

**40313****Assist in facilitating inclusive learning sessions as a performing arts emerging tutor**

<b>Kaupae   Level</b>	2
<b>Whiwhinga   Credit</b>	10
<b>Whāinga   Purpose</b>	<p>This skill standard is for emerging tutors in the performing arts who want to learn how to assist in facilitating inclusive learning sessions for a performing arts group.</p> <p>It is intended for learners/ākonga engaged in the performing arts, either professionally or within a community context, and is suitable for a diverse range of learners regardless of ethnicity, gender, identity, or abilities.</p> <p>This skill standard aligns with the Performing Arts Emerging Tutor (Micro-credential), Level 2 [Ref: 5121].</p>

**Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria**

<b>Hua o te ako   Learning outcomes</b>	<b>Paearu aromatawai   Assessment criteria</b>
1. Assist in facilitating inclusive learning sessions as a performing arts emerging tutor.	a. Set up the environment for the learning sessions.
	b. Welcome and farewell participants effectively.
	c. Organise and set up resources in accordance with the lesson plan.
	d. Demonstrate performing arts techniques during the learning session.
	e. Demonstrate manaakitanga and effective communication throughout the learning sessions.
	f. Maintain professional standards throughout the learning sessions.

**Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria***Assessment specifications:*

To complete this standard, learners/ākonga must apply the skills outlined in the assessment criteria while assisting in the facilitation of inclusive learning sessions as a performing arts emerging tutor.

The learning session must contain a minimum of five participants (excluding the emerging and lead tutor) and be at least one hour in duration. The learners/ākonga is required to demonstrate these skills over two separate learning sessions.

This skill standard will be applied in situations that are limited in scope, familiar, and repetitive, where learners/ākonga engage in activities within clearly defined contexts.

Some learners/ākonga, particularly those with disabilities, may require additional learning and practice to develop the necessary skills and knowledge, which could extend beyond 100 hours to achieve the 10 credits.

Manaakitanga refers to showing kindness, respect and support towards others, making them feel valued and included.

Assessment must take place during a real performing arts learning session in the presence of a lead tutor.

The learner/ākonga must observe relevant organisational criteria and/or legislation such as the Health and Safety at Work Act (2015) and the Privacy Act (2020).

*Definition:*

Emerging tutor is an individual who is in the early stages of developing their teaching skills and knowledge, working under the guidance of a more experienced lead tutor. Emerging tutors are typically building confidence, refining their instructional techniques, and learning to support learners/ākonga effectively. They may have personal experience in the subject matter, such as having participated in the sessions they are now helping to lead and are beginning to take on more responsibility in the teaching or facilitation process. The role of an emerging tutor is often transitional, with the aim of building self-confidence and progressing toward further learning opportunities, community involvement, or employment.

***Ngā momo whiwhinga | Grades available***

Achieved.

**Ihirangi waitohu | Indicative content**

- Learning environment setup:
  - Principles of creating an inclusive and accessible learning environment that encourages participation from all learners.
  - Techniques for arranging physical space and resources to support diverse learning needs.
- Effective communication:
  - Strategies for welcoming participants and fostering an inclusive atmosphere.
  - Active listening skills and methods for responding to participant needs and feedback.
- Resource organisation:
  - Guidelines for selecting and preparing resources and materials in alignment with the lesson plan.
  - Collaborative practices for setting up equipment and supplies to facilitate the learning session.
- Performing arts techniques:
  - Basic principles of various performing arts techniques as demonstrated by the lead tutor.
  - Opportunities for learners to practice and apply techniques under guidance.

- Manaakitanga and support:
  - Understanding appropriate dress codes for different contexts.
  - Techniques for recognizing and valuing the contributions of all participants.
- Professional standards:
  - Expectations for maintaining professional behaviour, including attire, punctuality, and communication.
  - Awareness of privacy and confidentiality considerations in a learning context.
- Health and safety practices:
  - Knowledge of relevant health and safety legislation and organisational policies.
  - Strategies for ensuring a safe environment for all participants during activities.
- Reflection and development:
  - Importance of self-reflection after each session to assess personal effectiveness and areas for improvement.
  - Seeking and incorporating feedback from the lead tutor and participants to enhance future sessions.

#### Rauemi | Resources

- [Health and Safety at Work Act 2015 | WorkSafe](#)

#### Pārongo Whakaū Kounga | Quality assurance information

<b>Ngā rōpū whakatau-paerewa   Standard Setting Body</b>	Toi Mai Workforce Development Council
<b>Whakaritenga Rārangi Paetae Aromatawai   DASS classification</b>	Arts and Crafts > Performing Arts General > Performing Arts Teaching
<b>Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga   CMR</b>	0099

<b>Hātepe   Process</b>	<b>Putanga   Version</b>	<b>Rā whakaputa   Review Date</b>	<b>Rā whakamutunga mō te aromatawai   Last date for assessment</b>
<b>Rēhitatanga   Registration</b>	1	28 November 2024	N/A
<b>Kōrero whakakapinga   Replacement information</b>	N/A		
<b>Rā arotake   Planned review date</b>	31 December 2029		

Please contact Toi Mai Workforce Development Council at [qualifications@toimai.nz](mailto:qualifications@toimai.nz) to suggest changes to the content of this skill standard.