



Australian Government

Department of Education, Employment and Workplace Relations

CUADTM509A Refine professional practice as a dance teacher

Release: 1

CUADTM509A Refine professional practice as a dance teacher

Modification History

Version	Comments
CUADTM509A	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 apply professional and ethical business practices and refine dance teaching methodologies.

Application of the Unit

This unit applies to those working at a senior level as teachers or instructors 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, 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/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. Apply professional business practice</p>	<p>2.1. Report medical concerns along with referral recommendations to <i>relevant personnel</i></p> <p>2.2. Comply with statutory requirements regarding <i>student confidentiality</i> and <i>duty of care</i></p> <p>2.3. Distribute only promotional material that contains <i>factual statements</i>, the accuracy of which can be verified</p> <p>2.4. Set up and use effective systems for managing budgets, finance and paperwork associated with own practice as a teacher</p> <p>2.5. Establish and maintain effective <i>support services</i></p>
<p>3. Conduct teaching practice in an ethical manner</p>	<p>3.1. Uphold and enhance the good standing and reputation of the dance teaching profession</p> <p>3.2. Ensure no attempt is made to influence or intimidate examiner at an examination or judge at a competition</p> <p>3.3. Act with <i>impartiality</i> in any assessment or judging role</p> <p>3.4. Act in an ethical manner with regard to other dance schools when conducting student recruitment campaigns</p>
<p>4. Work</p>	<p>4.1. Communicate with others in a way that engenders</p>

effectively with others	respect 4.2. Share information and ideas in a timely fashion to enhance work outcomes 4.3. Seek information and ideas from others as required to assist achievement of work requirements 4.4. Observe linguistic and cultural protocols when communicating with others 4.5. Seek feedback from relevant personnel on own teaching practice and incorporate constructive suggestions into <i>continuous improvement strategies</i>
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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 teaching practice
 - 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
- problem-solving skills to manage financial management aspects of own teaching practice
- 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
 - availability and sources of resources, equipment and support services for learners with specific needs
 - organisational record management system and reporting requirements
 - 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 relevant policy, legal requirements, codes of practice and national standards, including commonwealth, state or territory requirements with regard to:
 - OHS in the context of teaching dance
 - recording information and confidentiality requirements
 - anti-discrimination, including equal opportunity, racial vilification and disability discrimination in the context of teaching dance.

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 • manage business aspects of working as a dance teacher • communicate effectively and constructively with students, parents and carers.
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 professional practice as a dance teacher • 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 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</p>

	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">• CUFIND401A Provide services on a freelance basis• CUVPRP502A Prepare for sustainable professional practice.

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 and proformas • specific questions or activities • evidence and 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"> • supervisors • managers • parents • carers • medical practitioners • physiotherapists • other teachers • OHS representatives.
<i>Student confidentiality</i> may relate to:	<ul style="list-style-type: none"> • not passing on information regarding student status or wellbeing to other individuals without permission • referring to best practice principles of the activity or

	organisation.
<i>Duty of care</i> relates to:	<ul style="list-style-type: none"> • doing everything ‘reasonably practicable’ to protect the health and safety of others in the workplace • duty placed on: <ul style="list-style-type: none"> • all employers • employees and contractors • any others who have an influence on hazards in a workplace.
<i>Factual statements</i> may relate to:	<ul style="list-style-type: none"> • fee structures • information about results in examinations and competitions • publicity about services offered by a school or teacher • information about the number of former students now dancing professionally • information about qualifications held by teachers • advertising a particular teaching method only where legitimate teaching qualifications in that methodology or syllabus are held.
<i>Support services</i> may include:	<ul style="list-style-type: none"> • accountants • couriers • design services • equipment repair and maintenance services • financial planners • printers • tax consultants.
<i>Impartiality</i> can be demonstrated through:	<ul style="list-style-type: none"> • using appropriate and constructive criticism in verbal and non-verbal judgements and written reports • explaining guidelines to ensure that participants are treated fairly and without bias • dealing diplomatically with other teachers, students, parents and carers.
<i>Continuous improvement strategies</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.
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Unit Sector(s)

Performing arts - dance teaching and management

Custom Content Section

Not applicable.