



Teaching Principles

“Study is like the heaven’s glorious sun.”
Love’s Labour’s Lost, Act I, Scene I

1. *A commitment to anti-racism*

Shakespeare’s Globe, under the leadership of Professor Farah Karim-Cooper, has become the leading UK theatre in anti-racist Shakespeare. One of the Globe’s guiding principles is to look at Shakespeare’s plays through the lens of race and social justice. We have students from a wide range of cultures and backgrounds coming to study with us, and it is vital that Faculty are both educated in and committed to anti-racism.

“Everybody needs to feel entitled to Shakespeare if they want it.”
Professor Farah Karim-Cooper

2. *A passion for teaching*

We ask our practitioners to share their love of their subject with their students; your passion for teaching will motivate, engage, and inspire students’ enthusiasm for learning. Our Faculty should use a range of teaching methods and exercises to enable all students to learn thoughtfully, responsibly, and collaboratively.

3. *Adaptability and generosity*

Teaching, like performing on the Globe stage, is unpredictable. We ask our Faculty to maintain an openness and to recognise and value difference, and to let this influence the design and approach of your teaching. We must be responsive to the different ways people have of being a student and their levels of understanding. Good teaching is about being open to change and variance.

4. *Expert knowledge*

Faculty will retain and develop an expert knowledge in their field of study or practice, including a deep understanding of Globe Practice and the plays of Shakespeare. We encourage Faculty to use their own experience and their expertise as creatively, dynamically, and freely as possible while observing and incorporating our teaching principles, student learning requirements, and the aims and learning outcomes of the specific course.

5. Inclusive practice

Higher Education is an ever-changing environment as many institutions are developing more inclusive ways of teaching and learning. It is vital that our work is meaningful, relevant, and accessible to all students; it is a priority to ensure we use the appropriate language and devise our teaching in ways that are respectful and accommodating of the vast range of identities within the programmes we run. We require our Faculty to embrace student diversity and to devote time to learning about approaches to race, gender, disability, and neurodiversity.

6. Feedback and reflection

Faculty will provide regular and constructive feedback on students' work to ensure learners have the opportunity to develop and grow throughout their time with us. We see assessment as collaborative in that Faculty should also listen to student contributions and build on them as the course progresses. Ongoing group and one-to-one support are as valuable as thorough and clear feedback/assessment at the end of a course. We encourage Faculty to reflect on their own practice and to be open to growing and learning from their students.

7. Preparation and responsibility

Please help us to support you by ensuring that you are as prepared as early and as thoroughly as possible before your sessions. The Higher Education team is here to support your teaching, but please note we run a busy programme of work with complex bespoke schedules and course outlines which require good lead times, organisational skills, and attention to detail.

We try our very best to provide our Faculty with training and resources, via the Faculty Hub, to help enable the principles above. These materials and opportunities will continue to be updated and expanded on a regular basis. We do, however, require our Faculty to continue to be curious professionals and to educate themselves outside of the resources we offer, and to take responsibility for your own continuing professional development.

*** Please note that Shakespeare's Globe does not receive any government subsidy. The Higher Education programme is sustained by the income generated through knowledge of the unique practices developed in the Sam Wanamaker Playhouse and the Globe Theatre. The site specificity of our work is our unique selling point. Faculty acquire knowledge at the Globe that is specific to these conditions and we ask for your help in ensuring that this particular aspect of Globe teaching is not replicated in other institutions you work for.**