

	<p>explanations; recap concisely but clearly</p> <ul style="list-style-type: none"> <li>- use both a class musician (if available) and recorded music, including choosing recordings as evidenced in lesson plans</li> <li>- overall management including of class numbers and behaviour, and teacher positioning</li> <li>- use techniques for warming up and cooling down <i>and once basics have been mastered</i></li> <li>- Teach simultaneously to different levels of ability and experience</li> <li>- Build lesson plans for a series of classes for a mixed ability group</li> <li>- Plan alternatives to give flexibility if last-minute changes are needed (eg due to fluctuations in class size or composition).</li> <li>- Assess and devise ways to improve personal teaching methods and performance</li> <li>- Make use of available modern technology for class music, dance lists, and compiling crib sheets. (online module?).</li> </ul>
<p><b>E. Work to be accomplished before certificate is granted</b></p>	<p>A - to do:</p> <ol style="list-style-type: none"> <li>1. An apprenticeship for however long is required, with feedback from a mentor who has received RSCDS guidance in how to mentor. Mentor's involvement could be by being physically present, or by reviewing lesson plans and videos of the candidate's teaching.</li> <li>2. Observational attendance at other people's classes: to analyse best practice and the merits and faults of other people's teaching styles, or viewing of videos of classes by the RSCDS with accompanying commentary (F2, below).</li> </ol> <p>B – to submit:</p> <ol style="list-style-type: none"> <li>3. Video of at least one class taught by the candidate for assessment by an examiner.</li> <li>4. Documentation of lesson plans taught, with self-assessment as in Unit 4, under mentor's guidance.</li> <li>5. Mentor's confidential statement that the candidate has reached required standard (i.e. beyond current practice of merely signing off on Unit 4 documentation).</li> </ol>
<p><b>F. Resources the RSCDS needs to develop to support this training and maintain the standard of the dance</b></p>	<ol style="list-style-type: none"> <li>1. Videos linked to the Manual, showing the correct performance of steps and formations</li> <li>2. Videos of sample lessons (online training), with commentary on demonstration of best practices.</li> <li>3. A handbook for teachers, with a bank of exercises appropriate for various formations; this could be built from existing non-RSCDS handbooks.</li> <li>4. Free access for teachers to electronic editions of RSCDS materials: books, the Manual, the Handbook, the videos.</li> </ol>
<p><b>G. Modules/Specialised courses and continuing development for BTQ certified teachers (or equivalent experience) -- examined and recorded on the Teachers' Roster</b></p>	<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Mastery of dance technique by passing the advanced levels of DAA, which replaces Unit 2</li> <li>2. Teaching children</li> <li>3. Teaching young adults</li> <li>4. Teaching a beginners class</li> <li>5. Teaching technique / advanced technique</li> </ol>