

Towards a Pluriversal

DANCE

Education

PRACTICING DIVERSITY
IN DANCE

Teacher and Staff
training overview

Learning Goal

Participants will gain new knowledge and skills to address and redress institutional diversity (inequity) related issues to encourage students to reach their best potential learning experiences. The course is directed to both teaching and support staff.

This training will be spread over three years. During the first year, the basic principles are introduced to promote awareness, create a level of comfort and safety, and build a sense of commitment to engage and contribute to the (learning/working) community. The second year will be devoted to skill building and community building. The third year will be devoted to address an issue as identified the previous year by the respective institutional community. Ideally, in year one and two enough skill and insight will have been built to select and address an issue that needs to be addressed in the respective institution.

Procedure

Four training sessions per year over the course of three years. The four training sessions are divided into complementary themed sessions: thus session 1 and 2 address one theme and session 3 and 4 address another follow-up theme. Year 1 is important as it introduces core concepts. At the same time, there is no guarantee that participants from year 1 will return in year 2 and 3. Consequently, year 2 and 3 need to revisit the base concepts in case new people attend, but need to be a continuation of year 1 as well.

Learning concepts to be introduced

Dominant vs Other • Inequities • Modernity/Coloniality

The concept of dominant vs other highlights the inequities that have become part of our context and culture and are the result of modernity and coloniality

https://youtu.be/kVQxwdozj5Y?si=_8APWCGifLDUbakX - IPT handbook 1.2b

Modernity/Coloniality

Deeper theoretical explanation of the dominant vs the other

<https://youtu.be/Wn7TZDwsqJQ?si=4g6QIX4NA-w6Gsoj>

Positionality

How we stand in relationship to each other and to what extent that is shaped by and maintained by these inequitable environments

IPT handbook chapter 3.1f¹ [page 49]²

¹ <https://www.inclusivitypathwaytraining.com/resources>

² The page numbers in the online book version are different from the hard copy version. The numbers here relate to the online book version.

5 pillars

The 5 pillars are conceptual tools that help in exploring and addressing the inequalities in our learning and working environments

<https://youtu.be/TBPOGb24kHo?si=5roDvLY2fxvZTN8h>

Reflecting

Listening/Sharing/Staying open, even when it gets uncomfortable

IPT handbook chapters 4.1f through 4.2 [pages 93-95]

Storytelling

Exchanging personal and institutional stories to learn from each other

<https://youtu.be/QZ0xD5zqpGU?si=zyCGfxKwENizzQnk>

Embodiment

Learning about the role and value of embodiment in this work

IPT handbook chapter 1.2e [pages 16-17]

Action planning

Identifying a context specific issue and using the 5 pillars to plan a course of action

Evaluation

The importance of checking in to what extent change is or has been taking place.

This can be a combination of Reflecting and Storytelling, but can also be more formal as sometimes is preferred by institutions

IPT handbook Chapter 4.1 [pages 85 - 96]

How learning is expected to take place

The focus of this training is not specifically focused on diversity issues such as race, gender or disability, as is common practice in diversity trainings. Instead, learning is focused on “being with”, understanding the full context of our inequitable learning environments, and how we relate to each other in our respective contexts. In addition, the focus is on facilitating spaces of engagement through storytelling and otherwise in order to make room for diversity issues to rise to the surface so they can be addressed if needed. Consequently, the sessions are designed to gradually shake things loose and build confidence to act. Learning then takes place in the “spaces in between”, sometimes considerably after a session has taken place. Therefore, the sessions are structured in such a way that people have time for reflection before returning for a follow-up session. Storytelling and reflection serve as important tools to gauge what kind of learning and transformation have taken place in that interim reflection time.

Objectives

- Gain understanding about our respective institutional stories that define our learning and working environment and that are affected by inequitable practices.
- Learn to reflect on our learning and working environments and staying present, even when things get uncomfortable
- Explore and address inequities with the help of the 5 pillars
- Be confident and open to sharing and engaging in (personal and institutional) stories
- Build confidence, community and commitment to pursue a course of action

Plan

Each session will include an introduction/information sharing; elements of community building; moving (dancing), engaging together; exploring a deeper issue, sharing/listening/storytelling, and reflection. Because of the importance of embodiment a variety of techniques will be used and will not just rely on conversation. It is also important to understand that things need time to land and that a lot of the learning will take place in the “spaces in between”. Storytelling then can be used for community building, learning, but also for evaluating the progress and the learning that has taken place after the sessions. For more thoughts on this read chapter 4.1 (pages 85-93) in the IPT book online³

Year 1

Theme 1 : Dominant vs Other • Positionality

Resources: <https://www.inclusivitypathwaytraining.com/resources>

Session 1

Introduction

Creating a guideline

Facilitator(s) present work on creating a guideline for interaction

In IPT handbook [pages 66-67]

Addressing and building safety

Safety is a priority during this first session

In IPT handbook chapter 3.1a [page 46]

Moving together

Low threshold moving exercises (walking usually helps) to start lowering inhibitions

In IPT handbook chapter 3.3a [pages 72-73] + example video on IPT website ("Circle walks")

Engaging, listening exercises

Low threshold exercises to introduce listening, can be in couples or small groups; or initially in couples and then small groups

In the IPT book the "Creating the story" exercise in chapter 3.3c [page 75]

Sharing exercises

Emphasis on listening, staying present even when the sharing gets uncomfortable. Introduce the role of embodiment and that a physical sign of discomfort is a learning tool and not necessarily a reason to withdraw

In the IPT book the "Convince me" exercise in chapter 3.4b [page 82]

Moving

If things get heavy, some type of moving (or singing) exercise can be used to lighten and transform the energy

Session 2

Introduction/check in

Moving together

Engaging, listening exercises

Dominant vs Other; Positionality exercise

There are various ways of exploring the dominant - other dichotomy and positionality. It is recommended to not just do a talking exercise, but to add a physical exercise with reflection

In IPT handbook chapter 3.3d [pages 74-75] + example video on IPT website

Sharing stories

(including institutional stories)

There are various ways of sharing and connecting with each other's stories, including sharing without using words.

Example of artistic collective (institutional) storytelling is the body mapping methodology:

<https://www.ahk.nl/lectoraten/lector-aat-sociale-rechtvaardigheid-en-diversiteit-in-de-kunsten/aanpak/body-territory-mapping-methodology/>

Reflecting

Year 1

Theme 2 : Diversity/Social Justice issues • 5 pillars

Resources: <https://www.ahk.nl/en/sjda/method/>

Session 1

Introduction

Moving

*Engaging together, listening,
sharing exercises*

*Sharing stories
(personal a/o institutional)*

Focus on diversity/social justice issues

In IPT handbook chapter 3.3b

Moving

Session 2

Applying the 5 pillars

Introduction/check in

Moving

*Exploring (institutional)
positionality*

Identifying

Identify 1 thing (at your institution) you would like to see change. Explore what using the 5 pillars to address that issue can look like

Reflecting

Year 2

Theme 1 : Community building

Session 1

Neutrality, Honor + Celebrate

Introduction

Moving

Engaging activity exploring neutrality

In IPT handbook chapter 3.1i [page 50]

Explorative activity

Honoring and celebrating

Storytelling

Focused on honoring and celebrating

In IPT handbook chapter 3.1k [page 52]

Reflecting

Moving

Session 2

Letting go/Forgiveness

In IPT handbook chapter 3.3e [page 76]

+ example video on IPT website (I discharge you")

Introduction

Moving

Engaging activity

Explorative activity

Exploring institutional stories that remain stuck and serve as interference

Activity exploring letting go/forgiveness

Reflecting

Theme 2 : Community building - Follow-up

Session 1

Accountability/Evaluation

Introduction

Moving

Engaging activity

Explorative activity

How will we hold ourselves and each other accountable? What kind of evaluation do we want to use?

Storytelling

Reflecting

Moving

Session 2

Commitment and follow through

Introduction

Moving

Engaging activity

Explorative activity

Exploring the demand, sacrifices and benefits of following through

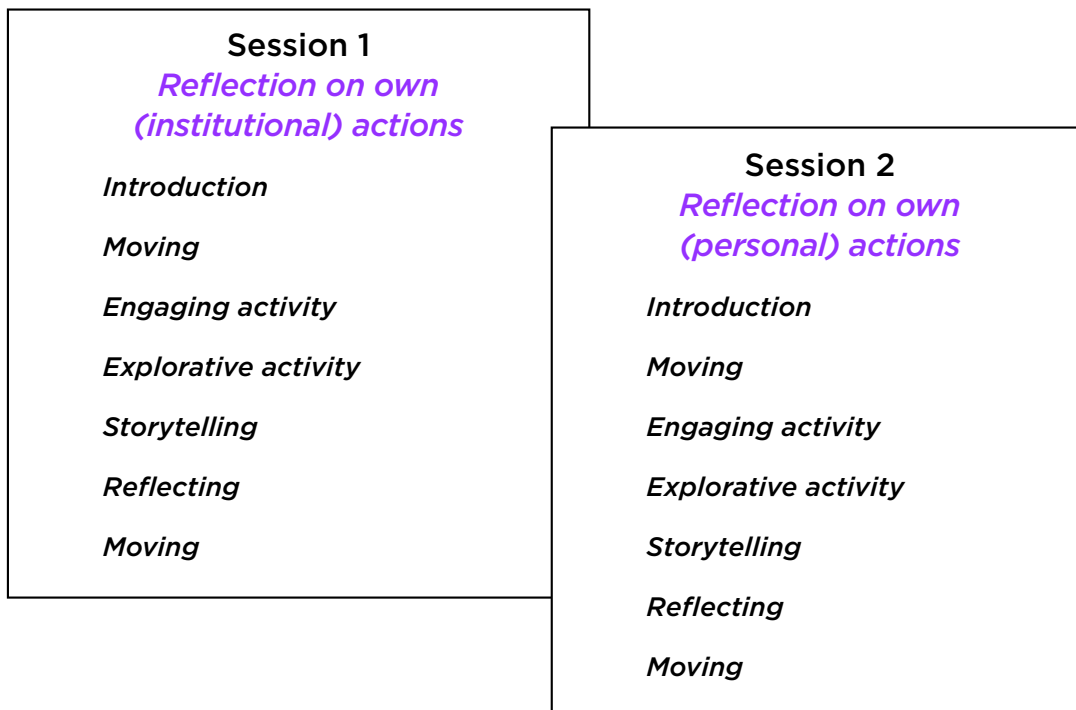
Storytelling

Reflecting

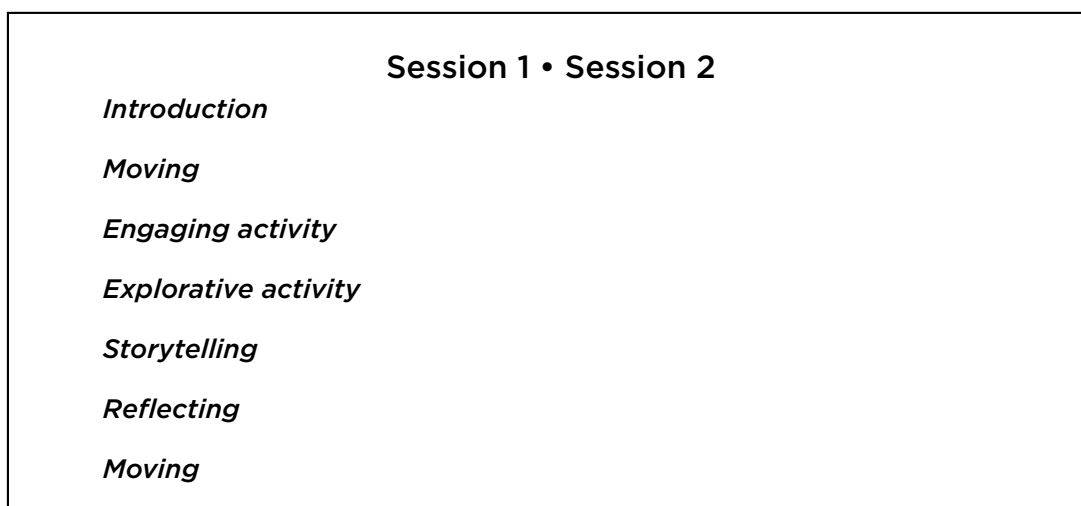
Moving

Year 3

Theme 1 : Reflection on own actions



Theme 2 : Confidence in action and restart/continue the process



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Hes·so

MANUFACTURE