHIAMAK Bollywood Jazz: The spice of Bollywood combined with the energy of Jazz

Shiamak's Style: Indo contemporary and modern movement with influences of Indian classical and folk dance

SHIAMAK Bollywood Workout: High energy Bollywood moves to Bollywood grooves

Personal Training Program: One on one training for special occasions like weddings, birthdays or competitions

Dance Classes for all ages. Join our 3 month programs and perform on stage thrice a year.

Vancouver: 604.924.9104 | email: vancouver@shiamak.com

Toronto: 416.744.2625 | email: toronto@shiamak.com

www.shiamak.com

VICTORIA ACADEMY OF BALLET

Bleiddyn Bellis FCSC-CICB, Enrico Cecc Final Diploma

PROFESSIONAL TRAINING PROGRAM

Intensive dance training program committed to helping students reach their fullest personal potential.

- Students are nurtured in an encouraging atmosphere with a dedication to excellence.
- Ballet, Pointe, Repertoire, Pas de Deux, Contemporary, Jazz
- Summer Intensive
- Personal attention and guidance

BRIDGE PROGRAM (Post-Secondary)

A 2 year, PTIB designated, post-graduate Diploma program preparing dancers to pursue a career in professional dance. Students are encouraged to explore different aspects of professional dance life through the extensive program curriculum in a professional atmosphere.

- Ballet, Pointe, Repertoire, Pas de Deux, Contemporary, Jazz
 - Guest Teachers, Choreographers
 - Anatomy, Ballet History, Choreography, Career Exploration, Nutrition
- Students are connected to avenues in the dance industry through individual advising and collaboration with knowledgeable and experienced VAB faculty and guest choreographers. Graduates are fully prepared for the next step on their career paths.
www.victoriaacademyofballet.ca | 250.590.6752
admin@victoriaacademyofballet.ca



INSIDE ED

Toward a Scope of Practice by Andrea Downie

Given the holistic nature of dance and its importance in the lives of many students, dance teachers have a responsibility to know and understand the extent of their expertise and to operate within those limits.

At present, there is no standardization in the education and qualification of dance teachers in Canada. The result is considerable range in their knowledge and pedagogical training. As the profession is unlicensed and unregulated, there is no scope of practice to define what practices dance teachers are educated, authorized and able to undertake. Well-intentioned teachers may inadvertently overstep the limits of their knowledge in their efforts to help students deal with physical and psychosocial challenges, which can impede a dancer's ability to stay healthy, well and progressing.

In this regard, dance educators should form partnerships with health professionals to help dancers maintain optimal health, wellbeing and levels of performance. Dance teachers have a responsibility to design and lead safe dance classes that incorporate effective and appropriate material for their particular students. When problems arise that are outside their area of expertise, dance teachers must be prepared to refer students to appropriate health professionals. The wrong kind of help can be worse than no help at all and may exacerbate health concerns.

Teachers should avoid counselling in areas outside of their knowledge base and learn how to apply their unique expertise in situations involving health and safety. For example, if a student complains of pain or injury, it is within the teacher's scope to examine their technique for faults that could be contributing to that injury, but it is beyond the teacher's scope to diagnose it. This is where a health care professional can complement a dance teacher's expertise. A proper diagnosis enables proper treatment; proper assessment of technique reduces the risk of re-injury and increases performance and confidence.

Beyond this kind of teamwork, dance educators need training in pedagogy

(teaching methods and practices) that includes not only learning *what* to teach (content knowledge), but also *how* to teach (pedagogical knowledge). Core principles include the need to:

- ensure that physical and psychological environments are safe and inclusive
- adhere to principles of safe dance practice and provide appropriate physical training, mental training and stress management tools
- provide diverse instruction and constructive feedback on alignment, technique and artistry
- provide basic information on hydration and proper nutrition for dancers
- help students understand the difference between excellence and perfection
- address normal emotional, behavioural, mental and social challenges through dance and discussion
- recognize the signs of injuries, eating disorders and psychosocial disorders, and make referrals. Understand that it is outside dance teachers' scope of practice to assess, diagnose and treat these problems and that the best help may be to direct the dancer to someone else.

In the absence of regulations and a guiding scope of practice, it is incumbent upon teachers to ensure they are qualified in dance pedagogy and certified by a reputable organization. Dance educators can access information and professional development through a number of avenues to ensure they stay current and are using best practices. Organizations like Healthy Dancer Canada, International Association for Dance Medicine and Science, One Dance UK and Ausdance offer free online resources on dance pedagogy, and safe and effective dance practice. More formal certificate courses are available online from Safe in Dance International, National Dance Education Organization and Harkness Centre for Dance Injuries.

It is in everybody's best interest if dance teachers understand how to appropriately use their specific skills and recognize when it is time to refer students to suitable health professionals. Well-qualified teachers contribute to the personal, technical, artistic and creative development and health of dancers. ^{DA}

Andrea Downie is the president and a founding member of Healthy Dancer Canada, and the founding director of EnhanceDance.