



**International Dance
Teachers' Association**

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International Dance Teachers' Association
Level 4 Diploma in Dance Teaching
UNIT 1 guidance and examples

Unit 1 example documents

Unit 1 requires written information to be submitted in the form of a portfolio.

There are blank templates for you to download and complete. These are:

- The portfolio index
- The mapping grid for the portfolio
- A risk assessment grid

There is also an example portfolio showing how to complete the evidence mapping grid and index and the evidence requirements for each of the assessment criteria can be met. These include:

1. Risk assessment
2. Legislation
3. Safe Dance Environment
4. Recognising poor posture
5. Examples of hydration and nutrition
6. Identifying and taking action to prevent injury
7. Three examples of an overview of a group of students. Including children, teenagers and adults. Learners would only be expected to produce one overview in their portfolio.

These are example documents only and should **not** be reproduced by learners.

Level 4 Diploma in Dance Teaching

EXAMPLE

Unit 1 Safe Dance Practice

ONLY

Portfolio

Jane Smith

Diploma in Dance Teaching

Portfolio Index

Please complete the index to show which of your documents match the learning outcomes and assessment criteria for the units. This will help the examiner to look at the evidence and make a judgement about whether this meets the standards required.

No	Document name	Learning outcome ref	Assessment Criteria ref
1.	Risk assessment	1.	1.1
2.	Description of legislation	1.	1.2
3.	Safe Dance Environment	2.	1.3
4.	Recognising poor posture	2.	2.1
5.	Examples of hydration and nutrition	2.	2.2
6.	Identifying and taking action to prevent injuries	2	2.3
7.	Key stages of growth and development in children/adolescent growth spurt, changes in adulthood	3.	3.1, 3.2

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Evidence mapping grid Unit 1 Safe Dance Practice

Name.....

Please record the number and name of the evidence and then tick each assessment criterion covered by that piece of evidence. Remember that you will need to ensure that each criterion has been covered before you submit your portfolio.

Evidence no.	Evidence name	AC1.1	AC1.2	AC1.3	AC2.1	AC2.2	AC2.3	AC3.1	AC3.2

Note: word document template available to download from IDTA website.

Evidence mapping grid Unit 1 Safe Dance Practice

Name: Jane Smith

Please record the number and name of the evidence and then tick each assessment criterion covered by that piece of evidence. Remember that you will need to ensure that each criterion has been covered before you submit your portfolio.

Evidence no.	Evidence name	AC1.1	AC1.2	AC1.3	AC2.1	AC2.2	AC2.3	AC3.1	AC3.2
1.	Risk assessment	✓							
2.	Description of legislation		✓						
3.	Safe Dance Environment			✓					
4.	Recognising poor posture				✓				
5.	Examples of hydration and nutrition					✓			
6.	Identifying and taking action to prevent injuries						✓		
7.	Key stages of growth and development in children							✓	✓

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Risk assessment

Carried out by _____

Date _____

Location of risk assessment _____

Date of next assessment _____

What is the hazard?	Who is at risk from the hazard?	What are you already doing to reduce this risk?	Do you need to do anything else to manage the risk?	Who is responsible for further action?	When will the safety precautions be put in place?	Tick when the safety precautions are in place.

Note: word document template available to download from IDTA website.

1. Risk assessment

I searched on the internet for useful websites which deal with risk assessments and found that the Health and Safety Executive have a lot of information about risk assessments.

I also found a dance related risk assessment from the Foundation for Community Dance's website.

Both assessments require you to look at:

- Who might be harmed?
- How might people be harmed?

And to think about how to reduce the risks of people being harmed by making sure that the facilities are as safe as possible.

Before I conducted the risk assessment in the dance studio I help out at I spoke to the Principal about the kinds of assessments she carries out and she showed me the paperwork she has on assessing risks.

I used all this information to carry out my own risk assessment which I then discussed with the Principal to see if I had thought of every possible risk which might occur

Risk assessment

Carried out by ___Jane Smith_____

Date ___27th January 2014_____

Location of risk assessment ___Studio 1 at Applewood Dance School_____

Date of next assessment ___1st June 2014_____

EXAMPLE

What is the hazard?	Who is at risk from the hazard?	What are you already doing to reduce this risk?	Do you need to do anything else to manage the risk?	Who is responsible for further action?	When will the safety precautions be put in place?	Tick when the safety precautions are in place.
Uneven floor at entry to studio (trips)	Students attending the classes	Warning students about the floor before they attend the class. Sign to say "uneven floor".	Larger sign needed to warn students about the floor.	Principal	1 st February 2014	✓
Heavy swing door into studio (falls)	Students attending the classes	Warning students about the door. Sign up saying "caution, heavy door".	Warning students verbally. Warning parents when they apply for classes.	Principal	1 st March 2014	✓

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What is the hazard?	Who is at risk from the hazard?	What are you already doing to reduce this risk?	Do you need to do anything else to manage the risk?	Who is responsible for further action?	When will the safety precautions be put in place?	Tick when the safety precautions are in place.
Leak in roof during flooding (falls)	Students and teachers	Sign up saying "caution wet floor" and temporary clean up in place (buckets and mop) Contacted a builder to look at roof.	Repair work to roof.	Principal	1 st March 2014	
Chairs and table in the studio after a meeting (trips and falls)	Students and teachers	Chairs and table stacked neatly at the far end of the room away from students.	Remove chairs and table when not using them.	Principal	1 st February 2014	✓
Students wearing jewelery when dancing	Students and teachers	Clear policy for all students to remove any jewelery that might post a risk when dancing.	Make sure all students are reminded about the policy at each class.	Principal and teachers	1 st February 2014	✓
Insurance for individual teachers	Teachers	Make sure that each teacher has their own insurance	Remind teachers on annual basis of insurance needs	Principal and teachers	1 st February 2014	✓

2. Legislation

As part of my work as a dance teacher I will be expected to comply with various different legislation. There are many forms of legislation that apply to me as a teacher. I will talk about these below:

Equal opportunities

This is governed by the Equality Act 2010 which defines how people should be treated equally.

I have put together a statement for my own work which is based on the information provided by IDTA. This is as follows:

“Elaine Dobson is a dance teacher providing classes for students of all abilities. Everyone is welcome to participate in classes and Elaine provides classes for everyone regardless of race, sexual orientation, disability or gender”.

Health and Safety

There is a lot of legislation involved in health and safety. The main bit of legislation is the Health and Safety at Work Act 1974. The Health and Safety Executive also has a lot of advice about how to apply the legislation in your own work. This includes:

- Conducting risk assessments of premises and facilities
- Ensuring that you and others are safe
- Minimising any possible risks to health and safety
- Taking responsibility for health and safety

As a dance teacher there are also lots of ways in which I can promote health and safety to my students through ensuring:

- Correct warm up and cool down
- Making sure that students perform exercises correctly
- Reducing the risk of injury to students
- Making sure I know first aid

Child protection

I have looked into a DBS check and am in the process of submitting my application. I think this is important if you are working with children to make it clear to parents that you are eligible to work with children.

I also looked into my responsibilities for making sure that my students are protected in class, particularly if they are being bullied. As a teacher I have responsibilities to make sure that I can identify any bullying and highlight this to the child and parents to make sure that bullying is not something that is tolerated in my classes.

3. Safe Dance Environment

The main areas to think about when promoting a safe and healthy dance environment are:

1. The venue

Make sure that the facilities at the venue you are using are suitable for the type of dance you are teaching. The type of floor is very important and should be suitable for the dancers to move freely and be free of obstructions. The room you are using should be well ventilated, lit and of an appropriate size.

It's always a good idea to check out a new venue if you are using it for the first time. A lot of venues have their own policies for risk assessment but you should also do your own as theirs may not cover dance.

2. Clothing and footwear

Your students should always wear appropriate clothing and footwear for the dance class. This should not be restrictive or uncomfortable and footwear should support the foot – proper ballet, jazz or other dance shoes are best.

3. Structure of the class

You should always make sure that you teach according to the age and ability of your students. This should include making sure that you structure an appropriate warm up and cool down for the class and take care to teach correct posture and technique to avoid injury.

4. Rules and policies

It is important to make sure that everyone understands the rules for behaviour and conduct in a class. It is a good idea to write up your rules in advance and put them somewhere that everyone can see them. Rules could cover general behaviour, clothing and footwear, food and drink in class and also general health and safety rules.

4. Recognising poor posture

My chosen genre is Latin.

Example 1

The student in the class is a lady in the senior age group. She tends to lean forward resulting in her hips to be back and a weak centre. This obviously affects her poise and consequently her overall action in this case the dance was Rumba. This results in her partner having a problem to lead her especially during figures in Open Position.

I asked the teacher how she deals with type of problem which is quite common in both genders. Firstly she gets the student to stand with their feet together knees slightly flexed then tells them to push their weight downward through the feet to the floor at the same time stretch the centre. This keeps their shoulders down but gives them weight in the feet and a strong centre.

Example 2

My evening classes are mainly senior students and one gentleman is visibly having trouble with his posture. Not really standing correctly in every day life it is therefore difficult to change a person who normally has bad posture for a like time.

5. Examples of hydration and nutrition

1. Drinking enough water

Drinking plenty of water is very important for dancers. As with every active sport, fluids lost through sweating must be replaced. Even mild dehydration can harm your performance and reduce your ability to concentrate. Drinking enough is especially important when temperature and humidity levels increase. Never wait until you are thirsty to drink water. If you wait until you know you need it, dehydration has already developed.

2. Eating enough when dancing

Sometimes dancers forget that they need to make sure they have eaten properly before they dance. If you don't eat enough you won't have enough energy particularly if you are doing a performance or competition. However you should make sure you don't eat a big meal just before a performance or competition as you won't be able to digest it properly and you may find you feel unwell or get a stitch.

6. Identifying and taking action to prevent injuries

I am going to talk about 2 examples of injuries which I have observed during my dance teaching practice.

Student with wrenched ankle

The first example is a student in one of the classes I teach. She was dancing with her partner when she tripped on the edge of the dance floor and wrenched her ankle quite badly.

Her ankle started to swell up and she was in considerable pain so I got two other students to help me to sit her on a chair near where she fell and raise her ankle on another chair.

I then contacted the manager of the venue that I use who is a registered first aider. He examined the student's ankle and agreed that she should go to A&E at the local hospital. The student didn't want us to call for an ambulance but phoned her husband who came to pick her up and drive her to the hospital.

The manager and I filled out the appropriate accident log book including witnesses to the accident who were dancing near the student at the time.

Clash of heads

The second example is two students who were practicing in the centre and clashed heads. Both students were dazed but no-one fell unconscious. I told both students to sit down and asked another student to get cold cloths for their heads as one student had swelling under their eye and the other had an "egg" on their head.

I advised both students to stop dancing and get someone to give them a lift home. I also advised them both to get a Doctor's appointment or visit A&E as soon as possible to make sure they didn't have concussion or any internal injury.

I keep an accident report book and completed this with reference to the accident and also two students who witnessed the accident.

7. Key stages of growth and development in children up to the age of 11

Children go through many stages of development from birth to the age of 11. A few of these are explained below with reference to their importance to dance:

1. Co-ordination

Children grow very fast and this can affect their ability to co-ordinate their movements. So some children can be clumsy literally tripping over their feet as they try to move around.

2. Concentration

Young children often lose concentration over longer periods of time so it's important to make sure that class timings for younger children are not too long and contain a range of elements so that it keeps children interested in the class.

3. Language skills

Younger children sometimes need things to be explained to them in a different way. They may not understand some of the language that adults use. Therefore it is important to make sure that dance moves are explained using language that they understand. You can also demonstrate the moves to them to make sure that they understand what they need to do.

4. Knowing their limits

Some children like to run around until they are exhausted and often don't know when to stop and rest or take a drink. It's important to make sure that a class for younger children includes breaks for them to rest and that there is water available for them to drink. You may have to remind them to stop and rest too!

7. Adolescent growth spurt

I don't teach teenagers but I spoke to other teachers who do and also looked online for information about general development issues. I found some interesting information on the IADMS website at <http://www.iadms.org/?1> which I have used and also discussed with other teachers.

The adolescent growth spurt happens usually between the ages of 13 and 18 but can sometimes start at a younger age.

In female dancers the growth spurt can sometimes cause problems as their body shape changes. This can lead to dancers sometimes being un-co-ordinated when their legs and arms grow which can mean that they sometimes don't demonstrate the correct technique (for example lower leg extensions). There can also be emotional issues where due to changes in their body they may be less confident and feel that they do not come up to the ideal image of a dancer.

In male dancers there can also be some issues with co-ordination where limbs grow and the dancer can be un-co-ordinated and less stable in movements where they need to balance for a period of time.

Sometimes dancers can be unaware of injuries or discomfort when they are dancing and there can be times where dancers push themselves too hard because they want to keep up with other dancers in the class. This can lead to muscle and tendon injuries.

Teachers need to be aware when teaching teenagers that it is important to structure classes appropriately for the age group and to include periods of warming up and cooling down to ensure that the dancers have had sufficient time to stretch off. Exercises could also concentrate on core stability and take pressure off joints which may be stressed by exercises (eg knees).

Teachers may also want to make the class less challenging and use more time to reinforce technical skills. They may also want to concentrate more on individual students who may be developing at a different rate.

7. Changes in adulthood

I teach adults of varying ages and usually in a range of dance genres in a social setting.

Teaching adults is different to teaching children and adolescents because there are different things to consider. These are:

1. Some older people may have age-related conditions such as arthritis which make moving more difficult so dances have to be tailored to meet their needs.
2. Injuries can take a long time to recover from and trying to re-join the class too early may mean that the person inflames an old injury or may make that injury worse.
3. I always make sure that people in the classes I teach are able to go at their own pace. So music and the pace of the class becomes important as I don't want people to get bored with music being too slow but equally don't want people injuring themselves trying to go too fast. So I try and make sure that the evening has a variety of dances to make sure everyone is catered for.

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