

Ethos and Pedagogy



About Theiyā Arts

Theiyā Arts is a platform for people to see, connect with, and participate in South Asian Arts, bringing South Asian art forms and artists into communities and arenas where they are unfamiliar or underrepresented.

Our Vision is to establish Theiyā Arts as a pioneering hub for South Asian Arts in Scotland, where these art forms have a prominent place in the cultural and socio-political landscape.

Our Mission is to foster a vibrant, inclusive arts community that thrives on diversity and representation, providing access to historically underrepresented art forms.

Our Values are artistic innovation, representation, support, access and inclusion, and sustainability (both environmental and artistic).

We are guided by a Feminist, non-hierarchical leadership model, with a diverse core team of South Asian arts practitioners. Our governance reflects the communities we serve.

Theiyā Arts School Ethos & Pedagogy

Our certification programme is based on Theiyā Arts' Ethos and Pedagogical model, where students grow step by step from early playful learning through to advanced artistic practice.

Our ethos and pedagogy are rooted in care, creativity, and equity.

We believe that:

- Student wellbeing and joy come first.
- Diversity and representation are essential to building a fairer arts landscape.
- Students should be encouraged to be curious and question traditions in conversation with today's world. We believe that this helps South Asian classical and folk arts grow and stay meaningful for future generations.
- Community and collaboration are just as important as performance.

Our way of teaching – the values and methods we use to help students learn and grow:

- **Student-centred** – we build on each student’s interests, strengths, and natural pace of learning.
- **Holistic** – we combine dance training with moments of reflection, wellbeing, and creative play, helping children develop not just as dancers but as confident individuals.
- **Open and connected** – we teach traditional art forms while also encouraging students to explore how these connect with today’s world. We encourage them to bring classical traditions in dialogue with contemporary ideas.
- **Inclusive** – we make sure every student feels welcome, valued, and recognised, whatever their body, identity, or experiences.

Our Approach in Practice

Here’s how we bring our ethos and teaching values into the classes:

- **Wellbeing First:** Each class offers an open space so students can share how they feel and what they need.
- **Multiple Ways to Learn:** We use rhythm, movement, stories, images, and play so children – and adults – can connect with the material in ways that suit them best.
- **Neurodivergent-Friendly:** We offer clear structures, sensory-friendly pacing, and choice-making, allowing students to step in or out of activities in ways that feel safe.
- **Adaptable Teaching:** The curriculum is adapted so learners with additional support needs, or at different stages, can join fully.
- **Beyond traditional syllabus:** While we honour South Asian arts traditions, we also focus on safety, body awareness, representation, and wellbeing – skills that are meaningful for all learners.
- **Student Voice:** We invite students to reflect on what they enjoyed, what felt hard, and how they might want to explore further – building confidence in self-expression.
- **Inclusive Performance:** Group choreographies are created so every dancer, regardless of ability or experience, has a role that highlights their strengths and so that every student feels seen.

Safeguarding & Accessibility

Our school actively accommodates students with additional support needs, offers flexible payment models, and ensures that classes are held in accessible venues. We prioritise the student’s expression of the art form within their body, rather than enforcing rigid conformity.

How Theiyā's Model is Different

Traditional Exam/Training Models	Theiyā Arts Pedagogical Model
<ul style="list-style-type: none"> Focus on technique and repetition. Standardised syllabus and grades. Emphasis on exams and performance outcomes. Progression judged by external markers. Teaching can feel one-size-fits-all. 	<ul style="list-style-type: none"> Focus on student wellbeing, joy, and creativity alongside technical training. Step-by-step growth: from playful beginnings to advanced artistic practice. No rigid exams – learning is celebrated through reflection, creativity, and performance. Progression judged by journey, engagement and holistic growth, more in line with Higher education system in UK. Teaching is adaptable – designed to support neurodivergent students, additional support needs, and different learning styles. Classes include storytelling, identity, representation, critical thinking, body awareness, and wellbeing – building skills that can be applicable beyond artistic journey.

What This Means for Your Child

They will feel safe, supported , and celebrated , no matter their ability or background.	They will grow in confidence, resilience , and self-expression .
They will gain not just artform-based skills but also leadership, collaboration , and critical thinking skills that will support them in Higher Education and any vocations they choose.	They will work towards certification that can support higher education applications (Arts Award / DofE).
They will learn in a way that values every body, every voice , and every story .	