

Title	Deliver safe and inclusive learning sessions as a performing arts teacher		
Level	5	Credits	20

Purpose	People credited with this unit standard are able to deliver safe and inclusive learning sessions as a performing arts teacher.
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Classification	Performing Arts General > Performing Arts Teaching
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Available grade	Achieved
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Guidance Information

- 1 All learning and assessment leading to this unit standard must be carried out in accordance with the following as relevant:
 - legislation including Health and Safety at Work Act 2015 and subsequent amendments;
 - current industry best practice and industry guidelines;
 - organisational policies and procedures.

- 2 **Definitions**

A learner-centred delivery environment that is culturally safe and inclusive is one that ensures that the cultural background and needs of individuals and groups are identified, recognises and respects those backgrounds and associated values, and takes pro-active steps to meet the identified needs so that the learning outcomes can be achieved to the fullest extent of each learner's capabilities.

Delivery plan is part of designing for learning, teaching and assessment. Depending on the context, planning may build on existing plans and resources to meet learner needs.

Industry best practice means the range of actions, methodologies and approaches currently accepted as high quality within the performing arts sector.

Learning session is defined as a learning or training event that can be part of a programme, but has its own internal coherence in terms of outcomes and subject matter coverage, and is sufficiently discrete to be able to stand on its own.

Organisational policies and procedures are instructions to staff that may be documented and available for reference in the form of an operations manual and/or policy and procedures manual. They include, as relevant, health and safety plan, the use of personal protective equipment (PPE), and normal company operating policy and procedures.

- 3 **Assessment conditions**

Competency in this unit standard must be demonstrated in a performing arts teaching environment and cannot be simulated.

- 4 Range
Evidence of delivering three different learning sessions for a specific performing arts discipline is required for this unit standard. Each learning session must be at least 30 minutes teaching time in duration.

Outcomes and performance criteria

Outcome 1

Deliver safe and inclusive learning sessions as a performing arts teacher.

Performance criteria

- 1.1 Prepare resources and venue as required by the delivery plan.
- 1.2 Create a learner-centred delivery environment that is culturally safe, inclusive and meets the diverse needs of the learner or learner group in accordance with the delivery plan.
- Range learner-centred environment may include but is not limited to – learner participation, resource availability, pace of delivery, two-way communication, monitoring progress, managing distractions and behaviours, assessment opportunities.
- 1.3 Create a positive learning environment through an organised learning process.
- Range an organised learning process may include but is not limited to – welcome, use of icebreakers, physical layout, establishment of interactive opportunities, creation of rapport, ground rules.
- 1.4 Apply and adapt teaching methods appropriate to each learner’s age, needs, expectations, physical development, skill levels, learning styles, and aptitude
- Range teaching methods may include – demonstration, direct instruction, task, reciprocal, guided practice, problem solving, specific feedback, understanding checks, progressions, links to historical context.
- 1.5 Deliver learning sessions to learner or learner group in accordance with the delivery plan.
- Range learning outcomes, sequence of learning activities, intended assessment processes, and any potential post-session application of learning.
- 1.6 Cover all steps of a teaching model during performing arts lessons and provide a justification for the use of each step.
- Range may include – introduction, student assessment, goal setting, lesson planning, presentation of information, guided practice, checking for understanding, summary.

- 1.7 Maintain group and individual safety throughout the lesson.
- Range includes but is not limited to – hazard identification and risk assessment, explanation of emergency procedures, injury prevention techniques.
- 1.8 Maintain an effective learning environment through support, management, and interaction.
- 1.9 Manage any disruptions and distractions with due consideration to the needs of individuals and/or the group.
- Range may include – learner behaviour, environmental factors.
- 1.10 Use assessment methods that measure learners' achievement of the learning outcomes of the session in accordance with the delivery plan.
- Range includes – formative assessment;
may include – summative assessment.
- 1.11 Summarise the lesson with the learner or learner group, and share recommendations and options of next steps for learning and development.

Planned review date	31 December 2026
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	29 July 2021	N/A

Consent and Moderation Requirements (CMR) reference	0099
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Skills Active Aotearoa info@skillsactive.org.nz if you wish to suggest changes to the content of this unit standard.