



Student Work Placement Information Package



Introduction

This document is presented to students completing their studies towards a qualification in:

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

When studying these qualifications, you must have access to a group of students to enable you to teach dance techniques under the guidance of a senior qualified teacher and the trainer and assessor (TAE). These can be the same person or separate individuals.

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 a 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.

Senior Teacher - typically is a teacher with many years' experience who will be in the classroom while you are teaching pupils to ensure the safety of yourself and the pupils. This teacher is not assessing you but is required to complete some observations of your work in the studio. This information is provided to you as feedback for you to consider and for you to upload to the study portal as required. You are required to have a senior teacher (though you could have a mentor instead). Your assessor will use this feedback material to assist in making a decision on your competency for the unit.

Mentor Teacher - a trusted adviser, experienced teacher and wise person who is willing to share their experiences to assist you to reach your potential as a dance teacher.

Not every studio senior teacher can take on the mentor role, as the mentor role is typically limited to one on one or very small groups. *You do not require a mentor teacher.*

Mentoring is a professional relationship supporting your development toward becoming a future dance teacher throughout your enrolment period. This role 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 you through your studies.

The mentor 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 relationship where the manager controls the outcome of the task.

The mentoring relationship will generally be informal and last for your 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.

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, you will be assigned a TAE through ATOD. This is the person who will make a determination of competencies. If you do not know who your TAE is, call ATOD and they will be able advise you.

Your Relationship with the Studio

You will be undertaking your practical teaching opportunities in a paid or unpaid (vocational placement) capacity.

Paid Employee - the studio is responsible for all regulations in accordance to employer obligations, industrial regulation and employee fair work etc. You must be aware of the refund policy in place. That policy must clearly describe the situation where you are undertaking dance training / teacher training at the studio (you are a pupil). It should also state what happens should the paid employment cease and / or you wish to withdraw from dance or teacher training.

Unpaid Student (vocational placement) - you are limited to *no more than 240 hours of placement under Australian Fair Work*. No placement is to extend beyond 240 hours. Where placement extends beyond 240 hours, the studio is in breach of Fair Work conditions. The studio should have a sign in / out book to facilitate the recording of your hours. If there is no book, it is recommended you use the log of hours found in CUADTM301 or have a diary where you have the senior teacher / mentor sign each week. In unpaid situations the following apply and are in accordance with the vocational placement agreement signed by yourself / guardian, the mentor studio and ATOD:

- Throughout the duration of your work placement, the studio is responsible and indemnifies ATOD for any liability.
- You are solely responsible for any lost wages as a result of any incident within the studio for any other employment you may have lost as a result of the incident.

If your senior teacher / mentor is a high school teacher, you are in a vocational placement situation. If you are teaching younger pupils dance within the same school; the school is responsible for you and the younger pupils and must provide appropriate supervision at all times and cover any accidents / incidents.

Responsibilities

Your Responsibilities

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

As such you should:

- complete duties planned by the senior teacher / mentor or as per the assessment requirements and show a willingness to learn.
- follow any advice given by the senior teacher / mentor and ask questions when 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 senior teacher / mentor if you 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 yourself 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 you to be required to sign a confidentiality agreement in a vocational placement position. Read it so you know what you must do BEFORE you sign it. If you are under 18 years old, you may be required to have your parent sign this as well.
- follow all studio procedures.

TAE Assessor's Responsibilities (may hold the dual role of senior teacher or mentor)

The assessor holds all the responsibilities for your training and assessment and is required to:

- provide the theory required to meet the competencies of the units, information to complete the set assessments and support where you are unclear about a task and assess/mark your assessments.
- answer your questions regarding your assessments.
- provide you with feedback on your progress in support of your training and assessment and skill development.
- witness your teaching methods via video or face-to-face in the studio and use the senior teacher / mentor workplace reports and your uploads to determine competency and provide you with feedback.

The assessor will have the ultimate decision on competency but the decision may be 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 you as the student. You have responsibilities to others in the workplace in regard to safety

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

Your supervision includes oversight, direction, guidance and support.

To do this a senior teacher has a responsibility to:

- provide you with opportunities to apply your theory application to pupils in a supervised and safe environment, allowing you to develop skills related to the units you are studying.

(CUADTM403: You will require a limited opportunity to teach pupils aged approximately 10 years old plus with three to five years dancing experience. You 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).

- provide equipment and opportunities for you to video your teaching as per ATOD assessment requirements.
- keep all of your personal details confidential and provide you with the same privacy and confidentiality afforded to all staff and pupils with the exception of notifying ATOD and you of any issues which may affect your successful completion.
- carry out a thorough and documented orientation and induction on your first visit.
- familiarise you with worksite, amenities, equipment and relevant staff.
- complete the skills observations for the units you are studying.
- provide you with feedback on your progress in support of your training and assessment and skill development.

The senior teacher is required to witness your teaching methods, provide you with feedback and complete documentation, which ATOD uses to determine competencies. The teacher remains responsible for the safety and well-being of the pupils and you, 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 you. Your development 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 your development in teaching and nurturing others, running a studio, dealing with students / parents / schools in all aspects of studio life and provide opportunities you to grow and develop reflective teaching practices.

First Day Expectations of Senior Teacher / Mentor

Although you may have been a pupil at the studio for many years; you must complete a formal induction. Treat the first day as your first day of employment, even if you are there in a vocational placement role. You must be inducted into the workplace.

Your induction should 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 you can't attend a schedule 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 you are involved in an incident / accident while at your studio, you should:

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

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 mentee 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.