



Australian Government

Department of Education, Employment and Workplace Relations

CUADTM508A Refine dance teaching methodologies

Release: 1

CUADTM508A Refine dance teaching methodologies

Modification History

Version	Comments
CUADTM508A	This version first released with <i>CUA11 Live Performance Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to refine methodologies for teaching any style of dance.

Application of the Unit

This unit applies to a person working at a senior level as a teacher or instructor in a private dance studio or school. They could be employed by the school or offer their services on a freelance basis.

At this level, teachers and instructors are expected to display initiative and judgement and apply cognitive and communication skills to identify, analyse, synthesise and act on information from a variety of sources.

Applying the skills and knowledge in this unit is a largely self-directed activity, but may involve some mentored guidance.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

<p>1. Adhere to the Dance Industry Code of Ethics</p>	<p>1.1. Comply with <i>Dance Industry Code of Ethics</i> when interacting with students and members of the public</p> <p>1.2. Ensure that <i>communication</i> with students and parents or carers is appropriate and undertaken in a professional and accountable manner</p> <p>1.3. Inform parents or carers of studio or school's policy and procedures</p> <p>1.4. Ensure that <i>assessment tools and procedures</i> enable students and parents or carers to have access to accurate and honest feedback and advice when requested</p> <p>1.5. Ensure that class sizes and dance school or studio facilities are appropriate to the age group of students and level and dance style being taught</p> <p>1.6. Ensure that references to or comparisons with the services of others are fair and balanced</p> <p>1.7. Avoid situations that may lead to a conflict of interest</p>
<p>2. Increase depth of teaching methods</p>	<p>2.1. Use feedback from <i>relevant personnel</i> to identify ways of improving own <i>teaching methods</i></p> <p>2.2. Work on increasing own confidence in using a range of different teaching methods to engage learners and enhance their learning experience</p> <p>2.3. Apply well-developed knowledge of <i>instructional design principles</i> to the design and delivery of programs</p> <p>2.4. Extend <i>knowledge of anatomy and physiology</i> to improve own ability to discuss with learner the <i>body's responses to physical activity</i></p> <p>2.5. Work on ways to create an <i>optimal learning environment</i> and to <i>facilitate learners' professional development</i></p> <p>2.6. Recognise and integrate the concept of lifelong learning into own professional development as a teacher</p> <p>2.7. Engage in ongoing <i>collaboration</i> with peers and others</p> <p>2.8. Challenge, refine and adapt own ideas and strategies for developing professional practice as a teacher</p>
<p>3. Work effectively with others</p>	<p>3.1. Communicate with others in a way that engenders respect for others</p>

	<p>3.2. Share information and ideas in a timely fashion to enhance work outcomes</p> <p>3.3. Seek information and ideas from others as required to assist achievement of work requirements</p> <p>3.4. Observe linguistic and cultural differences when communicating with others</p>
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication, teamwork and organisational skills to:
 - respond appropriately to constructive feedback on own performance as a teacher
 - discuss teaching issues with colleagues
 - effectively impart information to students and parents or carers
- initiative and enterprise skills to think laterally about ways to improve own teaching practice
- learning skills to:
 - maintain own expertise by taking advantage of ongoing professional development opportunities
 - refine teaching methodologies
- problem-solving skills to identify gaps in own teaching skills and identify the best way to address them
- self-management and planning skills to:
 - manage time
 - follow OHS requirements as they relate to the teaching of dance or movement
 - act in an ethical manner in own teaching practice.

Required knowledge

- well-developed knowledge of the:
 - Dance Industry Code of Ethics
 - Australian Guidelines for Dance Teachers
 - learning principles, such as:
 - learner-centred approaches to teaching
 - increasing learner independence
 - use of modelling and demonstration
 - individual circumstances being reflected in the learning process
 - learning styles, such as:
 - auditory
 - visual
 - kinaesthetic
 - left or right brain
 - analytical
 - theoretical
 - activist
 - pragmatist
 - reflective
 - learner profiles, including characteristics and needs of learner group
 - learning program design and structure and content
 - how to structure and develop lesson plans
 - availability, types and content of learning resources and learning materials

- dance or movement technique requirements
- instructional design principles, for example:
 - sequencing information
 - providing opportunities for practice
- different teaching methods and techniques appropriate to teaching dance or movement
- OHS relating to teaching role, including:
 - duty of care under common law
 - safe dance practice
 - reporting requirements for hazards
 - safe use and maintenance of equipment
 - emergency procedures
- sources of OHS information
- overview knowledge of learning theories, such as:
 - cognitive learning theory
 - andragogy
 - pedagogy
 - information processing
 - behavioural learning theory.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • adhere to the Dance Industry Code of Ethics in a dance teaching environment • work collaboratively with others in a dance teaching and professional development context • improve own dance teaching methods • apply well-developed understanding of learning and instructional design principles to own teaching practice • communicate effectively and constructively with students.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • interaction and collaboration with others involved in dance teaching • access to industry networks and information.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence • third-party workplace reports of on-the-job performance • evaluation of promotional material distributed • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of refining dance teaching methodologies • review of candidate's diaries or logbooks recording ideas and strategies for improving own teaching practice • direct observation of candidate interacting with students, parents and colleagues. <p>Assessment methods should closely reflect workplace</p>

	demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none">• CUADTM511A Teach medium level dance technique• CUADTM606A Teach high level dance technique• CUAOHS403A Incorporate anatomy and nutrition principles into skill development.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Dance Industry Code of Ethics</i> is:	<ul style="list-style-type: none"> • the code devised by leading representatives of Australia’s studio teachers (Ausdance) to inform teachers and the public of the ethical standards expected by the profession of its practitioners.
<i>Communication</i> should be:	<ul style="list-style-type: none"> • in a style appropriate to: <ul style="list-style-type: none"> • student’s age • preferred method of communication • physical or cultural factors • sensory or intellectual impairment, e.g. sight loss or hearing loss • according to the Dance Industry Code of Ethics.
<i>Assessment tools and procedures</i> include:	<ul style="list-style-type: none"> • tools and processes developed by individual dance schools, such as: <ul style="list-style-type: none"> • instruments to be used for gathering evidence, such as a profile of acceptable performance measures • templates or proformas • specific questions or activities • evidence or observation checklists • checklists for the evaluation of work samples • candidate self-assessment materials • procedures, information and instructions for assessors and candidates relating to the use of assessment instruments and assessment conditions.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • supervisor • manager • parents • carers • medical practitioners • people with different access requirements • physiotherapists • other teachers • representatives of dance societies • OHS representatives.
<i>Teaching methods</i> may	<ul style="list-style-type: none"> • explaining

include:	<ul style="list-style-type: none"> • lock step • learner-paced • learning by teaching • mixed pace • questioning • taking into account people with different access requirements • teacher-centred and student-centred, such as: <ul style="list-style-type: none"> • demonstration and modelling • instruction • practice opportunities • enabling and supporting effective learner participation.
<i>Instructional design principles</i> may include:	<ul style="list-style-type: none"> • application of adult learning principles • inclusion of a variety of approaches and techniques for: <ul style="list-style-type: none"> • presenting information and activities • encouraging learner participation • need for learner activity and interactivity • opportunities for review of material and repetition • presenting material in a logical order and sequence • presenting material in order of increasing difficulty • structuring information effectively.
<i>Knowledge of anatomy and physiology</i> may relate to:	<ul style="list-style-type: none"> • definitions of anatomy and physiology • tissue types • global and local muscular systems: <ul style="list-style-type: none"> • functions • types and classifications • disorders • nervous system: <ul style="list-style-type: none"> • functions • anatomy • nerves • reflex arc • disorders • skeletal system: <ul style="list-style-type: none"> • function • types of bones • gross and microscopic anatomy • disorders • circulatory system:

	<ul style="list-style-type: none"> • heart anatomy • functions • circulation pathways • blood vessels • blood • disorders • respiratory system: <ul style="list-style-type: none"> • functions • anatomy • mechanics of breathing • disorders of cardiorespiratory system • lymphatic system: <ul style="list-style-type: none"> • function • anatomy • disorders • endocrine system: <ul style="list-style-type: none"> • function • anatomy.
<p><i>Body's responses</i> to physical activity may include:</p>	<ul style="list-style-type: none"> • musculoskeletal system, such as: <ul style="list-style-type: none"> • structure of joints • joint mobility • muscle contraction • muscle innervation • oxidative capacity of different muscle fibres • cardiovascular system, such as: <ul style="list-style-type: none"> • gaseous transport • gaseous exchange • carrying, delivery and extraction of oxygen for muscle contraction • relationship between exercise intensity and circulatory and ventilation responses • nervous system, such as: <ul style="list-style-type: none"> • excitation and conduction of nerve impulses during muscle contraction • role of sensory receptors during movement.
<p>Strategies to create <i>optimal learning environment</i> may relate to:</p>	<ul style="list-style-type: none"> • stimulating creative processes and broadening artistic scope through excursions to performances and dance companies • promoting the value of networking to learners, such as discussing creative ideas with other dancers and

	<ul style="list-style-type: none"> relevant personnel • using technology, practical performance, and access to performers to stimulate learners' imaginations • encouraging learners to critically assess their own creative work.
Strategies to <i>facilitate learners' professional development</i> may include:	<ul style="list-style-type: none"> • encouraging learners to explore new techniques in dance performance • exploring options with learners for recording and presenting creative ideas through performance • encouraging critical self-reflection in learners to engender realistic career development planning • instructing learners in the negotiation of dance briefs with realistic timeframes, budgets and technical production contingencies • emphasising the need for learners to consider audience needs and tastes in dance • promoting the value of keeping up with broad media, conceptual and technology issues through industry literature and forums.
<i>Collaboration</i> may involve:	<ul style="list-style-type: none"> • engaging in professional networks • participating in a community of practice • participating in workshops and seminars • sharing ideas and information • working on joint projects.

Unit Sector(s)

Performing arts - dance teaching and management

Custom Content Section

Not applicable.