



## **Ethics of Being a Teacher**

### **1. Power structure**

Remember when you are leading a class you are building trust with your students, which means what you say and lead will have weight behind it. Your words have power. As teachers we need to lead with integrity and no judgement. All your students come with different abilities. Being not only mindful but helpful in a non-alienating way. We have a responsibility to not take advantage of that trust. **Learn how to set boundaries with your students** and stick to those boundaries.

### **2. Be humble. Don't rest on your laurels**

Getting comfortable with what you are teaching is great, however, we can always learn more and do better. Staying humble means you know you don't know everything.

Getting feedback from your students is not a bad thing. This usually means they want to help you grow. It can be tough to hear feedback but it can be helpful. Stay open-minded.

Example of feedback:

1. Student: "That class was way too hard for me."

Teacher answer: "There are ways we can create more ease. Let's take out the weights or resistance band. Remember don't be afraid to move slower than my count."

2. Student: "I couldn't hear your verbal instructions clearly during the class."

Teacher answer: "Thank you for letting me know, I will make sure to lift my volume, that is helpful."

### **3. You have a responsibility to show up with knowledge, good health and be presentable**

Being prepared is our responsibility, not only to give a great and safe class but to promote ourselves in a way that cares about our students. If we are not feeling well, reschedule your class or get it covered.

### **4. You have the responsibility to constantly build your knowledge base and improve yourself**

The learning does not stop here. We can always learn more. In fact, we should continue our education. Read more books, listen to more podcasts, take more training, workshops, and practice! Taking other teachers classes and other movement modalities can help build a well rounded understanding.

### **5. Asking for permission to touch them (consent)**

Almost always in a Barre Affect Method class you will never need to adjust or touch your students. However, as your students learn from you, they will start to trust you and may ask you before or after class to help with a movement. IF it is necessary to touch them ASK FOR CONSENT. Before you place hands on any students (even if you know them well) ask yourself, have I used all the ways I've learned to cue them? Using kinesthetic cueing is best, getting students to place their own hands on the spot you want them to feel.

### **6. How we speak about body image is important**

We chatted about this in Lesson 4.

We should not be teaching with any bias on the body. We celebrate who we are, how strong we already are and how much we are capable of! All abilities come in different shapes, sizes and colours. Being "healthy or fit" does not look one way.

Avoid phrases like

- muffin top
- jiggly bits
- bat wings
- beach body
- calories
- suck it in
- earn that food

### **7. Stay in your scope of practice**

You are not a doctor, or therapist. As someone who has been teaching for over 7 years I often get tough questions that are for a doctor or therapist. The most powerful thing you can say is **"I don't know, but let me refer you to someone."**

### **8. Be respectful of other teachers and schools of training**

It is our responsibility as a teacher to respect other classes, teachers and trainings.