

MAILLONS

FEDEC CHARTER

ETHICS AND DEONTOLOGY IN CIRCUS ARTS

EDUCATION AND TRAINING



FEDEC

EUROPEAN FEDERATION
OF PROFESSIONAL
CIRCUS SCHOOLS

02	01	THE DUTIES OF THE TEACHER
02	02	THE TEACHER AND THE STUDENT BODY CONTACT
03	03	THE TEACHER AND THE EDUCATIONAL TEAM
04	04	THE TEACHER AND THE SCHOOL INSTITUTION

SCHOOL INSTITUTION: Generic term representing different types of FEDEC member schools: secondary, vocational or higher education schools (secondary A-level with Circus Arts as an option, training centers, vocational schools, circus arts department as a part of a university or college etc.).

PROFESSOR: A generic term representing different types of teachers in FEDEC member schools and training centers (teachers, speakers, lecturers, professors, etc.).

STUDENT: A generic term representing different types of students in FEDEC members schools and training centers (apprentices, pupils, students etc.).

For definitions of the terms please see the Terminology of European education and training policy A selection of 100 key terms , Luxembourg: Office for Official Publications of the European Communities, 2008 ISBN 92-896-0472-7, © European Center for the Development of Vocational Training, 2008 http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/369/4064_en.pdf

MAILLONS

FEDEC CHARTER

ETHICS AND DEONTOLOGY IN CIRCUS ARTS
EDUCATION AND TRAINING

FEDEC

EUROPEAN FEDERATION
OF PROFESSIONAL
CIRCUS SCHOOLS

01

THE DUTIES OF THE TEACHER

The teacher is in a position where he is accessible to a young person and can give him his attention. He supports the student's project while taking into account the student's characteristics and performances. This role calls for him to no longer make reference to himself or his previous career, but instead keep his own impressions and models of introspection at a distance in favour of openness to others and shared discovery.

He continually questions his practice, attitudes, reactions and relationships to perform his job "with full consciousness" while continually questioning his skills and the procedures he uses. This "introspective position" and continual self-assessment enables him:

- to carry out his job and his role as a teacher without tipping over into the private sphere;
- not to impose too restrictive a vision of the work and to develop his own teaching style;
- to examine his subjective position in relation to the student.

The teacher should "put the human factor before everything else" and always favour human issues in his judgements: motivation, contribution, self-esteem, anxiety, feelings...He should match his approach and training process to the student's pace and needs, to the detriment of any yearning or pursuit of a vain validation of his own worth.

02

THE TEACHER AND THE STUDENT

The teacher always favours an educational and understanding attitude towards the student's behaviour, in respect of individual differences (age, gender, personality, culture...). This attitude must be combined with encouraging the student to assume more responsibility and continually stimulating, by all known educational avenues, his commitment to his training and the preparation of his project.

The empowerment of the student, his socialization and the construction of his identity remain the major issues in the training process. The educational link serves these objectives.

The teacher continually questions his own position in relation to the student, as well as the request and the (transferred) expectations of this student. Doing so guides him in adapting his role.

Competitive and jealous behaviour or emotional demands between students within the group are handled fairly by the teacher with the aim of resolving them equitably.

The teacher is held by a duty to provide the best effort, not a duty to achieve specific results. The resources and approaches used by the teacher (scheme of work, content, objectives, assessment methods...) are clearly and precisely explained and communicated to the students. His competency and responsibility are not assessed through student success or integration into the professional world. Preserving the student's psychological and physical integrity is always worth more than meticulous achievement of performances.

Supporting a student with his project and giving him educational guidance cannot be confused with prescriptive tuition. Any form of student dependence, even if it is sought by the student, must be examined and questioned on its limiting effects in the medium and long-term.

03

THE TEACHER AND THE EDUCATIONAL TEAM

The teacher maintains a positive and encouraging attitude towards the students' efforts. He gives students individual attention, but also encourages sharing knowledge and guidance between peers and makes the most of group resources so that everyone benefits.

The teacher continually adjusts his emotional distance to the student according to the latter's emotions, psychological state and future projections. This adjustment aims to give optimum support, but also respects the limits of his professional responsibility and the non-intrusion into the student's private sphere.

Within a system of complex interaction (training, life as a student, relationship with families and loved ones...), the teacher keeps an eye out for signs of subjective well-being, or dysfunctions, shown by the student, with the aim of sorting out and anticipating crises or accidents.

BODY CONTACT

Close contact with the student's body is an essential part of the circus arts education and training process and experience. However, the teacher should continually make sure to:

- cancel out any impressions of flirting, over-familiarity or devalorisation/depreciation created by this closeness or clothing;
- preserve the integrity of the student's body and instil in him a cautious attitude in relation to risk;
- pass on requirements in regards to personal hygiene, diet, recuperation etc. in keeping with the physical, psychical, emotional investment that is required.

In the artistic domain, the student's body conveys personal expression, creativity and a capacity for improvisation or innovation which should be recognized and allowed to assert itself.

Each teacher maintains a relationship of respect, reciprocal trust and mutual listening with the members of the educational team. A strong and cohesive educational community around an educational project can be created with this attitude, where cooperation and communication prevail without affecting individual responsibility and where everyone benefits from mutual enrichment.

The partnership between teachers includes sharing knowledge and experiences, giving and receiving information about students, delegating issues to a peer or supporting the latter if there is a problem.

Peer accessibility and communication between team members aims to resolve problems, supplement and coordinate individual contributions, attain an awareness of the efforts and difficulties of each person and combine their efforts for the benefit of the team project.

The confidentiality agreement relevant to the team and the content of its meetings serves to reinforce everybody's educational responsibility and its relevance in uncertain situations.

Every teacher receives (and offers) within the team unconditional moral and functional support for their ventures; with this aim in view, each individual gives their utmost attention to summary meetings, group talks and comparisons of experiences without judging the opinions or confidential positions of his peers.

The combined analysis of observations and regular exchanges within the team allow each teacher to spot signs of dysfunction in students and to adjust preventive measures.

04

THE TEACHER AND THE SCHOOL INSTITUTION

The teacher reflects in his work the directives and the organisational or statutory methods recommended by the institution and its authorities, particularly towards students.

In return he receives from the organisation a framework and a system that firmly and legitimately supports his responsibility and status. The institution symbolically and legally protects the teacher and supports his authority. It exhibits and defends the values of the circus world which the teacher passes on in his educational and humane actions.

The school supports and encourages lifelong learning opportunities and processes for its teachers, especially when this additional training confirms the school proposals regarding health, safety, reinforcement of student skills, etc.

Besides turning to the other members of the educational team, the teacher can inform school management if he is in difficulty or concerned, in order to draw up an effective and compatible strategy with the institution. Approaching existing line managers aims to protect the teacher and help him resolve contentious situations in his work.

The various systems of coordination, collective development and situation analysis recommended and set up by the institution represent opportunities for developing strategies and reinforcing skills.

ACKNOWLEDGEMENTS

The FEDEC would like to thank all the participants for their time and their contribution to this project:

- all the members of the FEDEC network
- educational directors and educational teams of FEDEC member schools and training centers
- the associated expert to the workshops and the charter, Mr Marc Levêque
- the team in charge of coordinating the MAILLONS project

The FEDEC would also like to thank those who made this project possible and support its activities :

The European Commission (DG– Education and Culture - Programme for education and lifelong learning), the Executive Agency “Education, Audiovisual and Culture” (EACEA), Cirque du Soleil, Franco Dragone Entertainment Group and Cirque Phénix.



CIRQUE DU SOLEIL



MAILLONS / FEDEC Charter – Ethics and Deontology in circus arts education and training

Published by European Federation of Professional Circus Schools (FEDEC)/

Editor in charge: FEDEC International non-profit organisation / Timothy Roberts, president

Text authors: Associated expert Marc Levêque from inputs of the educational directors and teams of FEDEC member schools and training centers, and the focus group leaders –

Marc Lalonde, Martin Gerbier, Martine Leroy, Paolo Stratta /

General project coordination and management: Danijela Jović / Translation: Joanne Sharpe / Proofreading:

Timothy Roberts / Graphic design: Émilie Anseeuw / © photos: Académie Fratellini - Véronique Bury

© FEDEC 2012

www.fedec.eu



FEDEC

EUROPEAN FEDERATION
OF PROFESSIONAL
CIRCUS SCHOOLS