



Australian Government

CUADTM508 Refine dance teaching methodologies

Release: 2

CUADTM508 Refine dance teaching methodologies

Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. 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 to refine and extend methodologies for teaching any style of dance, creating an optimal learning environment and engaging learners in their professional development.

This unit applies to those working at a senior level as teachers or instructors in a dance school or studio. 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.

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

Unit Sector

Performing arts – dance teaching and management

Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Adhere to the Dance Industry Code of Ethics	1.1 Comply with Dance Industry Code of Ethics when interacting with students and members of the public 1.2 Communicate with students, parents and carers in a

	professional manner 1.3 Inform parents or carers of the policy and procedures of school or studio 1.4 Ensure that assessment tools and procedures enable students, parents and carers to have access to accurate and honest feedback and advice when requested 1.5 Ensure that class sizes and dance school or studio facilities are appropriate to the age group and level of students and dance style being taught 1.6 Ensure that references to or comparisons with the services of others are fair and balanced 1.7 Avoid situations that may lead to a conflict of interest
2. Increase depth of teaching methods	2.1 Use feedback from others about ways to improve own teaching methods that create an optimal learning environment and facilitate learners' professional development 2.2 Develop own confidence in using a range of different teaching methods to engage learners and enhance their learning experience 2.3 Apply well-developed knowledge of instructional design principles to the design and delivery of programs 2.4 Extend knowledge of anatomy and physiology to improve own ability to discuss with learner the body's responses to physical activity 2.5 Integrate the concept of lifelong learning into own professional development as a teacher 2.6 Engage in ongoing collaboration with peers and others 2.7 Challenge, refine and adapt own ideas and strategies for developing professional practice as a teacher
3. Work effectively with others	3.1 Communicate with others in a way that engenders respect 3.2 Share information and ideas in a timely fashion to enhance work outcomes 3.3 Seek information and ideas from others as required to assist achievement of work requirements 3.4 Observe linguistic and cultural protocols when communicating with others

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	2.1, 2.6, 2.7	- Seeks feedback and accepts guidance from others - Uses self-reflection to plan strategies for developing own skills and knowledge
Reading	1.1, 1.3	Understands codes of practice, regulatory documentation, and organisational policies and procedures
Writing	1.2, 1.3	Writes routine correspondence
Oral communication	1.2, 1.3, 2.1, 2.7, 3.1, 3.2, 3.3, 3.4	- Seeks the views and opinions of others - Obtains information by listening and questioning - Discusses ideas and solutions - Uses clear language to contribute information and express requirements
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.7	- Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes - Responds to protocols associated with the role of dance teacher
Interact with others	1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3, 3.4	- Builds rapport in order to establish effective work relationships - Avoids behaviours that undermine effective interpersonal and group interaction and relationships in the broader dance teaching community - Modifies personal communication style to show respect for the values, beliefs and cultural expectations of others
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3	- Adopts a methodical and logical approach to refining teaching methodologies and ensuring that own teaching practice is conducted in a professional and ethical manner - Recognises the potential of new approaches to enhance own teaching practice - Distributes information electronically - Uses standard word processing and spreadsheet applications to prepare workplace documentation

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADTM508 Refine dance teaching methodologies (Release 2)	CUADTM508 Refine dance teaching methodologies (Release 1)	Updated assessment conditions section. 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>

Assessment Requirements for CUADTM508 Refine dance teaching methodologies

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Performance Evidence

Evidence of the ability to:

- 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
- demonstrate teaching practice that clearly shows appropriate learning and instructional design principles
- communicate effectively and constructively with students.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

Knowledge Evidence

To complete the unit requirements the individual must:

- explain the following learning principles:
 - learner-centred approaches to teaching
 - increasing learner independence
 - use of modelling and demonstration
 - learning process needing to reflect individual circumstances
- explain the following learning styles:
 - auditory
 - visual

- kinaesthetic
- analytical
- theoretical
- activist
- pragmatist
- reflective
- explain how the following relate to instructional design principles:
 - sequencing information
 - providing opportunities for practice
- describe key aspects in the process of designing learning programs and developing lesson plans
- describe different teaching methods and techniques appropriate to teaching dance or movement
- explain key aspects of the following in relation to teaching dance:
 - Dance Industry Code of Ethics
 - Australian Guidelines for Dance Teachers
 - duty of care under common law
 - safe dance practice
 - hazard reporting requirements
 - safe use and maintenance of equipment
 - emergency procedures
 - sources of work health and safety (WHS) information
- describe key features of the following learning theories:
 - cognitive learning theory
 - andragogy
 - pedagogy
 - information processing
 - behavioural.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include:

- interaction and collaboration with others involved in dance teaching
- access to industry networks and information.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

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