



**Australian Government**

**CUAIND302 Develop and maintain  
relationships with Indigenous Australian  
performance mentors**

**Release: 2**

# CUAIND302 Develop and maintain relationships with Indigenous Australian performance mentors

## Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated application and assessment conditions sections. Updated modification history section to reflect changed name of training package.
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 1.0.

## Application

This unit describes the performance outcomes, skills and knowledge required by Indigenous Australian performing artists who wish to enhance their performance of cultural dance through mentoring arrangements with Aboriginal and Torres Strait Islander performance mentors. The unit is also relevant to those whose work requires them to observe industry protocols, copyright requirements, and Aboriginal and Torres Strait Islander protocols.

The knowledge required to achieve competency in this unit may only be accessible to Aboriginal and Torres Strait Islander people and may be the cultural and intellectual property of specific communities.

Organisations delivering this unit must respect community protocols and heritage. Collaboration with Aboriginal and Torres Strait Islander people on the delivery and assessment of this unit is recommended.

The unit has been developed and written in the context of Indigenous Australians maintaining control of their cultural heritage and directing if and how this heritage may be passed on and assessed. It is intended to be delivered by and to Indigenous Australians.

At this level, individuals are required to use some discretion and judgement and operate under broad supervision within an established framework of plans and procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Industry capability – industry context

## Elements and Performance Criteria

<b>Elements</b> <i>Elements describe the essential outcomes.</i>	<b>Performance Criteria</b> <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
<p>1. Confirm links with own heritage or Indigenous Australian traditions</p>	<p>1.1 Collect information on features of family, culture and knowledge of own language, region or country from identified holders and custodians of information</p> <p>1.2 Approach community members and custodians or Elders in culturally appropriate ways showing respect for local Indigenous culture and customs</p> <p>1.3 Determine own Aboriginal and Torres Strait Islander identity and ways in which culture and family may inform performing arts practice</p> <p>1.4 Identify past and present roles of individuals, families and communities or societies in performing arts practice</p> <p>1.5 Record cultural beliefs and values related to artistic performance, including cultural significance, economic significance and nature of performing arts in the community</p> <p>1.6 Develop and record, in consultation with Elders, custodians and mentors, a connection to cultural tradition and current practice</p> <p>1.7 Identify ways to recognise whether <i>cultural maintenance</i> is being observed in professional performances of Australian Indigenous dance</p>
<p>2. Negotiate the terms of relationships with mentors</p>	<p>2.1 Determine benefits of, and need for, a <i>mentoring plan</i> between mentor and mentee</p> <p>2.2 Negotiate timeframes and outcomes for each party and rules of interaction for the mentoring program</p> <p>2.3 Agree on reporting methods or reporting technology and report agreed criteria for the mentoring relationship</p> <p>2.4 Evaluate and report mentoring program against agreed outcomes</p>
<p>3. Maintain professional relationships</p>	<p>3.1 Communicate in culturally appropriate ways that show respect for local Aboriginal and Torres Strait Islander culture and customs</p> <p>3.2 Behave consistently with respect for mentors, those in cultural authority and those with expertise</p> <p>3.3 Perform dance movements and activities that appropriately express cultural context according to cultural, copyright and intellectual property requirements</p> <p>3.4 Adhere to cultural, professional and performance direction</p>

	<p>from mentors or cultural custodians</p> <p>3.5 Respond to opportunities to enhance cultural and technical skills and knowledge</p>
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## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Learning	3.5	<ul style="list-style-type: none"> <li>Accepts guidance from others to enhance skills and knowledge</li> </ul>
Reading	1.1, 1.7	<ul style="list-style-type: none"> <li>Obtains information from written sources</li> </ul>
Writing	1.1, 1.5 1.6, 2.4	<ul style="list-style-type: none"> <li>Documents information as part of mentoring program</li> </ul>
Oral communication	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> <li>Seeks the views and opinions of others</li> <li>Obtains information by listening and questioning</li> <li>Discusses ideas and solutions</li> </ul>
Navigate the world of work	1.2, 1.6, 1.7, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> <li>Observes protocols appropriate to the Aboriginal and Torres Strait Islander community in dance performances and interaction with communities, mentors and Elders</li> <li>Operates within legal rights and responsibilities when accessing and performing Aboriginal and Torres Strait Islander dances</li> </ul>
Interact with others	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> <li>Uses a range of strategies to establish a sense of connection with others</li> <li>Monitors responses from others, and may adjust aspects of own behaviour to ensure that cultural protocols are followed</li> </ul>
Get the work done	1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> <li>Develops and maintains professional relationships with mentors</li> <li>Uses the internet as a research tool</li> <li>Uses standard word processing applications to prepare documentation</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

<p><b><i>Cultural maintenance</i></b> must include:</p>	<ul style="list-style-type: none"> <li>• protection and continuation of:             <ul style="list-style-type: none"> <li>• natural and cultural integrity</li> <li>• stories</li> <li>• song lines</li> <li>• spiritual practices</li> <li>• artefacts</li> <li>• sites of significance</li> <li>• language</li> </ul> </li> <li>• responsibilities and obligations to individuals, country and the community</li> <li>• authentic replication of approved:             <ul style="list-style-type: none"> <li>• cultural stories</li> <li>• dance music to demonstrate culture outside the community environment.</li> </ul> </li> </ul>
<p><b><i>Mentoring plan</i></b> must include:</p>	<ul style="list-style-type: none"> <li>• agreed reporting methods or reporting technology</li> <li>• agreed timeframes</li> <li>• monitoring and review strategies</li> <li>• objectives</li> <li>• purpose</li> <li>• rights and responsibilities of each party</li> <li>• cultural, personal and professional roles of each party.</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAIND302 Develop and maintain relationships with Indigenous Australian performance mentors (Release 2)	CUAIND302 Develop and maintain relationships with Indigenous Australian performance mentor (Release 1)	Updated application and assessment conditions sections. Updated modification history section to reflect changed name of training package.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>