

<b>Title</b>	<b>Demonstrate reflective practice to improve own performing arts teaching practice</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	People credited with this unit standard are able to demonstrate reflective practice to improve own performing arts teaching practice.
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<b>Classification</b>	Performing Arts General > Performing Arts Teaching
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<b>Available grade</b>	Achieved
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## Guidance Information

- 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.

- Definitions

*Criteria for effective performing arts teaching* refers to criteria such as positive engagement with learner(s) and colleagues, creation and maintenance of a positive learning environment, variation of teaching methodologies, cohesion in the programme, programme based on learner needs, opportunities for learner interaction, thorough preparation, sound teaching practice and setting clear expectations, negotiated learning session content, assessment and moderation processes.

*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.

*Stakeholders* refer to the performing arts teacher, learning designer, performing arts learners, provider, or client organisation(s).

## Outcomes and performance criteria

### Outcome 1

Demonstrate reflective practice to improve own performing arts teaching practice.

### Performance criteria

- 1.1 Describe theories of reflective practice in relation to their application for performing arts teachers.
- 1.2 Use reflective skills to evaluate delivery of performing arts learning sessions using a variety of review tools.
- Range review tools may include but are not limited to – questionnaire, stakeholder (including learner) feedback, self-evaluation, focus group, observation, assessment results; evidence of three different review tools.
- 1.3 Use reflective skills to analyse feedback and evaluate own practice against criteria for effective performing arts teaching to identify areas of improvement for own teaching practice.
- Range may include but is not limited to feedback from – stakeholders, self-evaluation; evidence of five examples of criteria for good practice.
- 1.4 Develop an action plan to address identified areas for improvement of own performing arts teaching practice.
- Range action plan includes – timeframes.

<b>Planned review date</b>	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

<b>Consent and Moderation Requirements (CMR) reference</b>	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](mailto:info@skillsactive.org.nz) if you wish to suggest changes to the content of this unit standard.