



Australian Government

Assessment Requirements for CUADTM519 Refine professional practice as a dance teacher

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- teach at least four dance classes demonstrating a range of high-level dance teaching methods.

In the course of the above, the candidate must:

- adhere to the Dance Industry Code of Ethics in a dance teaching environment
- manage the personal, promotional and financial aspects of working as a dance teacher or instructor
- demonstrate teaching practice that shows required learning and instructional design principles
- communicate effectively and constructively with students, parents and carers.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of

- key aspects of the following in relation to refining professional practice as a dance teacher:
 - key principles in the Australian Guidelines for Dance Teachers and Dance Industry Code of Ethics
 - 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
- techniques for communicating with students, parents and carers in professional manner
- assessment tools and procedures that record accurate and honest feedback
- process for accessing resources, equipment and support services for learners with specific needs
- 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
 - mandatory reporting
- the following learning principles:
 - learner-centred approaches to teaching
 - increasing learner independence
 - use of modelling and demonstration
 - learning process needing to reflect individual circumstances
- at least four of the following learning styles:
 - auditory
 - visual
 - kinaesthetic
 - analytical
 - theoretical
 - activist
 - pragmatist
 - reflective
- relationship between the following to instructional design principles:
 - sequencing information
 - opportunities for practice
- key aspects in the process of designing learning programs, developing lesson plans and sequencing learning
- different teaching methods and techniques required for teaching dance or movement
- key features of the following learning theories:
 - cognitive learning theory
 - andragogy
 - information processing
 - behavioural.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- interaction and collaboration with others involved in teaching dance classes
- 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

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>