

CALL FOR CONTRIBUTORS AND PARTICIPANTS

AERIAL STRAPS MODULE PRESENTATION

Circus Discipline : *Aerial Straps*

Location : *Montreal, Quebec, Canada.*

Host Organisation : *National Circus School www.nationalcircusschool.ca/en*

Dates : *Monday 19th March – Friday 23^d March 2011 (participants expected to arrive on Saturday 17th or Sunday 18th at the latest/to leave either on Saturday 24th or Sunday 25th March)*

Pedagogical Coordinator : *Sven Demey*

Logistics and Host Coordinator : *Monique Marcil, National Circus School of Montreal*

Observer from FEDEC Reflection Group : *Daniela Arendasova*

Overall Coordination : *Mathilde Robin, FEDEC*

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1. Stakes and challenges

What is at stake on an Educational viewpoint ?

The purpose of this Pedagogical Exchange is to contribute to the definition and implementation of a new educational approach for vocational education in circus arts that considers movement analysis and understanding and sensations/feelings as a whole.

As an example, here are thoughts written during the last module that took place in September 2011:
What exactly is the "artistic approach" to technical training?
It is not interpreting a role!
It is not acting!
It is not coreography!
It is not an artistic intention!
It is about finding what feels right in your body in relation with the space around you, your working environment, your tools and partners and exploring by playing.
For the teacher, it is about finding sensitive and/or sensory instructions which allow technical learning to take place.
Some people say that one can forget a movement learnt in a purely biomechanical way, while a movement learnt by feeling can never be forgotten.
It would be interesting to widen this debate.
The solution doesn't lie in putting these two elements in conflict with each other, as both understanding and feeling go hand in hand in the learning process.

This second pilot-module should seek to implement the priorities and take up the challenges that the FEDEC focus groups set up in 2010/2011 and after considering from the assessment of the first pilot-module that was held in Stockholm in September 2011.

Here they are:

- Go beyond best practice exchanges and give value to artistic and educational innovative approaches, aiming at the professional development of the teaching body.
- Do not consider artistic and technique separately but as a whole
- The different aspects of the discipline should be dealt within their current context and pedagogical tools should seek to illustrate:
 - o the evolution of pedagogy, the discipline, the apparatus, and the artistic research/involvement
 - o A research should be done to find the most and suited vocabulary
 - o The tools should reflect ethical questions, pre-requisites and the level of teaching
 - o A special attention must be given to the ongoing innovations

Another challenge to be addressed is to develop the autonomy of the student, and this objective should be included in the way we see our teachers' skills (Ethics, Didactics and Pedagogy)

What is at stake for the FEDEC network?

This pilot-module will also be the second step of project-engineering and experiment of what could be a new set of continuing education modules for teachers and production of pedagogical tools.

We will thus concentrate as well on the assessment of this module by the participants (skills acquired and impact on their teaching practice) and an observer coming from FEDEC Reflection group (programme comprehensiveness, group dynamics, module structure) and on the set-up of the pedagogical tool.

This Continuing Education programme will be implemented in 2013-2015 with a European funding to be applied for in early 2013.

2. Schedule/Content of the module



Please feel free to contact Mathilde Robin mathilde.robin@fedec.eu or +32 (0)2 678 09 98 for any further question.

Duration: 5 full days of work

The organisation of the daily working session will follow this pattern:

Mornings:

1. Presentation from the experts from a technical viewpoint with different educational approaches. The focus will be put on innovative approaches in terms of circus arts teaching around the various aspects specific aerial straps: vocabulary , specific physical conditioning, rigging and safety, etc.. to set a common ground and understanding of the discipline, the vocabulary, the pedagogy.
2. Implementation of the approaches with students from the host school

Afternoons:

3. Examples and testimonies in terms of artistic research and accompanying students in a creative process
4. Roundtable with all contributors/participants to draw a synthesis of the different contributions of the day and prepare the writing of the chapter.

Other additional activities will be organised as well (welcome meeting, visit of the host school, show, tbc later).

A detailed programme of the module and the different experts/participants will be sent in early January, 2012.

3. People taking part the module

This call for contributors/participants is launched to the entire FEDEC network and addresses first **Aerial Straps teachers** that may come along with some of their current students as an exception.

We will give the priority to:

1. People applying to be internal and external experts

- Teachers that offer themselves to speak about and share their knowledge about teaching aerial straps and design of the future pedagogical tool
- Persons appointed by a school who offer to deliver a speech and share an approach and/ or innovative perspective in the following fields:
 - Circus arts pedagogy and accompaniment of students
 - Artistic creation process
 - Innovation with the apparatus
 - Rigging and safety
 - Specific physical conditioning

2. People willing to be "participants"

- teachers that detail their needs and expectations in terms of continuous education and how they plan to implement what they learn upon their return to their school.

Please note that school management a responsible for the selection of the experts and participants and for introducing their "application" to FEDEC to participate in this module.

This week is NOT a master-class that aims at improving students/teachers mastering of aerial straps.

To take part to the exchange, please fill in the enclosed form at the end of this document, and indicate whether :

- you want to be an expert: what would be your contribution and which skills you can offer



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- you want to be a participant : your needs and expectations in terms of professional development and how you'll apply them after the module.

Working languages will be English and French, and a translation will be available during the exchange.

4. Logistics

This module is funded neither by a specific European Programme nor by a Canadian one, thus **your school is responsible for all expenses of the participants you send** : travel and transports, wages of your teacher, accommodation and food of teachers and students sent by your organisation.

We are closely working with the National Circus School so that affordable costs are found for accommodation/food for all. *It will be inquired how students could be hosted for free at the house of other students from NCS.*

FEDEC team is available to answer any request that will help you to apply for a local funding.

For example, French and Belgian students and teachers under 35 could apply for a special travel grant from one of European sections of the Office Franco-Québécois pour la Jeunesse (www.ofqj.org) or Quebec-Wallonia-Brussels Agency (<http://users.skynet.be/bij/oqwjbij.htm>).

Further logistical information will be provided to you after the list of experts and participants is confirmed.

5. Writing/Publication of educational tool

The content of the module will be edited in an Educational tool written in French and English, and disseminated through the FEDEC website : <http://www.fedec.eu/resources.1637.html>

Internal and External experts are expected to give an electronic version of their presentation before the module whether in French or English.

The Chapter will be written according to a predefined pattern (see below) and editorial guidelines discussed by the network (please refer to the preamble http://www.fedec.eu/datas/files/fedec_chap1_training_en_web_2010.pdf and to the stakes and challenges described at the beginning of this document).

Chapter's Content	Explanation of the content
1 Introduction : <ul style="list-style-type: none"> • History • Philosophy, ethics 	Introduction and display of the discipline
2 General points : <ul style="list-style-type: none"> • Working tool Description • Materials and methods to construct the apparatus 	Description of the apparatus/equipment
3 Context of the environmental practice: <ul style="list-style-type: none"> • Management of the apparatus • Safety measures to be put into place whilst training. 	Targets primarily the teacher, deals with the management of the apparatus that is described above
4 Prerequisite : <ul style="list-style-type: none"> • Fundamentals required to be able to practice the discipline • Description of the individual 	The student comes in. The educational relationship starts. It will help to conduct an analytical evaluation of the individual that learns

	the circus skill.
5 Pedagogical and Educational Methodology specific to that circus skill: <ul style="list-style-type: none"> • Planning of the training of the discipline in time (setting out educational objectives overtime) • Scheduling of the discipline : quantitative and qualitative (how many times per week, how long, resting times, and so on) 	Big section which requires some work to be well defined. <i>(General teaching methodology could be the subject of a cross-functional chapter)</i>
6 Contents : <ul style="list-style-type: none"> • Classification of elements by family and then in each family will be defined : <ul style="list-style-type: none"> ○ Basic elements ○ Intermediary elements ○ Advanced Elements ○ Sequences of elements • Complementary Workshops • Specific Physical Preparation 	All that allows the progress and development of the individual. In the sequences, we will include the evolutionary path of the student and his/her development base on sensations. The way to master a technique should relate both with sensations and with a biomechanical understanding.
7 Research and Innovation	

The chapter includes as well a **lexicon** and **Book references**.

6. Provisional Calendar

Dates	Action
2nd December 2011	Sending of Call for Contributors/Participants
16th December 2011	Closing date for answering the Call for Contributors/Participants
18th to 20th December 2011	Committee to consider and shortlist the applications from potential contributing experts/participants
20th and 21st December 2011	Experts and Participants list is confirmed.
January 2012	Logistics aspects dealt with National Circus School (accommodation, catering and meals, ...) Module Attendees report their arrival date and schedule. Pedagogical Coordinator organises and schedules experts' contribution
14th February	Logistics Recap and Week programme to be sent to module attendees.
Week 7 and 8 13th to 25th February	Experts give a scheme of their future presentation and the final comprehensive programme of the work programme is designed to be given to all participants.
Week 12 19th March to 23rd March Montreal (CA)	Module in Montreal Collate experts presentation. Video and photo Shooting

Weeks 13 to 16	The content of the chapter is written by pedagogical Coordinator in cooperation with the different experts.
Week 17	First Content of the chapter is reviewed and validated by the participants of the module and focus group nb2. and Managing Board during Internal Conference in Berlin.
Week 18 to 22	« Test-phase » for the chapter : experts and participants use it in their teaching practice and assess it as a pedagogical tool.
Week 23	Collate assessments from experts and participants
Week 24 to 25	Synthesis by Pedagogical Coordinator
Week 26	Validation by Committee
Week 27 to 29	Translation and lay-out
Week 29	Final edition/ proofreading of the laid outs version in French and English. Committee meeting in Grugliaso, Italy.
Week 30	Publication on the FEDEC website and distribution to the network

REPLY FORM

School name:
 Person in charge of this participation in the school (contact for the FEDEC) :
 Email :
 Other relevant person with contact details, if need be:

Our school would like the following persons to take part to the Aerial Straps Module:

1. As Experts

	First Name/Last Name	Speciality	Have been teaching for (number of years)
1.			
2.			

*Please mention the topics you propose to deal with among the following (you can mention several).
 Topics in bold are the most needed.*

- | | |
|--|---|
| <ul style="list-style-type: none"> - <input type="checkbox"/> History of the discipline - <input type="checkbox"/> Description/making of the apparatus and technical innovation - <input type="checkbox"/> Pedagogy of the discipline <ul style="list-style-type: none"> o <input type="checkbox"/> overall pedagogy of circus arts o <input type="checkbox"/> specific teaching methodology for Aerial Straps o <input type="checkbox"/> use of video in the learning process o <input type="checkbox"/> creation of pedagogical tools / teaching aid | <ul style="list-style-type: none"> - <input type="checkbox"/> Artistic approach/ experience of artistic approach - <input type="checkbox"/> Security - <input type="checkbox"/> Pre-requisites for Aerial Straps - <input type="checkbox"/> Specific conditioning /further workshops - <input type="checkbox"/> Teaching of Aerial Straps technique: <ul style="list-style-type: none"> o <input type="checkbox"/> basics o <input type="checkbox"/> intermediate elements o <input type="checkbox"/> advanced elements o <input type="checkbox"/> chains/routines - <input type="checkbox"/> Ethical questions |
|--|---|

If you would like to suggest other topics, please mention them here:

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If you know of external experts that may contribute to these topics, please give us their contact :

.....

2. As participants (teachers or students) :

Name and lastname :Speciality :

Teachers : Have been teaching for (number of years):

Students : have specialised themselves in Aerial Straps for how many years:

Expectations regarding the module and needs in terms of continuing education:

.....

Type of students the teacher teaches

- | | |
|---|--|
| <input type="checkbox"/> leisure/recreational | <input type="checkbox"/> preparatory |
| <input type="checkbox"/> vocational programme students | <input type="checkbox"/> Higher Education programme students |
| <input type="checkbox"/> Continuous Education for artists | <input type="checkbox"/> Continuous education for teachers |

Please feel free to detail what could be your contribution/ your expectations in addition to this form.

By filling in this form and sending it back to the FEDEC, you acknowledge you have read and fully understood all the information contained in this document.

Signature of person in charge mentioned above



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