



Australian Government

CUADTM509 Refine professional practice as a dance teacher

Release: 2

CUADTM509 Refine professional practice as a dance teacher

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 apply professional and ethical business practices and refine dance teaching methodologies.

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

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	4.5	Seeks the views and opinions of others to develop 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, 2.1, 2.4	- Prepares information using appropriate structure, format and terminology for the audience - Documents monitoring systems
Oral communication	1.2, 1.3, 2.1, 4.1, 4.2, 4.3, 4.4, 4.5	- Obtains information by listening and questioning - Discusses ideas and solutions - Uses clear language to contribute information and express requirements
Numeracy	2.4	Interprets numerical data in documentation and budgets
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	- Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes - Takes responsibility for meeting legal and regulatory requirements within scope of own role - Responds to protocols associated with the role of dance teacher - Manages time efficiently
Interact with others	1.2, 1.3, 2.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5	- Collaborates to achieve joint outcomes - 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, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3	- Adopts a methodical and logical approach to ensuring that own teaching and business practice are conducted in a professional and ethical manner - 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
CUADTM509 Refine professional practice as a dance teacher (Release 2)	CUADTM509 Refine professional practice as a dance teacher (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 CUADTM509 Refine professional practice as a dance teacher

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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
- manage the personal, promotional and financial aspects of working as a dance teacher
- communicate effectively and constructively with students, parents and carers.

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 key aspects of the following in relation to teaching dance:
 - Dance Industry Code of Ethics
 - Australian Guidelines for Dance Teachers
 - accessing resources, equipment and support services for learners with specific needs
 - organisational record management system and reporting requirements
 - 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
- demonstrate knowledge of commonwealth and state or territory requirements related to teaching dance with regard to:
 - WHS standards
 - recording information and confidentiality requirements
 - equal opportunity
 - racial vilification
 - disability discrimination.

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.

Links

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