

Mimi Harlow Robinson

Standards of Practice & Coaching Philosophy

ANTI-RACIST THEATRE ETHOS

- *With inspiration from [Nicole Brewer's Anti-Racist Theatre Workshop](#) (attended 11/7-8 2020), I include my personal Anti-Racist Theatre Ethos below, with acknowledgement that this statement is ever changing as my understanding of the racist nature of the theatre industrial complex (and my place in it) grows.*

I acknowledge that white supremacy and its many affiliates (sexism, homophobia, ableism, xenophobia, etc) are at the roots of the entertainment and theatre industries. I commit myself to actively educating myself on this fact and my own place in its perpetuation, with as little burden placed on global majority people in my own unlearning as possible. My personal performance practices, and the classrooms and private coachings I lead, will focus on creating an environment where everyone's access needs are acknowledged and (hopefully) met, reducing the brunt of harm when racist/sexist/ableist (etc) actions or comments occur, putting practices in place to prevent them from happening again, and mending those relationships in a way dictated at the pace and preferences of the person harmed.

STANDARDS OF PRACTICE & PHILOSOPHY

- ✚ I will view every student as an artist in their own right, whose perspectives and experiences will guide the way we approach every piece of material.
- ✚ I will show up to each session on time, prepared, and with enthusiasm. My correspondence with students and their parents will be timely, as well.
- ✚ I will present my feedback with acknowledgement of my own Anti-Racist Theatre Ethos as stated above, and with the recognition that my feedback is an offering, not a demand.
- ✚ I will create a space where students do not feel the need to prove, only to share. The creative process is messy, and I do not expect (nor do I want!) perfection. I will encourage every student to find their own sense of play and discovery during our time together.

As a performer myself, I understand the vulnerability that working one-on-one with a coach requires. In every session together, I will work to ensure that every student feels able to guide their own learning with collaboration, instead of direction, from me. I will provide my professional opinions with consideration to each performer's access needs (how they learn best!) and unique talents, perspectives, and goals.