



# **Mentor Studio**

## **Work Placement Information Package**



## Introduction

ATOD would like to thank you for your support of this student in their studies toward a qualification in:

- CUA30313 Certificate III in Assistance Dance Teaching
- CUA40313 Certificate IV in Dance Teaching and Management and /or
- CUA50313 Diploma Dance Teaching Management

## Definitions

To enable a full understanding of these courses, the following definitions are necessary.

**Student** - the ATOD student who is studying a qualification with ATOD CUA30313, CUA40313, or CUA50313.

**Pupils** - the students associated with your studio wishing to learn dance. They are typically students younger than the ATOD student who may be undertaking recreational dance one to two days per week across any genre.


*Note: students are required a limited opportunity to teach pupils of approximately 10 years old plus with three to five years dance experience, for the purposes of completing CUADTM403.*

*Students are required to teach elements of warm-up, a small sequence and cool down (not full lessons) while under supervision for the purpose of video evidence. (Please note pre-dance does not meet the required level to teach in this qualification for assessment purposes of this unit. Dance pupils must be learning basic techniques in a genre).*

**Senior Teacher** - works within a studio as a senior teacher or owns a studio.

A senior teacher is willing to:

- provide the student access to their pupils for teaching purposes,
- witness the student teaching those pupils,
- provide feedback to ATOD and the student on the teaching experience, and
- supervise the student to ensure the students and pupils are maintained in a safe environment.



A senior teacher acting as a supervisor is appropriate for:

- current teachers seeking Recognition of Prior Learning who have been teaching for a number of years, or
- running a studio without a nationally recognised qualification,
- teachers returning to the dance teaching after a break.

A senior teacher is willing to provide access to a student population and witness/supervise the student teaching as required.

**Mentor Teacher** - a trusted adviser, experienced teacher and wise person who is willing to develop a professional relationship with the student throughout their enrolment period. The mentor should be willing to share their experiences to assist the student to reach their potential as a dance teacher.

They provide professional and personal support to the mentee student and use their experiences and skills to facilitate their support and development.

Mentoring is usually (though not always) a one-to-one relationship that provides guidance at a time of development and change. Mentors provide impartial, confidential guidance and are there to guide the student through their studies.

A mentor is highly recommended for students who:

- are still in high school,
- have recently completed high school,
- have yet to be fully responsible for all aspects of teaching in a studio.

**TAE** - the trainer and assessor. They must hold the TAE Certificate IV in Training and Assessment. In many instances this might be the studio senior teacher / mentor. In others, the student will be assigned a TAE through ATOD. This is the person who will make a determination of competencies. The student should know who their TAE is and how to make contact.



## **Student Support**

ATOD students require a population of dance studio students to actively teach technique under the guidance of a senior qualified teacher.

They will require a variety of support which varies with student experience, maturity and qualification requirements.

### **CUA30313 Certificate III in Assistance Dance Teaching**

Students studying CUA30313 will require a senior teacher in the room while the dance teaching is happening.

These students are primarily demonstrating. They will move toward providing instruction to pupils as they move through the programme. Students should never be left alone or in control of the class.

### **CUA40313 Certificate IV in Dance Teaching and Management**

Student studying a CUA40313 will require a senior teacher who is available at the studio. This student may be left in charge of the class depending on the senior teacher's/ studio principal's decision on their abilities to control the classroom and maintain safe dance practice.

The student should be supervised and must have exhibited knowledge and maturity to be left in full control of a class. The studio should consider this risk and be able to accept this risk. In many instances, studios will ease a student into full control by leaving the student alone for 10-15 minutes and building on that time throughout the duration of the student's training. The student, the pupils, both groups' ages/maturity and the student's previous background in dance teaching should be taken into consideration.

### **CUA50313 Diploma Dance Teaching Management**

It is recommended that students studying the CUA50313 have a mentor dance teacher (this doesn't have to be someone in the studio in which they are teaching).

The student will require access to pupils who are training at an advanced level of dance technique (elementary or above). One of the core units is a financial unit, which will require the student to have access to the business operations/processes of the studio including P&L, balance sheets, cash flow, and budgets. The student will analyse the finances and will be required to upload that analysis. All ATOD assessors will be reviewing this information and all sign confidentiality agreements. Please ensure that you are comfortable with this.

## Materials to be supplied to ATOD

All studios delivering teaching qualifications must have the following policies.

These will be forwarded to ATOD on supply of the student enrolment and to the student prior to or during the studio induction.

- **Anti-Bullying and Anti-Harassment Policies**

These should include suitable reporting and investigative mechanisms, including acceptable use of social media. These policies should include various relationships student / pupil, student / supervisor or mentor, co-worker / co-workers, student / student as appropriate to the relationship and business.

- **Workplace Health and Safety Policy**

This should include a method for reporting hazards and mitigating risks, reporting incidents, a lockdown and evacuation policy, privacy policy and cash handling policy.

- **Student Induction to the Studio**

This must contain as a minimum the identification of emergency exits, who to report hazards to, who or how to report entry and leaving of the studio. This may be a copy of an email sent to the student or an induction checklist. We do not require these procedures to be forwarded unless they are listed above in point 1 or 2.

- **Certificate of Currency for the Public Liability Insurance**

- **Statement Describing the ATOD Student Relationship**


This must outline whether the student is a paid employee or a vocational placement.

## Terms of Engagement of the Student

**Paid Employee** - If the student is a paid employee of the studio, the studio is responsible for all regulations in accordance to employer obligations, industrial regulation, work cover, and employee entitlements under Australian Fair Work etc., including letter of engagement with the terms of engagement.

Occasionally the student may be a student teacher at the studio and may be a pupil studying higher technique. In these situations, it is recommended that a clear refund policy be in place describing the situation should the student's





teacher role cease. This refund policy should be clear and cover any training being undertaken by the student. It should state what happens should the role of dance teaching cease and/or a student wishes to withdraw from that training.

It is recommended that a reference to this policy be made as part of the signed and agreed terms and conditions for training.

The studio must note there are inherent conflicts of interest where the student is a pupil and an employee of the studio. These must be addressed in the studio procedures.

**Unpaid Student** - Where the student unpaid, they are limited to no more than 240 hours of placement under Australian Fair Work. Any placement longer than 240 hours is deemed no longer a placement and the student is entitled to remuneration. It is strongly suggested you have a sign in and sign out book for the student to log hours (CUADTM301 log can be used) and that both parties sign it weekly.

There are conflicts of interest in this unpaid situation around the perceived authorities rather than actual authorities that occur in a paid capacity. The student could be teaching their peers resulting in perceived 'power' difference. Therefore, it is highly recommended students teach younger students.

**Insurance coverage of the student** - It is strongly recommended that the studio review or speak with their insurer to ensure that their insurance covers students under a workplace arrangement.

The studio is required to indemnify ATOD for any liability to the student or caused by the student to others/resources while the student is undertaking work placement at your studio.

In a high school environment, the school teacher may take on the role of supervisor / mentor. Where the school takes on the role; it will be in a vocational placement situation. The student may be teaching younger pupils dance within the same school. However, the school is responsible for the student and the younger pupils and must provide some supervision. The school's accident policy must cover any of its students' / pupils' medical expenses and other liabilities while the student is teaching others.

## Responsibilities

### Student Responsibilities

Students are expected to treat the teaching of pupils as if they were in an employment situation.

As such they should:

- complete duties planned by the supervisor or as per the assessment requirements and show a willingness to learn.
- follow any advice given by the supervisor and ask questions when they are unsure.
- be well-mannered with all pupils, families and staff members.
- dress appropriately in the workplace.
- start each day on time, attend as required and agreed, and only take allocated breaks.
- contact the supervisor if they are unable to attend a scheduled day due to illness or other extenuating circumstances.
- make up any lost time from absences due to unforeseen circumstances.
- work in a safe manner to ensure the safety of themselves and others and report any accidents immediately to the supervisor.
- report any hazards as per the studio procedures.
- maintain the confidentiality of the business and studio pupils. It is not uncommon for a student to be required to sign a confidentiality agreement in a vocational placement position.

### ATOD Responsibilities

ATOD holds all the responsibilities for the training and assessment of students.

This includes:

- providing the theory required to meet the competencies of the units.
- providing the student with information to complete the set assessments.
- supporting the student where they are unclear about a task.
- assessing /marking student assessments, and
- reporting to state authorities.

In many respects, the roles of mentor and ATOD assessor may overlap. The mentor may be able to provide theory and support to student's questions in completing the work. However, the mentor is not expected or required to undertake these responsibilities.

Note the ATOD assessor will have the ultimate decision on competency but the decision is taken with input from the mentor /senior teacher.

### **Senior Teacher Responsibilities**

As a place of employment and a person in control of a workplace, senior teachers have certain responsibilities such as duty of care to all the people within the workplace. This extends to students regardless of the role played in a student's studies.

In terms of the responsibility under OHS/WHS legislation and equal opportunity and anti- discrimination legislation, the student is considered equivalent to an employee with all the same protections even when on vocational placement.

Supervision of an ATOD student includes oversight, direction, guidance and support.

To do this a senior teacher has a responsibility to:

- provide opportunities for the student to apply their theory application to pupils in a supervised and safe environment allowing the student to develop skills related to the units they are studying.

*(CUADTM403: Student will require a limited opportunity to teach pupils aged approximately 10 years old plus with three to five years dancing experience. The student is required to teach elements of warm up, a small sequence and cool down (not full lessons) while under supervision for the purpose of video evidence.*

*Please note pre-dance does not meet the required level to teach in this qualification for assessment purposes of this unit. Dance pupils must be learning basic techniques in a genre).*

- provide equipment and opportunities for the student to video their teaching as per ATOD assessment requirements.
- keep all of the student's personal details confidential and provide them with the same privacy and confidentiality afforded to all staff and pupils with the exception of notifying ATOD and the student of any issues which may affect the student's successful completion.
- carry out a thorough and documented orientation and induction of the student at their first visit.
- familiarise the student with worksite, amenities, equipment and relevant staff.



- complete the skills observations for the units the students are studying.
- provide feedback to the student on their progress in support of their training and assessment and skill development.

The senior teacher is required to witness the student's teaching methods, provide feedback to the student and complete documentation, which ATOD uses to determine competencies. The teacher remains responsible for the safety and well-being of the pupils and the ATOD student as well as the safe care of studio resources. There will be multiple instances of supervising of a student.

### **Mentor Teacher Responsibilities**

The responsibilities of the mentor teacher are as detailed above for a senior teacher. A mentor, however, provides greater insight, more opportunities for feedback and further development opportunities for the ATOD student. The development of the ATOD student is guided over time by the mentor.

The mentor:

- provides more access to pupils to teach.
- facilitates the development of the various strategies to use in a classroom.
- shares their experiences, both positive and negative.
- shares their resources to facilitate the student's development in teaching and nurturing others, running a studio, dealing with students / parents / schools in all aspects of studio life and provide opportunities for the ATOD student to grow and develop reflective teaching practices.

### **First Day Expectations of Senior Teacher / Mentor**

The first day of working with a new student should be treated the same way that you would any new employee, including covering any safety inductions and housekeeping inductions.

Topics include (but not limited to):

- tour – Including toilets, lunchroom
- introduction to staff
- emergency procedures including location of fire exits, safety equipment, first aid
- procedures such as –
  - a number to contact if the student can't attend a scheduled day for any reason
  - start times and breaks

- cash handling  
security, privacy and confidentiality
- WHS procedures including a method for reporting hazards and mitigating risks, reporting incidents
- social media policy for use of / security of / professional aspects of anti-bullying and anti-harassment which include suitable reporting and investigative mechanisms, including acceptable use of social media
- lock down/evacuation procedures

### **Incidents / Accidents:**

If the student is involved in an incident/accident while at your studio, the steps are similar as when an employee is hurt.

- seek medical attention immediately
- contact the student's emergency contact
- obtain a medical certificate from the doctor or medical practitioner attending the student
- complete the accident/incident report form for the studio. If one does not exist, contact ATOD for their copy
- follow your standard workplace procedures for dealing with any WHS incidents or Workcover issues if required.

## Further Information on Procedures

Procedures enable discipline and termination / withdrawal to occur with less stress and chance of being labelled unfair if there is any problem with the student through their enrolment in the courses.

It is recommended that the studio consider having all the following procedures in place, although this is not required to be forwarded to ATOD unless it is specifically requested:

- Code of Conduct
- Recruitment Policy
- Internet and Email Policy
- Mobile Phone Policy
- Non-Smoking Policy
- Drug and Alcohol Policy
- Health and Safety Policy
- Anti-Discrimination and Harassment Policy
- Grievance Handling Policy
- Discipline and Termination Policy
- Using Social Media.

It is strongly recommended that whenever a student is also a pupil of the dance studio that there is careful consideration in regard to inclusion of these students in office social situations.

There have been instances reported where a work social event has resulted in bullying allegations and adult conversations have been misconstrued.

These can happen post the studio identifying poor performance or providing negative feedback to the student.

## The Importance of the Mentor Relationship

The mentor relationship is not:

- a tutor/student relationship focusing on the academic outcome of the course
- an instructor/trainee relationship focusing on the learning skills and techniques to perform a specific function where the instructor is in control of the learning process
- that of manager/employee relationships where the manager controls the outcome of the task. The student can be but doesn't have to be a paid employee of the studio

The mentoring relationship will generally be informal and last for the student's study period. The mentoring role should function independently of individual status/position in industry and maintain a careful distance from workplace issues when there is a concurrent employer/employee relationship.

### Mentoring Relationship Principles

The mentor and the mentee determine together how they can achieve the outcomes suitable to their needs.

- Commitment to the programme

Successful mentoring requires the commitment of both parties to the programme and each other.


- Realistic expectations

The mentor is not responsible for the mentee's learning. The mentee must take responsibility for learning. While mentors are encouraged to provide guidance and support, mentees are responsible for decisions and actions. To get the most out of the mentor's developed wisdom and experience, a mentee must consider their learning style, their goals and how to achieve them.

The mentee should contact their ATOD trainer for any questions related to ATOD assessment materials.

- Confidentiality

All information that the mentee and mentor share as part of their mentoring relationship should be strictly confidential. Where there could be an issue with confidentiality it is up to the mentee and mentor to work through the issue for the mentor's pupils.



Where confidentiality is a problem between the mentor and mentee, the concern can be raised with the ATOD RTO who will attempt to mediate. There is little, however, that ATOD can do to enforce. Developing a trusting relationship depends on the mentee and the mentor being open to sharing thoughts and feelings honestly and directly. Mentees and mentors should confront any communication issues directly before seeking outside help.

- Behaviours

The mentor / mentee relationship is to be maintained on a professional level and business decorum / ethics is expected. Where a Code of Conduct or policies exist, the student is expected to follow those policies while working with the studio.

- Be open to ideas and influence

It is important to explore options, look at a range of problem-solving methods and view situations from more than one perspective. Mentoring is an ideal environment to challenge the way one thinks and pursues goals.

- Trust and respect

A culture of trust and respect should form the basis for the mentoring relationship and encompass all of the above principles.



## Further Information and References

### **Social Media, Smoking, Drugs and Alcohol –**

Although this is a UK site specifically for Northern Ireland, it has some great information that can be used to generate your policies for social media, smoking, drugs and alcohol. There are also some templates for managing staff in their HR documents tab that can be used to generate ideas and adapted for Australian use.

<https://www.business.gov.au/People/Managing-and-developing-staff>  
<https://www.nibusinessinfo.co.uk/content/staff-documents-and-employment-policies>

### **HR Template - Business Victoria –**

[https://www.business.vic.gov.au/\\_data/assets/word\\_doc/.../HR-manual-template.docx](https://www.business.vic.gov.au/_data/assets/word_doc/.../HR-manual-template.docx)

### **Handling Internal / External Complaints –**

<https://www.humanrights.gov.au/our-work/employers/good-practice-guidelines-internal-complaint-processes>

<http://ppr.det.qld.gov.au/corp/governance/Procedure%20Attachments/Custom%20complaints%20management/Custom-complaints-management.pdf>

This is created under creative commons so if you use portions you are required to reference accordingly.

## Check List of Procedures to Supply to ATOD

- ☐ Anti-Bullying
- ☐ Anti-Harassment
- ☐ Acceptable Use of Social Media
- ☐ Reporting Hazards
- ☐ Managing Risks
- ☐ Lock Down / Evacuation
- ☐ Privacy/ Confidentiality
- ☐ Use of Student Images
- ☐ Cash Handling
- ☐ Statement of Status - Employed or Vocational
- ☐ Currency of Workers Compensation (if paid employee) and Public Liability
- ☐ Induction Checklist
- ☐ Tour and Introduction
- ☐ Contact Details if Late or Absent
- ☐ Start Time, Finish Time, Meal Breaks
- ☐ Emergency Exit
- ☐ Emergency Equipment, Fire and First Aid
- ☐ Incident Reporting
- ☐ Communication, Meetings / Methods
- ☐ Studio Policies / Procedures / Forms Used

Go through specific policies phone use, social media, pay arrangements if applicable and any of the procedures above as necessary