40314   Review inclusive learning sessions as a performing arts emerging tutor

Kaupae	Level	2
Whiwhinga	Credit	5
Whāinga	Purpose	This skill standard is for emerging tutors in the performing arts who want to learn how to review the effectiveness of inclusive learning sessions for a performing arts group, with assistance from a lead tutor. 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 learner regardless of ethnicity, gender, identity, or abilities. This skill standard aligns with the Performing Arts Emerging Tutor (Micro-credential), Level 2, [Ref: 5121].

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

Hua o te ako	Learning outcomes	Paearu aromatawai	Assessment criteria
1. Review inclusive learning sessions as a performing arts emerging tutor.	a. Collect and collate feedback after the learning sessions.
	b. Review feedback and explain how the learning session could be improved to enhance learner engagement.
2. Complete self-reflection as a performing arts emerging tutor.	a. Review own performance after learning sessions and identify strengths, weaknesses, and areas for personal growth and self-development.

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 during the review of two separate inclusive learning sessions for a performing arts group with assistance and guidance from a lead 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.

Some learners/ākonga, particularly those with disabilities, may require additional learning and practice to develop the necessary skills and knowledge, which could extend beyond 50 hours to achieve the 5 credits.

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

- Methods of collecting feedback:
    - Overview of techniques for gathering feedback, including verbal comments, written surveys, interviews, and self-assessment.
    - Importance of effective communication with lead tutors and participants in gathering constructive feedback.
    - Exploration of different feedback tools and their relative benefits for gathering useful insights.

- Evaluating feedback for improvement:
    - Identification of feedback trends and common areas where improvement may be needed.
    - Approaches to interpreting feedback to inform potential changes to lesson plans.
    - Techniques for prioritising feedback to address immediate and long-term improvements.

- Implement lesson plan improvements:
    - Strategies for refining lesson plans in response to feedback for better alignment with participants' needs.
    - Incorporating changes that address specific needs or challenges identified by participants or the lead tutor.
    - Methods for documenting and rationalising changes to lesson plans to ensure consistency and quality in future sessions.

- Self-reflection on performance:
    - Key areas of focus for self-reflection in facilitation practices, including identifying strengths and areas for growth.
    - Factors contributing to effective delivery and areas where additional development may be beneficial.
    - Goal-setting processes for personal and professional development informed by self-reflection and feedback.

Rauemi | Resources

- Health and Safety at Work Act 2015 | WorkSafe

Pārongo Whakaū Kounga | Quality assurance information

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

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

Please contact Toi Mai Workforce Development Council at qualifications@toimai.nz to suggest changes to the content of this skill standard.