

Introduction

This document is presented to ATOD partners delivering the CUA30313, CUA40313 or the CUA50313. It is developed to assist partners in delivery of these qualifications and prevent incidents that have been experienced by some partners in these deliveries.

The partner studio may wish to consider these issues across their full delivery of qualifications, but these requirements must be instigated for any delivery of teaching qualifications.

All Partner studios are to have an ATOD approved method to ensure students have reached an appropriate level in their dance to teach technique to others. In many cases this will be the student uploading exam results.

Background

Due to instances of student complaints and the resulting work necessary to ensure the related issues do not recur, this manual is being developed for studio use to ensure that the studio and ATOD are adequately addressing risks in the workplace.

All students studying these qualifications require a group of students to teach technique under the guidance of a senior qualified teacher and TAE (these can be the same person).

To enable a full understanding the following definitions are necessary.

Student is the student who is studying a qualification in partnership with ATOD CUA30313, CUA40313, or CUA50313

Pupils are students associated with a studio wishing to learn dance- typically your studio. They are typically younger than the student who maybe undertaking recreational dance 1- 2 days per week across any genre.

Supervising teacher will be the TAE working within a studio as a senior teacher or owner of the studio. They are responsible for training and assessing of the student and all observations for students to upload

Senior Teacher may be a non TAE with many years' experience who maybe in the classroom while the student is teaching pupils to ensure the safety of the student and the pupils. This teacher is not to assess the student but is able to provide the student feedback. Many students will be teaching pupils to practice the skills they are learning as teachers. The TAE is NOT required to be in the room during practice situations.

Mentor Teacher will be a trusted adviser experienced teacher and wise person who is willing to develop the student and share with the student their experiences to assist the student to reach their potential as a dance teacher. Not all partners can take on the mentor role as the mentor role is typically limited to one on one or very small groups. A Mentor can be the Supervising Teacher or any Senior Teacher.

Mentoring is a professional relationship supporting the professional development of the student toward becoming a future dance teacher throughout their enrolment period. Mentoring is usually 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 a student through their studies.

A mentor provides professional and personal support to the mentee student. They use their experiences and skills to facilitate the support and development of the mentee

The mentor is not a tutor/student relationship focusing on the academic outcome of the course. It is not 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. It is not that of manager/employee relationships where the manager controls the outcome of the task.

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 or tutor/student relationship.

Materials to be supplied to ATOD

All studios delivering the teaching qualifications must have the additional following policies. These are to be forwarded to ATOD at the time the TAS for these qualifications is delivered.

- Anti-bullying and Anti-Harassment policies with suitable reporting and investigative mechanisms, including acceptable use of social media. These policies should include various relationship student/pupil, student/supervisor or mentor, co-worker/co-workers, student/ student as appropriate to the relationship and business.
- A social media policy covering use /security / professional aspects

- A work health and safety policy including a method for reporting hazards and mitigating risks, reporting incidents, a lock down policy and evacuation policy, privacy policy and cash handling policy.
- A copy of the student's induction to the studio. This induction must contain as a minimum: identification of emergency exits, to whom to report hazards, who or how to report entry and leaving of the studio. The information supplied to ATOD may be a copy of an email sent to the student or an induction checklist. ATOD does not require these procedures to be forwarded unless listed in dot point 1, 2 or 3.
- Statement describing the student relationship when the student is training the pupils - paid employee or vocational placement.

Materials to be maintained by the studio

Where the student is a **paid employee** the studio is responsible for all regulations in accordance to employer obligations, industrial regulation and employee fair work etc. including letter of engagement with the terms of engagement.

Where the student is in paid employment, a clear refund policy must be in place where the student is also undertaking dance training/teacher training at the studio (is a pupil). This refund policy should be clear and cover any training being undertaken by the student. It should state what happens should the paid employment cease and/ or a student wishes to withdraw from that training.

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

Where the student is in **unpaid situation (vocational placement)**, the student is limited to no more than 240 hours of placement. Any breach of this limit and the studio is in breach of Fair work requirements. It is strongly suggested you have a sign in and sign out book for the student to log hours and both parties sign it weekly.

We recommend you confirm your studio's public liability insurance to ensure that any studio students teaching studio pupils while in a unpaid vocational placement situation are covered for injury/accidents to the studio student, studio pupil and damage to studio resources.

The student is solely responsible for any lost wages as a result of an incident within the studio for any other employment lost as a result of the incident.

Check your car insurance as studio students may not be covered for driving any studio owned vehicles. It is also recommended the studio check their insurance for employees driving studio vehicles.

In a high school environment, the school may take on the role of supervisor/mentor. Where the school takes on the role, the student will be in a vocational placement situation. The student may be teaching younger pupils dance within the same school, the school is responsible for the student and the younger pupils and must provide appropriate supervision at all times. The school's accident policy may cover any of its students'/pupils' medical expenses.

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 to 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.
- . Follow all studio procedures

Supervising Teacher/TAE Responsibilities

The Studio TAE holds all the responsibilities for the training and assessment of students. This includes providing the theory required to meet the competencies of the units, provide the student information to complete the set assessments, provide support to the student where the student is unclear about a task and assess/mark student assessments.

The TAE will complete the skills observations for the units the student is studying and provide feedback to the student on their progress in support of their training and assessment and skill development.

The TAE is required to witness the students' teaching methods, provide feedback to the student and complete documentation, which the student uploads and ATOD must maintain.

Note the studio TAE will have the ultimate decision on competency but the decision may be taken with input from the mentor /senior teacher.

As a place of employment and a person in control of a workplace, the supervising teacher will have certain responsibilities such as a duty of care to all the people within your workplace. This extends to students.

In terms of your 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. As such:

- Keep all of the student's personal details confidential and provide them with the same privacy and confidentiality afforded to your 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, relevant staff

Senior teacher responsibilities

The senior teacher remains responsible for the safety and well-being of the pupils and the student; as well as, the safe care of studio resources.

Supervision of a student includes oversight, direction, guidance and support. To do this you have 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.

- Keep all of the student's personal details confidential and provide them with the same privacy and confidentiality afforded to staff and pupils.

Mentor Teacher responsibilities

The responsibilities of the mentor teacher are as detailed above for a supervising teacher; however, a mentor provides greater insight, more opportunities for feedback and development opportunities for the student. In the mentor situation the student is guided over time in their development. The mentor provides more access to pupils to teach and facilitates the development of the various strategies to use in a classroom. A mentor shares their experiences both positive and negative. They share their resources to facilitate the student's development in teaching and nurturing others, running a studio, dealing with students/parents/schools for all aspects of studio life and provide opportunities for the student to grow and develop reflective teaching practices.

First Day Expectations for the supervising teacher

Treat the first day working with a student the same way that you would any new employee you must include any safety inductions and housekeeping inductions.

Topics to be included but should not be limited to

Tour – Including toilets, lunchroom

Introduction to staff

Emergency Procedures – 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
- Social media policy
- Anti-bullying and Anti-Harassment
- Lock down procedures

Should there be an incident/accident

If the student is involved in an incident/accident while at your studio the steps are similar as when an employee is hurt. Where the student is undertaking study in a vocational placement capacity, your studio should be contacted as soon as practicable following the incident.

1. Seek Medical Attention immediately
2. Contact the student's emergency contact
3. Ask any doctor or medical practitioner attending to the student for a medical certificate
4. Complete the Accident/Incident Report Form for the studio if one does not exist contact ATOD for a copy of theirs.
5. Follow your standard workplace procedures for dealing with any WHS incidents or Workcover issues if required.

For further information on procedures

Although all of the below is not required for ATOD unless it is specifically requested above, it is recommended studio partners consider having all the following procedures to assist with issues associated with a student being a student and a pupil simultaneously. Where there is a clear procedure should there be any problem with the student through their enrolment in the courses these procedures will enable discipline and termination/withdraw to occur with less stress and chance of being labelled unfair

- 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

The student is treated as an employee up to a point---- include them in work meetings but it is not recommended to include them into work colleague social situation when the student is both a pupil and an employee or a vocational placement student-----unless all studio pupils would be invited to this event.

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

For Information on some topics to consider in the policies Check out the following:

<https://www.business.gov.au/People/Managing-and-developing-staff>

<https://www.nibusinessinfo.co.uk/content/staff-documents-and-employment-policies>

Although this is a UK site specifically for Northern Ireland it has some great information which 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 which can be used to generate ideas and adapted for Australian use

Business Victoria has a HR template, which can be used

https://www.business.vic.gov.au/__data/assets/word_doc/.../HR-manual-template.docx

For information on handling internal/external complaints check out

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

This is a good procedure, which could be adapted by your studio if required.

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

This is created under creative commons you may use portions but you are required to reference accordingly.

MENTORING RELATIONSHIP PRINCIPLES

The Mentor and the Mentee determine together how they can achieve the outcomes suitable to their needs.

Commitment to the Program

Successful Mentoring requires the commitment of both parties to the Program 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 is to contact their ATOD trainer for any questions related to ATOD assessment materials

Confidentiality

All information 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 Mentors pupils. Where confidentiality is a problem between the Mentor/Mentee the concern can be raised to ATOD RTO who will attempt to mediate; however, there is little 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. 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's 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 encompasses all of the above principles.

Checklist of Procedure 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 exists

- 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