



Australian Government

Department of Education, Employment and Workplace Relations

CUAIND302A Develop and maintain relationships with Indigenous Australian performance mentors

Release: 1

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Modification History

Version	Comments
CUAIND302A	This version first released with <i>CUA11 Live Performance Training Package version 1.0</i>

Unit Descriptor

This unit describes the skills and knowledge required to connect with Indigenous Australian traditions and to establish and maintain effective professional relationships with Aboriginal and Torres Strait Islander performance mentors.

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. Respect and maintenance of community protocols would need to be adhered to. Organisations delivering this unit would be expected to work closely with the local Aboriginal and Torres Strait Islander community or Community Advisory Board (CAB). Information on the composition and role of CABs is provided in the Assessment Guidelines in CUA11 Live Performance Training Package.

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.

Application of the Unit

The skills and knowledge outlined in this unit apply to Indigenous Australian performing artists who wish to enhance their performance of culturally appropriate dance activities through mentoring arrangements. The unit is also relevant to individuals whose work requires them to observe industry protocols, copyright requirements and Aboriginal and Torres Strait Islander protocols.

Mentoring with Indigenous Australians who have specific cultural knowledge and heritage is an essential step in maintaining current knowledge and building effective networks.

Work performed requires a range of well-developed skills where some discretion and judgment are required and individuals are expected to take responsibility for their own outputs.

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. Establish and confirm links with own heritage or Indigenous Australian traditions</p>	<p>1.1. Collect appropriate information on <i>features of family, culture</i> and knowledge of own language, region or country from <i>identified holders and custodians of information</i></p> <p>1.2. Approach community members and custodians or elders in <i>culturally appropriate ways</i> showing respect for local Indigenous culture and customs</p> <p>1.3. Determine own Aboriginal and Torres Strait Islander identity in relation to ways in which culture and family may inform performing arts practice</p> <p>1.4. Explore past and present roles of individuals, families and communities or societies in performing arts practice</p> <p>1.5. Document cultural beliefs and values related to artistic performance, including cultural significance, <i>economic significance and nature of performing arts</i> within the community</p> <p>1.6. Develop and document, in consultation with elders, custodians and mentors, a connection to cultural tradition and current practice</p> <p>1.7. Identify methods to demonstrate the compliance of <i>cultural maintenance</i> against theft and exploitation in relation to performing professional 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 the <i>mentor</i> 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 collate negotiated outcomes for the mentoring relationship</p> <p>2.4. Evaluate and document mentoring program against agreed outcomes</p>
<p>3. Maintain good professional relations with mentors</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 and with respect for mentors, those in cultural authority and those with expertise</p> <p>3.3. Perform dance movements and activities which appropriately express cultural context and according to cultural, copyright and intellectual property requirements</p> <p>3.4. Adhere to cultural, professional and performance direction from the mentor or cultural custodians</p> <p>3.5. Respond to opportunities to enhance cultural and</p>

	technical skills and knowledge
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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
 - research and use appropriate cultural communication skills, including:
 - cross-cultural
 - cross-gender
 - gender-specific
 - interpersonal
 - respond appropriately to feedback on own skill development and performance
 - participate in mentoring arrangements with Aboriginal and Torres Strait Islander people
 - implement conflict management and negotiation skills as required
- initiative and enterprise skills to observe protocols appropriate to the Aboriginal and Torres Strait Islander community in performances
- learning skills to:
 - identify environmental and cultural sustainability mechanisms
 - investigate and employ relevant cultural protocols and culturally appropriate communication
 - participate in developing and implementing strategies to maintain mentor relationships
- literacy skills to:
 - document, monitor and review mentoring arrangements with Aboriginal and Torres Strait Islander people
 - undertake research and interpret research findings
- planning and organising skills to meet work requirements and make informed decisions
- problem-solving skills to negotiate with others and achieve consensus on agreed outcomes
- self-management skills to seek and follow advice as required
- technology skills to:
 - develop documentation for reporting in standard word processing programs
 - search for and download information from the internet.

Required knowledge

- cultural values and major features in contemporary Indigenous Australian cultures, including:
 - cultural diversity: cultural groupings, skin, country and language groups
 - family structures, kinship, women's roles, men's roles
 - relationship to land and customs
 - racism and discrimination
 - issues that may affect an individual's cultural identity
 - values
 - traditional law and economy
- history and roles of the arts in Aboriginal and Torres Strait Islander cultures

- ways in which cultural values and protocols may affect work practices in different environments, such as:
 - commercialisation of cultural material
 - tourism
 - intellectual property
 - protocols in relation to moral rights, intellectual property and copyright in the physical expression of cultural material, including appropriation
 - how to maximise cultural maintenance in the choreographing and performance of dance for multicultural expression.

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"> • demonstrate knowledge of the context and structure of cultural systems, including the role of dance, story-telling, music and body painting as expressions of cultural systems • develop understanding of their own and a community's cultural history and identity • develop a mentoring relationship with an Indigenous Australian elder or custodian of knowledge, including negotiating the terms of, maintaining and enhancing professional relationships • effectively document and evaluate a mentoring plan • maintain cultural protocols and effective communication strategies in interactions with mentors • apply knowledge of cultural maintenance of performing arts practice in an Aboriginal and Torres Strait Islander context.
Context of and specific resources for assessment	<p>Assessment may take place on the job, off the job (for example in communities and training organisations) or a combination of on and off the job.</p> <p>This unit requires access to:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander elders, custodians and other culturally knowledgeable people authorised by the relevant communities to act as mentors in performance disciplines • people able and authorised to support both mentors and students in the context of the required skills and knowledge contained in this unit. <p>Trainers and assessors in this unit should be Aboriginal and Torres Strait Islander people validated by the Community Advisory Board set up to oversee implementation of this training.</p>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are</p>

	<p>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 • observation of the candidate contributing to group discussions • evaluation of project work and mentoring plan in the agreed medium • journal work, including documenting the maintenance of the mentoring relationship • 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 developing and maintaining relationships with Indigenous Australian performance mentors • direct observation of candidate by mentor. <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 languages other than English, remote communities and those with interrupted schooling).</p>
<p>Guidance information for assessment</p>	<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"> • CUADAN302A Increase depth of Aboriginal and Torres Strait Islander dance technique • CUAPRF305A Perform in ways that respect customary law, ethics and traditions • CUVATS301A Develop and apply knowledge of Aboriginal or Torres Strait Islander cultural arts.

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.

<p><i>Features of family and culture</i> may include:</p>	<ul style="list-style-type: none"> • belief systems • economic activities • language spoken • oral history • parts or whole of kinship systems • predominant religion and spirituality • responsibilities and obligations to family members • systems of law and order • types and patterns of family groupings • value systems • history, pre-European contact and post-European contact • traditional life and culture • contemporary Aboriginal and Torres Strait Islander life and culture • music and dance • body decoration and dress • tools and implements • custodianship of land • cultural sites.
<p><i>Identified holders and custodians of information</i> may be:</p>	<ul style="list-style-type: none"> • accepted Aboriginal and Torres Strait Islander cultural educators • community elders • cultural or traditional dancers • family groups • local community groups • other sources of information on region, country, family and kinship, located in: <ul style="list-style-type: none"> • libraries • archives • museums • cultural centres • books • galleries.

<p><i>Culturally appropriate ways</i> may include:</p>	<ul style="list-style-type: none"> • communicating appropriately, such as: <ul style="list-style-type: none"> • clearly and appropriately expressing expectations • respectful interactions • active listening • providing appropriate feedback • following community protocols and rules of behaviour, including: <ul style="list-style-type: none"> • accessing and obtaining information and materials • sharing information • visiting individuals and communities • seeking permission for activities • who to approach for what, and how to approach • seeking or receiving copyright, moral rights and intellectual property permission • custodianship • organisation of ceremonial life • livelihood and trade • performance of elements of cultural heritage • teaching and learning • rules of behaviour, including: <ul style="list-style-type: none"> • governing communication, access to and use of cultural information and practices that form the heritage of the diverse range of Aboriginal and Torres Strait Islander societies • full set of protocols of a particular community or cultural grouping, which is likely to be unique • communities, including institutional communities • kinship • land • language groupings • objects, images, ceremonies and performances • story-lines.
<p><i>Economic significance</i> may refer to:</p>	<ul style="list-style-type: none"> • link between the arts and other areas of economic activity, e.g. tourism • positive effects on local community economy • role of the arts within community development • statistical data.
<p><i>Nature of performing arts</i> may include:</p>	<ul style="list-style-type: none"> • significance of cultural arts within a given community • types of performance work dance, music and story-telling • ways in which performance of dance is promoted and

	distributed in a culturally appropriate way.
<i>Cultural maintenance</i> must include:	<ul style="list-style-type: none"> • protection and continuation of: <ul style="list-style-type: none"> • natural and cultural integrity • stories • song lines • spiritual practices • artefacts • sites of significance • language • responsibilities and obligations to individuals, country and the community • authentic replication of approved: <ul style="list-style-type: none"> • cultural stories • music in the dance form for demonstration of culture outside the community environment.
<i>Mentoring plan</i> must include:	<ul style="list-style-type: none"> • agreed reporting mechanisms • agreed timeframes • monitoring and review strategies • objectives • purpose • rights and responsibilities of each party • roles of each party, including cultural, personal and professional.
<i>Mentor</i> may refer to:	<ul style="list-style-type: none"> • an Indigenous person with cultural knowledge and community-endorsed authority to advise and direct students and other teachers and assessors on Aboriginal and Torres Strait Islander dance, other performance or related matters.

Unit Sector(s)

Performing arts - industry context

Custom Content Section

Not applicable.