

Chudography Yoga Teacher Training

Psychological Safety and Learning Environment Policy

Purpose

The purpose of this policy is to create a learning environment where students feel safe to ask questions, make mistakes, share ideas and develop as authentic yoga teachers.

Chudography recognises that meaningful learning requires both challenge and support. This policy sets out the expectations that help create a respectful, inclusive and psychologically safe environment for everyone involved in the training.

Chudography Principle

At Chudography, we believe that people learn best when they feel safe enough to be curious.

Confidence is not built by always getting things right. It is built by being willing to try, reflect, adapt and try again.

A psychologically safe learning environment is one where questions are welcomed, mistakes are viewed as opportunities for growth and every student is treated with dignity and respect.

Our aim is not to create perfect teachers. It is to help people become thoughtful, authentic and adaptable teachers who are confident in their own voice.

1. What Psychological Safety Means

Psychological safety means creating an environment where students can:

- 1.1. Ask questions without fear of judgement.
- 1.2. Share ideas and different perspectives.
- 1.3. Practise teaching before feeling confident.
- 1.4. Receive constructive feedback.
- 1.5. Make mistakes as part of the learning process.

- 1.6. Say "I don't know" or "I'm not sure."
- 1.7. Respectfully challenge ideas while remaining open to learning.
- 1.8. Psychological safety does not mean avoiding challenge or difficult conversations. Instead, it means approaching them with respect, curiosity and kindness.

2. Our Learning Environment

Chudography is committed to creating a learning environment that is:

- 2.1. Inclusive and welcoming.
- 2.2. Respectful of different experiences and backgrounds.
- 2.3. Collaborative rather than competitive.
- 2.4. Curious rather than judgemental.
- 2.5. Supportive while maintaining high professional standards.
- 2.6. Students are encouraged to learn from one another as much as they learn from their tutors.

3. Giving and Receiving Feedback

- 3.1. Constructive feedback is an essential part of becoming an effective teacher.

Feedback will:

- 3.2. Focus on behaviours and teaching skills rather than personal characteristics.
- 3.3. Be honest, respectful and supportive.
- 3.4. Identify strengths as well as areas for development.
- 3.5. Encourage reflection and continued growth.
- 3.6. Students are encouraged to receive feedback with openness and to offer feedback to others respectfully and constructively.

4. Making Mistakes

- 4.1. Mistakes are an expected and valuable part of learning.
- 4.2. Students will never be criticised or embarrassed for making genuine mistakes during practice teaching or learning activities.

4.3. Instead, mistakes are viewed as opportunities to develop greater understanding, confidence and professional judgement.

5. Respectful Communication

Everyone involved in the training is expected to:

- 5.1. Listen respectfully when others are speaking.
- 5.2. Value different viewpoints and experiences.
- 5.3. Speak with kindness and professionalism.
- 5.4. Avoid sarcasm, ridicule or dismissive behaviour.
- 5.5. Respect confidentiality where appropriate.
- 5.6. Contribute positively to the learning environment.

6. Participation

- 6.1. Students are encouraged to participate fully in discussions and practical activities.
- 6.2. However, participation should never feel forced.
- 6.3. Students may choose not to share personal experiences and are always free to establish appropriate personal boundaries.
- 6.4 People are invited to bring themselves to the training, but never required to reveal themselves.

7. Supporting Each Other

- 7.1. Every student contributes to the culture of the training.
- 7.2. Students are encouraged to celebrate one another's progress, offer encouragement and contribute to a learning environment where everyone feels welcome and valued.
- 7.3. The strongest learning communities are built through generosity, curiosity and mutual respect.

8. When Psychological Safety Is Compromised

8.1. Any behaviour that undermines psychological safety, including bullying, harassment, discrimination, intimidation, humiliation or repeated disrespectful behaviour, will be addressed promptly in accordance with the Code of Conduct and Equality, Diversity and Inclusion policies.

8.2. Students are encouraged to raise concerns with the Course Director as early as possible so that they can be resolved respectfully.

9. Responsibilities

Chudography will:

- 9.1. Create a welcoming and inclusive learning environment.
- 9.2. Encourage questions and open discussion.
- 9.3. Model respectful communication.
- 9.4. Provide constructive and balanced feedback.
- 9.5. Address concerns fairly and promptly.
- 9.6. Foster a culture of curiosity, kindness and continuous learning.

Students will:

- 9.7. Treat others with dignity and respect.
- 9.8. Support the learning of fellow students.
- 9.9. Participate with openness and curiosity.
- 9.10. Respect differing opinions and experiences.
- 9.11. Communicate professionally.
- 9.12. Help create an environment where everyone feels safe to learn.

Review

This policy will be reviewed annually to ensure it continues to reflect current good practice and the values of Chudography.