



Australian Government

CUADTM519 Refine professional practice as a dance teacher

Release: 1

CUADTM519 Refine professional practice as a dance teacher

Modification History

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

Application

This unit describes the skills and knowledge required to apply professional and ethical business practices and refine dance teaching methodologies, creating an optimal learning environment and engaging learners in their professional development.

The unit applies to those who work at a senior level as teachers or instructors in a dance school, studio or dance space. Teachers are expected to display initiative and apply cognitive and communication skills to identify, analyse, synthesise and act on information from different sources. Applying the skills and knowledge in this unit is a largely self-directed activity, but it 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 industry codes and guidelines	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 required policies and procedures 1.4 Implement assessment tools and procedures that enable students and parents/carers to have access to accurate and honest feedback and advice when requested 1.5 Plan class sizes according to space, age group, level of students and

ELEMENTS	PERFORMANCE CRITERIA
	dance style being taught 1.6 Identify situations that may lead to a conflict of interest
2. Increase depth of teaching methods	2.1 Use different teaching methods to engage learners and enhance their learning experience 2.2 Apply high-level instructional design principles to the design and delivery of programs 2.2 Seek feedback from relevant personnel on own teaching practice 2.3 Develop plan to challenge, refine and adapt own ideas to improve own teaching practice and facilitate learners' professional development
3. Conduct teaching practice in a professional and ethical manner	3.1 Report medical concerns along with referral recommendations to required personnel 3.2 Comply with statutory requirements regarding student confidentiality and duty of care 3.3 Develop promotional material that contains factual statements, the accuracy of which can be verified 3.4 Create and utilise effective systems for managing budgets, finance and paperwork associated with own practice as a teacher or instructor 3.5 Teach respect for others in the industry including other teachers, examiners, judges and dancers 3.6 Teach impartiality in any assessment or judging role 3.7 Act in an ethical manner with regard to other dance schools when conducting student recruitment campaigns

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Learning	Develops own skills and knowledge using the views and opinions of others
Reading	Understands and adheres to codes of practice, regulatory documentation, and organisational policies and procedures
Writing	Prepares information using required structure, format and terminology for the audience
Oral communication	- Obtains information by listening and questioning - Discusses ideas and solutions

SKILL	DESCRIPTION
	• Contribute information and express requirements using clear language and observing linguistic and cultural protocols
Numeracy	• Interprets numerical data in documentation and budgets
Self-management	• 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 • Conducts own teaching and business practice in a professional and ethical manner
Teamwork	• Collaborates to achieve joint outcomes and establish work relationships • Modifies personal communication style to show respect for the values, beliefs and cultural expectations of others
Technology	• Distributes information electronically • Uses standard word processing and spreadsheet applications to prepare workplace documentation

Unit Mapping Information

No equivalent unit. Supersedes and is not equivalent to CUADTM508 Refine dance teaching methodologies and CUADTM509 Refine professional practice as a dance teacher.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for CUADTM519 Refine professional practice as a dance teacher

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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

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