DIPLOMA OF CLASSICAL BALLET TEACHING



ROYAL BALLET SCHOOL

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Cohort 2024-2026

WELCOME

For 100 hundred years, The Royal Ballet School has been at the forefront of training dancers and teachers to the highest international standards. Our centenary marks not only a celebration of this heritage, but our renewed commitment to shaping the future of classical ballet education. The Diploma of Classical Ballet Teaching (DCBT) represents the next evolution of our teacher training provision: a rigorous, contemporary pathway grounded in the School's pedagogical philosophy and informed by the needs of today's learners, teachers and industry.

The DCBT has been designed for those who wish to develop a deep, structured understanding of classical ballet technique and pedagogy, whether transitioning from a professional dancing career, beginning their teaching career, or seeking to formalise and extend existing experience. The programme offers a clear, progressive route into teaching, with the option to exit after Year 1 with the Foundation Diploma or continue into Year 2 to complete the full Diploma. A BA (Hons) Top-Up is currently under consideration as a potential degree-level progression route for eligible students.

Our holistic approach places pedagogy at the centre of training. Students learn not only what to teach, but how to teach. We help our teachers to develop the clarity, confidence and professional judgement required to support dancers at different stages of development. Our programme blends theoretical study with practical application, reflective practice and teaching practice, ensuring that learning is both intellectually robust and grounded in actual teaching contexts.

The hybrid delivery model reflects the realities of modern teaching careers. Through a combination of online learning, in-person intensives, collegial days and supervised teaching practice, students will benefit from regular contact with our world class faculty while maintaining work, teaching and family commitments. This flexible structure allows students from across the UK and internationally to access the School's expertise without relocating or stepping out of their professional lives.

Throughout the programme, students join a supportive and collaborative learning community. They will engage with peers from diverse backgrounds, observe classes across the School's training sites, and receive personalised feedback from experienced mentors. This integrated approach ensures that each student develops a strong pedagogical identity, grounded in the School's values of artistry, discipline, curiosity and care.

We are proud to offer a pathway that honours our heritage while embracing the future of dance education. Whether you are beginning your teaching journey or seeking to deepen your practice, the Diploma of Classical Ballet Teaching will help to provide you with a rigorous, inspiring and transformative foundation for a career in classical ballet teaching.



Karen Berry

Karen Berry
Head of Teacher Training

PROGRAMME OVERVIEW

The Diploma of Classical Ballet Teaching prepares professional dancers, novice and experienced teachers to deliver classical ballet training to an exceptional standard. The programme provides a rigorous foundation in both technical and creative pedagogical approaches, drawing on The Royal Ballet School's vocational vocabulary, methodology, and the most current research in dance education and training.

Delivered through a blend of online learning and on-site intensives, the programme offers a deep technical understanding, rich pedagogical development and meaningful teaching practice, all shaped by the School's century of expertise.

Two qualifications are currently available:

- Foundation Diploma (one year part-time exit award)
- Diploma of Classical Ballet Teaching (two years part-time).

Foundation Diploma (Year 1 exit award)

An optional exit point after Year 1 of the DCBT programme. The Foundation Diploma provides a one-year introduction to classical ballet pedagogy, technique analysis and teaching foundations. Ideal for current or former professional dancers seeking a foundation in instruction and teaching, and early career teachers seeking to formalise their knowledge.

This qualification is internally validated by The Royal Ballet School at Level 5.

Diploma of Classical Ballet Teaching

A two-year programme. Progression into the second year of study requires a successful pass level in Year 1 and an ability to effectively demonstrate the vocabulary learned in Year 2. Year 2 deepens pedagogical skill, dancer's health and well-being, curriculum understanding and practical teaching experience across a range of learning environments. Students focus on pre-vocational or vocational training. Suitable for current or former professional dancers seeking an industry recognised teaching qualification and experienced teachers (Level 4) seeking to develop their teaching skills, practice and contextual knowledge and understanding.

This qualification is internally validated by The Royal Ballet School at Level 6.

BA (Hons) Top-Up

Potential future pathway under consideration.

A third year, degree-level progression route available to those who have successfully gained entry into Year 2 of the DCBT.

This qualification would be externally validated by a university partner.

DELIVERY MODEL

Our teacher-training pathway is delivered through a flexible hybrid model that combines the depth of in-person study with the accessibility of high-quality online learning. This approach allows students to benefit from The Royal Ballet School's world-class expertise while balancing work, teaching commitments and/or family life. Our hybrid delivery model blends five modes of learning allowing students to access world-class training while balancing work and life commitments.

Students will learn through five core modes of delivery:



1. **Online learning**

Seminars, lectures, demonstrations and guided tasks delivered through our digital learning platform. These sessions build theoretical understanding, pedagogical knowledge and reflective practice.

2. **Intensive training blocks**

In-person intensive training blocks held at White Lodge or Upper School, or another appropriate setting.

Intensives offer:

- Immersive practical study
- Technique analysis
- Teaching practice
- Direct feedback from our expert faculty.

These blocks provide the depth and nuance essential for high-level teacher training.

3. **Collegial days**



Monthly in-person days during term time at White Lodge or Upper School, or another appropriate setting (with online participation available when in-person attendance is not possible).

Collegial days offer:

- Connection with peers and opportunity to come together as a learning community
- Class observations – Associate Programme and full-time training across White Lodge and Upper School
- On-site lectures and discussions
- Practical classes including teaching practice with peers
- Engagement directly with faculty.

These days offer a more intimate learning environment and allow students to experience the School's teaching culture first-hand.

4. **Teaching practice**

A core element of the pathway, giving students the opportunity to apply their learning in real teaching environments and develop confidence, clarity and professional judgement.

Year 1: Independent teaching practice
Students complete their independent teaching hours in their own setting. This allows them to begin applying foundational pedagogical principles supported by structured tasks and reflective guidance. Teaching practice may be through regular taught classes, or teaching at workshops, intensives and company classes.

Year 2: Supervised teaching practice
Alongside continued independent practice, students also receive supervised teaching practice supported by expert mentors. Supervised practice can take place in a range of locations:

- Students within travelling distance of the School or one of our UK Associate Programme centres and Partner Schools will be offered supervised teaching opportunities arranged by the School
- Students who are not within travelling distance may organise supervised practice in their own setting, subject to approval.

5. **Self-directed study**

Time allocated for reading, reflection, tasks, assignments, and portfolio development scheduled in the student's own time.



HOW YOU WILL LEARN

What makes our delivery model distinctive is its balance: it offers the richness of in-person conservatoire training, the flexibility of online study, and the authenticity of real-world teaching practice. Students benefit from consistent contact with our expert faculty, a strong peer community and a rhythm of learning that supports deep, sustained development.

Five modes of learning



Online learning

Live or recorded seminars, lectures and demonstrations delivered through our digital platform.



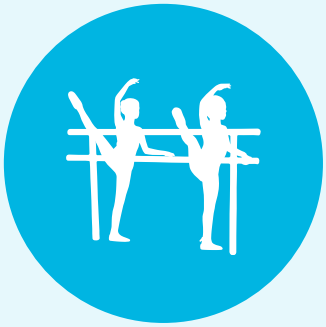
Intensive training blocks

Termly in-person practical training at White Lodge or Upper School, including technique analysis and faculty feedback.



Self-directed study

Reading, reflection, assignments and portfolio development completed in your own time.



Teaching practice

Real-world teaching experience:
Year 1: Independent teaching practice
Year 2: Independent and supervised blocks with the opportunity to be mentored at White Lodge or Upper School.



Collegial days

Monthly in-person (or online) days for peer connection, class observation, concept-based sessions and practical workshops.

Each month you will have:

- 1x online learning session
- 1x collegial day
- Ongoing self-directed study (excluding scheduled holiday periods).

Across the year/s (Jan-Oct), you will complete:

- 3x Intensive training blocks
- 30 hours of independent teaching practice (Year 1)
- 60 hours of independent teaching practice (Year 2), inclusive of supervised blocks.

LEARNING SCHEDULE

Length of study

Year 1: January 2027 – October 2027 | Part-time (Foundation Diploma/DCBT Year 1)

Year 2: January 2028 – October 2028 | Part-time (DCBT Year 2)

BA (Hons) Top-Up: potential future pathway under consideration

In addition to guided learning, students should plan to dedicate the equivalent of one-two days per week to independent study across the programme. During the 10-month study period (January–October), a study-free period will be scheduled.

Schedule

Your learning is delivered through a structured rhythm of online sessions, in-person training blocks, monthly collegial days, teaching practice and self-directed independent study.

1. Online learning

- Once a week, during the last full week of each month, scheduled between Friday and Sunday during term time
- Morning or afternoon session
- Attend live for synchronised learning.

2. Intensive weeks

On-site attendance at The Royal Ballet School (White Lodge, Upper School or another appropriate setting). Three intensive blocks in both Year 1 and Year 2.

- Spring intensive: five days
- Summer intensive: three days
- Autumn intensive: two days (including practical assessment).

3. Collegial days

- Once a month during term time – 2027 dates confirmed on offer of place
- Attend in-person at White Lodge, Upper School or another appropriate venue or online.

4. Teaching practice

Year 1: Independent teaching practice

- Completed in the student's own setting, scheduled in student's own time (requirement: 30 hours across the year).

Year 2: Independent and supervised teaching practice

- Independent practice continues in the student's own time
- Two supervised teaching blocks scheduled at mutually agreed times (requirement: 60 hours across the year).

5. Self-directed study

Scheduled in student's own time. Students should set aside the equivalent of one-two full days a week for self-directed study as well as time spent on sections 1-4 above.

PROGRAMME AIMS AND LEARNING OUTCOMES

The Diploma of Classical Ballet Teaching is designed to develop knowledgeable, reflective and skilled classical ballet teachers who can work confidently and ethically across a range of educational, recreational, and vocational training contexts. The programme aims to develop deep pedagogical understanding, technical clarity and professional judgement, grounded in The Royal Ballet School's System of Training and informed by contemporary research in dance education, child development and dancer health.

The programme provides a progressive two-year route into teaching, with the Foundation Diploma (Year 1) offering a solid grounding in pedagogy and technique analysis, and Year 2 extending this into advanced practice, supervised teaching and broader professional competencies. Together, these stages prepare our trainee teachers for the demands of teaching in pre-vocational, vocational and recreational settings, and for further study at degree level.

Aims

The programme aims to:

Develop pedagogically informed teachers who understand how students learn and can apply a range of teaching strategies to support progression.

Build deep technical knowledge of classical ballet vocabulary, movement principles and safe progression, aligned with the School's System of Training.

Develop reflective practitioners who can analyse their teaching, evaluate impact and adapt practice in response to their learners' needs.

Strengthen professional judgement in relation to safe practice, dancer health and well-being, safeguarding and ethical responsibilities.

Provide real-life teaching experience through independent and supervised practice, enabling students to apply learning in real-world contexts.

Foster confident communicators who can articulate corrections, feedback and technical concepts with clarity and precision.

Support career development by equipping students with the knowledge, skills and behaviours required for employment in diverse teaching environments.

Prepare students for further study, such as the BA (Hons) Top-Up, a potential future pathway under consideration.

Programme specific: Key learning outcomes

Foundation Diploma (Year 1)

Students will demonstrate:

- Knowledge and understanding of educational theories
- Foundational pedagogical knowledge in their practice
- Knowledge and understanding, and application of the foundations of classical ballet technique
- Secure understanding and demonstration of vocabulary and movement principles aligned with the School's System of Training up to Year 8 and in a range of settings
- Ability to plan and design effective *enchaînements* and learning activities (up to Year 8) that match planned aims and learning outcomes
- Ability to plan and deliver simple, structured and effective classes
- Ability to use reflective practice to evaluate their own teaching practice
- Safe and appropriate demonstration skills
- Understanding of dancer health and well-being, including anatomical, physiological, psychological and developmental considerations relevant to the training of young dancers
- Awareness of the settings in which dance education and training are delivered and the associated opportunities for career development
- Awareness of professional responsibilities.







Diploma of Classical Ballet Teaching (Year 2)

Building from Year 1, students will demonstrate:

- Advanced pedagogical understanding: explain key theories of learning, child development and motor skill acquisition relevant to dance training
- Ability to analyse the structure and rationale of The Royal Ballet School's System of Training and its application across the Long-Term Dancer Development Framework (LTDD)
- Secure understanding and demonstration of vocabulary and movement principles aligned with the School's System of Training from Year 9 to Year 13, or international equivalent
- Confident application of technique, integrating musicality, artistry and expressive qualities into teaching
- Ability to teach in recreational, pre-vocational or vocational settings
- Effective use of supervised feedback to refine practice
- Ability to critically reflect on their teaching practice and identify areas and strategies for development
- The ability to apply feedback and adapt practice accordingly
- Strong professional judgement and decision-making
- Critical understanding of dancer health and well-being, including physical, psychological and developmental considerations, and the ability to apply to support long-term dancer development
- An ability to articulate a personal philosophy of dance teaching and learning
- Awareness of societal issues that affect ballet practice and career development.

CURRICULUM AND MODULES

The curriculum of the Diploma of Classical Ballet Teaching provides a structured, progressive route into classical ballet teaching. Year 1 (Level 5) establishes foundational pedagogical, technical and professional knowledge, while Year 2 (Level 6) extends this into advanced practice, supervised teaching and broader professional competencies. Together, the two years prepare students to teach confidently across recreational, pre-vocational or vocational settings.

Year 1: Foundation Diploma of Classical Ballet Teaching (Level 5)

Five modules: 3 x 30 credits, 1 x 10 credits, 1 x 20 credits (120 Credits)
Validated by The Royal Ballet School

The Foundation Diploma is a standalone qualification and may support entry into teaching roles in recreational or early-stage vocational training environments. It also provides a strong grounding for those working in wider artistic or educational roles where a clear understanding of classical ballet pedagogy is essential, including rehearsal assistants, répétiteurs, studio coordinators, and those in management positions in dance schools or companies. The programme offers a structured overview of teaching principles, technical progression and The Royal Ballet School System of Training, giving graduates a solid foundation to contribute confidently in a range of professional contexts.

Module 1: Ballet technique: principles and practice (30 credits)
This module introduces the foundations of classical ballet technique and vocabulary across early years, recreational and pre-vocational levels up to Year 8. Students develop secure technical understanding and the ability to plan, design and demonstrate effective enchaînments to match planned aims and learning outcomes.



Indicative content:
- Foundations of classical ballet teaching
- Ballet skills – vocabulary for Preschool and under 8s, Years 5-8
- Use of music
- *Enchaînement* construction: Primary School – Year 8.

Module 2: Pedagogy: principles and practice (30 credits)
This module develops core pedagogical knowledge, understanding and skills, enabling students to plan, deliver and evaluate effective ballet classes.



Indicative content:
- Teaching methods
- Learning and education theories
- Planning: aims, learning outcomes
- Class management
- Inclusive pedagogy
- Feedback strategies
- Assessment
- Teaching practice.

Module 3: Reflective practice (20 credits)
Students develop reflective and analytical skills through structured observation and shadowing in recreational and pre-vocational settings. Students develop evaluation and planning skills to support the development of their practice and future careers.

Indicative content:
- Observation, shadowing and reflective practice
- Recreational and prevocational settings
- Frameworks of reflection, evaluation and planning.

Module 4: Healthy dancer: physical, psychological and safe practice (30 credits)
Students explore the physical and psychological factors that underpin safe, healthy and effective dance training.



Indicative content:
- Introduction to physical and psychological well-being
- Functional anatomy
- Introduction to child development and learning theories
- Introduction to LTDD (Long Term Dancer Development Framework)
- Nutrition
- Safe practice frameworks.

Module 5: Professional practice: responsibilities in the workplace (10 credits)
This module introduces the professional, ethical and legal responsibilities of the dance teacher. Students gain an understanding of safeguarding, duty of care, legal frameworks, and basic professional behaviours in UK dance education contexts.



Indicative content:
- Introduction to dance education and training in the UK
- Professional behaviours
- Safeguarding – duty of care
- Legal responsibilities.

Outcome: Foundation Diploma of Classical Ballet Teaching (Level 5)

Students who successfully complete Year 1 may exit with the Foundation Diploma or progress to Year 2 (DCBT), subject to meeting progression requirements.

Year 2: Diploma of Classical Ballet Teaching (Level 6)

Five modules: 3 x 20 credits and 2 x 10 credits (80 credits)
Validated by The Royal Ballet School

Year 2 deepens pedagogical, technical and professional skills, preparing students for teaching in more advanced and diverse settings. Students engage in supervised teaching practice, apply The Royal Ballet School's System of Training with increasing precision, and develop advanced reflective and analytical skills. The year focuses on teaching progression, movement analysis, and the ability to make informed pedagogical decisions for dancers at different stages of development.

Students refine their teaching voice, strengthen their professional judgement, and learn to plan, deliver and evaluate classes with clarity and confidence. Year 2 supports teachers in developing the depth, rigour and adaptability required for higher-level teaching roles.

Module 1: Advanced technique and ballet practice (20 credits)
Students extend their technical knowledge, demonstration and curriculum design to higher levels of classical ballet training (Year 8 upwards).

Indicative content:

- Advanced ballet vocabulary, Years 9-13, in either recreational, pre-vocational or vocational settings
- Pointe work and virtuoso
- Advanced *enchaînement* construction
- Curriculum design
- Creative practice: improvisation and creative tools.

Module 2: Advanced pedagogy – Part A (20 credits)
This module develops advanced pedagogical understanding and the ability to teach effectively, reflect in and out of action, with confidence and clarity.

Indicative content:

- Teaching standards and application
- Ideal practice: teaching strategies and behaviours
- Studio culture: expectations and responsibilities
- Designing schemes of work, lesson plans and content
- Motivation, coaching for advanced dancers
- Embedding evaluation strategies
- Advanced teaching practice in vocational settings Years 9-13* or recreational/pre-vocational settings Years 7-11*
- Effective use of online and AI technology.

*Or International age equivalent



Module 3: Reflective practice – evaluation (20 credits)
Students refine their reflective practice skills through structured observation and evaluation of self, peers and professionals in vocational, pre-vocational and recreational settings, supported by wider research to deepen understanding.

Indicative content:
- Observation in vocational, pre-vocational and recreational training environments
- Applying the reflective practice cycle linking theory to practice
- Evaluating teaching effectiveness
- Adapting and applying strategies for development
- Reviewing appropriate texts, resources and documentation
- Professional dialogue and peer feedback.



Module 4: Dance science (10 credits)
This module explores evidence-informed approaches to training, performance and well-being.

Indicative content:
- Dance science: an introduction
- Science evidenced based/informed teaching
- Growth and maturation
- Flexibility
- Psychological principles that support learning, motivation, engagement and performance in young dancers
- LTDD Framework
- Skill learning: periodisation
- REDs (Relative Energy Deficiency in Sport).

Module 5: Professional practice: advanced responsibilities and reflective decision making (10 credits)
This module develops the student's ability to apply professional, ethical and legal responsibilities in complex teaching contexts. Students critically analyse dance education models, sector expectations, and professional dilemmas, integrating reflective practice into their developing teacher identity.

Indicative content:
- Sector literacy: how various contextual settings operate in the UK and other countries
- Policy interpretation: identifying current government and sector policies, and initiatives, that affect dance education and training in the UK and in other countries
- Professional identity: developing a personal philosophy of dance teaching and learning
- EDI in decision-making and development of practice.

Outcome: Diploma of Classical Ballet Teaching (Level 6)

ASSESSMENT AND PROGRESSION

Forms of assessment

Students will be assessed through a combination of:

Written assignments
Structured tasks that demonstrate understanding of pedagogy, learning theory, technique, safe practice and professional responsibilities.

Practical assessments
Observed teaching sessions, demonstration of vocabulary, *enchaînement* construction and application of safe practice principles. These may take place during intensives, collegial days or submitted via recorded submissions.

Teaching practice portfolio
A cumulative record of teaching experience, reflective tasks, lesson plans, feedback and evaluation.

Reflective tasks
Written or recorded reflections analysing teaching practice, observation tasks and professional development.

Class observation tasks
Structured observation of classes across recreational, pre-vocational and vocational settings, with analysis of teaching strategies and learner responses.

Professional practice assessments
Evaluation of professional behaviours, safeguarding awareness, communication and workplace responsibilities.



Progression from Year 1 to Year 2

Passing Level 5 does not automatically guarantee progression to Level 6. To progress from the Foundation Diploma (Level 5) to Year 2 of the DCBT (Level 6), students must:

- Obtain a successful Level 5 pass in all practical modules
- Demonstrate secure technical understanding and safe demonstration of Level 6 vocabulary
- Show readiness for advanced study through reflective and professional behaviours.

Progression decisions consider the whole profile - technical ability, demonstration quality, pedagogical understanding, reflective engagement, and consistency across the year.







Award of the Foundation Diploma of Classical Ballet Teaching (Level 5)

Progression routes: students who complete all Year 1 modules (120 credits) may:

1. Exit with the Foundation Diploma of Classical Ballet Teaching (Level 5), or
2. Progress to Year 2 to the Diploma of Classical Ballet Teaching, subject to meeting progression requirements, or
3. Progress to BA (Hons) Top-Up, subject to meeting progression requirements for Year 2 DCBT.
   Note: This is a potential future pathway under consideration.

The Foundation Diploma is a standalone qualification.

Award of the Diploma of Classical Ballet Teaching (Level 6)

Progression routes: students who complete all Year 2 modules will be awarded the Diploma of Classical Ballet Teaching (Level 6) validated by The Royal Ballet School.

Graduates are equipped to teach across recreational, pre-vocational or vocational settings and may be eligible for the BA (Hons) Top-Up (potential future pathway under consideration).

Award of the BA (Hons) Top-Up

Potential future pathway under consideration

Students who successfully complete the DCBT (Level 6) may be eligible to progress to the BA (Hons) Top-Up.

ENTRY REQUIREMENTS

There are two application pathways for the Diploma of Classical Ballet Teaching programme. Candidates applying will normally have at least one of the following:

For professional and ex-professional dancers:

- A minimum of two years of professional experience as a dancer with a UK or other internationally recognised company or organisation.

For teachers:

- A minimum of a Level 4 teaching qualification AND
- A minimum of two years' professional experience as teacher.

For applicants that meet the requirements for both pathways, please choose the option more appropriate to your personal circumstances.

For applicants that don't meet the application criteria, you are able to submit an application via the teacher pathway to include a teaching video. When prompted on the application page, please select *None of the above*.

English language requirements

The programme is delivered in English. Applicants should have a level of English that enables them to engage confidently with teaching, discussion, and written assessments.

For applicants whose first language is not English, we typically expect a level of proficiency equivalent to:

- IELTS 6.5 overall (with no component below 6.0), or
- An equivalent English language qualification.

We recognise that applicants may have developed their English skills through professional experience or training. Where formal qualifications are not available, applications may be considered on a case-by-case basis, and applicants may be invited to demonstrate their English through interview or written work.





HOW TO APPLY

Stage 1 – application
- Submit your application based on the route that reflects your experience. Take the eligibility quiz to view your application requirements.

Stage 2 – interview
- Candidates who pass Stage 1 will be invited to a short online interview with a Programme Leader.

Stage 3 – offers
- Offers sent to successful candidates. Acceptance pending references and DBS check (or equivalent in own country).

FEES AND FUNDING

Payment structure: Fees can be paid annually, termly, or through a monthly instalment plan. Applicants will be able to select the payment structure that best supports their circumstances.

Application fee: £90
Registration fee: £145
2027 programme fee: £4630 per year

Current or former professional dancers can access funding for retraining from **Dancer's Career Development**. Check your eligibility **here**.

DBS Checks
A DBS check or equivalent will be required for all successful applicants. Some elements of the programme may require a DBS check. Requirements may vary depending on your location and teaching context. Applicants will be responsible for covering the cost.

CONTACT

If you have any questions, please get in touch at **TeacherTraining@royalballetschool.org.uk**.