

## **Call for Contributions**

### **Focus on Education Special Topic Edition**

### **Celebrating Our Centenary (Issue 25 due out March 2020)**

In the lead up to the RAD's Centenary in 2020, dance teacher education and training is yet again under scrutiny. At the onset of establishing the organisation, the ethos of the RAD was driven by the need to improve the standards of teaching. Much had been done across the century to develop the modes of teacher training since the first three-year teacher training course offered by the RAD in 1946. In the 21<sup>st</sup> century, we are still seeking 'best practice' in teacher training and how best to evolve our practices in order to support our students' learning journeys: What informs our approach(es) to dance teacher training? How do past and present practices inform our vision for good practice in teaching dance? What are the innovations for dance education and training on the horizon? A special topic edition of *Focus on Education* will be focussed on reflections on dance education and training as we near 'Towards our Centenary', marking the breadth and variety of interests within RAD's teaching communities, as well as the interconnections that arise through reflecting on past, present and the speculative future practices. This edition of *Focus on Education* offers opportunities for staff, alumni and, potentially current postgraduate students, to share their reflections on the RAD's legacy in dance education and teacher training.

Articles of approximately 2000–2500 words should address one of the following topics:

- The role of dance teachers, students and organisations to support and facilitate the good practices in dance education
- Reflections on past and/or current models of teacher training
- Progression and developments in philosophies on dance and dance education different sectors and national and/or global contexts, including various professional, educational and cultural contexts including: Higher Educational, recreational and research settings
- Teaching dance through different perspectives, including dance criticism, scholarly analyses, the phenomena of popular dance competitions including *So You Think You Can Dance*, *Got to Dance*, *Strictly Come Dancing* and *Dancing with the Stars*.
- Teacher training and diversity in dance, including the challenges for a spectrum of participants (young, older, 'gifted and talented', abled and (dis)abled)
- Local and global practices in dance education and training, including: ballet, contemporary dance, site specific or environmental work, people's dances and popular dance forms including (but not limited to) street dance, social and folk dance
- The impact of technology in teacher training courses, including digital media, social media, and traditional and/or innovative methods of assessment

**Deadline for the submissions is Monday 02nd February 2020.** Article submissions should be presented in Word format, following the Submissions Guidelines. Accompanying images should be in high-resolution format (300dpi), sent as attachments in an email (or via a filesharing system such as [www.wetransfer.com](http://www.wetransfer.com)). Proposed captions and photo credits for each photo are to be included in the main text of the article, placed where the images are most appropriate. The editorial processes within the Faculty of Education and the RAD at large may override the author's wishes.

Article submissions and images are to be sent to the Production Co-Ordinator ([mrostant@rad.org.uk](mailto:mrostant@rad.org.uk)) and the Editor ([kfarrugiakriel@icloud.com](mailto:kfarrugiakriel@icloud.com))

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