Imperial Society of Teachers of Dancing

Level 4 Diploma in Teaching Community Dance

Specification

For teaching from September 2026

Qualification number

610/4451/9

Ref/DTCD001 version 1.3

Summary of ISTD Diploma in Teaching Community Dance Ref/DTCD001 version 1.3 changes

Summary of changes made between the previous issue and this current issue	Page number
Update to Unit 2 AC 2.4 and 2.5	14

If you need further information on these changes or what they mean, contact us via email at: **education@istd.org**

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1. About the Imperial Society of Teachers of Dancing (ISTD)

The Imperial Society of Teachers of Dancing (ISTD) is a registered educational charity and membership association. Our mission is to educate the public in the art of dancing in all its forms: to promote knowledge of dance; provide up-to-date techniques for members and maintain and improve teaching standards.

With approximately 6,000 members in over 55 countries worldwide, the Society conducts over 120,000 examinations each year. The Society aspires to be a world leader in dance education, setting the benchmark for best practice through our extensive syllabi and teacher training. We are committed to becoming a dynamic, future-focused organisation that promotes the social, cultural, physical and educational benefits of dance for all.

2. Qualification purpose and aims

The Diploma in Teaching Community Dance (DTCD) is designed as an initial teaching qualification to support learners in taking their first steps into dance teaching. This course provides the skills and support needed to embark on a dance teaching career, underpinned by knowledge that is essential to all dance teachers delivering dance in community settings. The ISTD`s core vision is to enable dance education for all, and this programme champions diversity by providing inclusive study opportunities that are focused on ensuring that the wider dance teaching community is well-trained, safe, and knowledgeable.

The Diploma in Teaching Community dance aims to develop professional dance teachers who show:

- sound practical and theoretical knowledge used with initiative and independence
- the ability to identify, adapt, analyse, interpret, and evaluate
- the ability to use cognitive and practical skills
- the ability to work in practical contexts, independently
- an understanding of current professional practice
- the ability to use appropriate professional skills, techniques, and practices associated with the sector.

On achieving the DTCD, graduates hold a regulated dance teaching qualification that demonstrates a high level of understanding of both the theoretical and practical responsibilities and competencies required of a community dance teacher.

Employability skills/Transferable knowledge and skills for further training

The DTCD provides evidence of Level 4 initial teacher training to employers in the sector.

Holders of the DTCD can receive exemptions for Units 1 and 5 from the ISTD`s Diploma in Dance Education (DDE) and can thereby progress onto the DDE to study Units 2, 3 and 4 if they wish to gain Full Teaching Membership status with the ISTD and enter pupils for ISTD examinations.

The DTCD also provides a pathway onto the Level 6 Diploma in Dance Pedagogy (DDP) which is a standalone higher teaching qualification. Problem solving, the application of teaching methods and creativity are the key skills that enable DTCD holders to understand teaching as a subject area and these transferable skills can be used in a wide variety of settings, beyond the dance studio.

3. Qualification introduction

The content of the Diploma in Teaching Community Dance provides Level 4 initial teacher training.

Regulation - UK

UK ISTD Level 4 Diploma in Teaching Community Dance (DTCD) qualification is regulated in the UK by:

- Office of Qualifications and Examinations Regulation (Ofqual) in England
- Qualification Wales

The Regulated Qualifications Framework (RQF) in England provides a single, simple system for cataloguing all regulated qualifications, indicating qualifications by their level (degree of difficulty) and size (amount or breadth of learning). There are nine qualification levels in the framework, labelled in order of difficulty from Entry Level to Level 8.
For further information, visit http://register.ofqual.gov.uk .

The size of the qualification on the RQF is indicated by a credit value, corresponding to a term used in the title. An Award is worth 1-12 credits, a Certificate is worth 13-36 credits, and a Diploma is worth 37 or more credits.

One credit corresponds to 10 hours of learning for the typical learner, which is divided into Guided Learning hours (GLH), and personal study time, which together make the Total Qualification Time (TQT).

Regulation – Europe

The European Qualifications Framework (EQF) is an overarching framework that links the qualifications of different countries together and allows for comparison and translation.

The EQF has eight levels across which qualifications can be mapped. The levels do not correspond directly with the UK's Regulated Qualifications Framework (RQF), although they are similar. Qualifications at Level 4 in the UK equate to Level 5 on the EQF.

Qualification Structure

The full DTCD qualification awards 52 credits at Level 4 on the Regulated Qualification Framework (RQF) in England and the Credit and Qualifications Framework in Wales (CQFW). This equates to 52 credits at Level 5 on the European Qualification Framework (EQF).

The DTCD covers 3 main areas of study that are split into 3 units:

Unit 1: Preparing for Safe Teaching Practice

Unit 2: Applied Teaching Practice

Unit 5: Child Development

The combination of units provides a comprehensive understanding of the practical elements of dance teaching, underpinned by theoretical knowledge in safe dance practice and child development.

Unit Title	Regulator Code	Unit Level	Credit Value	GLH	TQT
Unit 1 Preparing for Safe Teaching Practice	L/616/9449	3	15	50	150
Unit 2 Applied Teaching Practice	D/651/2365	4	20	50	200
Unit 5 Child Development	A/618/8191	4	17	60	170

The Total Qualification Time for the full qualification is 520 hours.

Target Learners

The DTCD is appropriate for learners wishing to start a career as a professional dance teacher. Learners need to be at least 18 years of age to enrol on the course.

The skills acquired will equip graduates with knowledge of structuring lessons, safe practice, development of creative tasks and an understanding of individual participants. The qualification is for those who need to acquire and embed practical initial teaching skills and is suitable for a range of learners including:

- Those currently completing a dance degree/vocational dance training
- Dance graduates
- Those currently teaching/assisting dance classes in participatory settings

Entry Requirements

Essential

- Dance knowledge and experience, e.g. dance training for a number of years, performing, teaching.
- Minimum age 18 years
- Learners need to hold an enhanced DBS check if they are based in England, a PVG check if they are based in Scotland and have satisfied any local criminal records checks in international settings.
- It is up to the Approved Dance Centre to satisfy itself that learners have met the entry requirements and that they have provided satisfactory evidence, which may be requested by the ISTD, if required.

Recommended

- It is recommended that learners have undertaken some teaching or assisting prior to starting the course.
- It is recommended that learners have achieved GCSE English (or equivalent) prior to starting the course

Understanding the delivery of units and assessments

The DTCD is delivered by Approved Dance Centres (ADCs). These Centres are approved by the ISTD to run the DTCD and are subject to regular quality assurance measures to ensure that the standard of assessment is rigorous and consistent with the ISTD`s expectations.

ADCs have access to the Society's LMS, Totara, which houses all of the approved course materials. Totara is an online

learner management system that supports the learner journey. The ADCs enrol their students onto the courses via the ISTD, enabling the student to have their own webpage where they can upload their work. Tutors are linked to their students so that they can see the units they teach, and the students enrolled within those units. Assessments are uploaded onto this secure system and are marked by ISTD Assessors.

5. Prior Accreditation and Achievement - Exemptions

Planned Exemptions

The Diploma in Teaching Community Dance allows student teachers the opportunity to build on their current dance qualifications and experiences. Where student teachers have achieved certificated qualifications that meet the learning outcomes and assessment criteria of one or more units, they may apply to claim an exemption from the relevant unit(s). The Society holds a list of tabled exemptions that maps the DTCD units with other dance awarding organisations' qualifications. This list is available on the ISTD website.

The ISTD recognises those qualifications that are on the Regulated Qualifications Framework (RQF) and are offered by Ofqual recognised awarding organisations in the same sector and level and includes certain other established recognised higher level qualifications from those organisations. The table of exemptions is reviewed and updated as necessary.

Please note that a maximum of 50% of the credits of the DTCD can be gained from exemptions for qualifications from another awarding body. If a learner is eligible for more than 50% of the credits they will need to choose which units they feel they would like to use them against. This means that a maximum of 26 credits can be given through exemptions for the DTCD.

Individually Requested Exemptions

If the learner has other learning that relates to units of the DTCD, but it is not on the planned exemptions table, then they can apply for an individual unit exemption request. When applying the candidate should send copies of certificates, including transcripts of modules, and any relevant evidence, depending on the unit exemption being applied for. Learners wishing to do this should contact education@istd.org to request an application form.

If the candidate achieves other qualifications whilst already registered for and taking the DDE, they can apply for an exemption at any time as appropriate, with evidence. There is an administration payment for non-members to access this process via Education and Training. A fee will only be taken if an exemption can be applied. A full fee is charged for partial or full exemptions.

Equivalence of qualifications is determined by the relevant ISTD staff, and learners are notified of the final decision. If it is determined that the qualification is an acceptable equivalent, the candidate will be able to be exempted from the learning and assessment of the specified unit. If the qualification is not considered equivalent, learners must undertake the ISTD unit. Decisions about equivalence are at the discretion of the ISTD.

6. Assessment Methods

Assessments are graded on a Pass/Fail basis. To pass an assessment, learners must demonstrate sufficient knowledge and understanding across all Learning Outcomes for Units 1 and 5. For Unit 2 (Applied Teaching Practice) learners must meet all Assessment Criteria within each Learning Outcome.

Learners will receive feedback on every assessment. If an assessment is graded as a Not Achieved, they may use this feedback to revise and resubmit their work at a later date..

The first assessment opportunity for units in the DTCD

Unit	Assessment Methods
Unit 1: Preparing for Safe Teaching Practice	Vlog or recorded presentation 1 worksheet Recorded lecture-demonstration
Unit 2: Applied Teaching Practice	Scheme of Work for 4 lessons Final Teaching Assessment – taught class Viva voce with an ISTD Assessor
Unit 5: Child Development	Recorded presentation Learner profiles and worksheet

Level 4 benchmarks

Learners are expected to show:

- sound practical and theoretical knowledge
- some initiative and independence
- able to identify, adapt, analyse, interpret and evaluate
- able to use cognitive and practical skills
- able to work in practical contexts under guidance, and independently
- show an understanding of current professional practice
- use some of the basic and routine professional skills, techniques, and practices associated with the sector.

Re-sits

Learners may resit the qualification as many times as necessary during the registration period

7. .Quality Assurance

Quality assurance is a set of policies and procedures the Society have in place to ensure that our examinations and assessments are inclusive and accessible, and students completing our qualifications are issued a fair grade based on their performance. Our quality assurance processes are there to safeguard the integrity of our qualifications by ensuring that high standards are always delivered. The detailed information about the quality assurance of our qualifications and the related policies can be found at www.istd.org/quality-assurance/ . For further guidance on Learner registrations, Intent to Enter processes, assessment fees and exam regulation, please contact the Quality Assurance department at csqa@istd.org .

Recognised Tutor Requirements

All trainers must have the skills, and knowledge to be able to teach and demonstrate their chosen subject discipline. Every trainer wishing to deliver ISTD Qualifications must be part of an Approved Dance Centre (ADC) with the Awarding Organisation and must have undertaken Mandatory Training with the Society before teaching any elements of the DTCD. In 2024/25 the DTCD is being piloted by the ISTD Academy only and is not open to delivery by other ADCs during this time.

Tutors delivering the DTCD must:

- Be qualified to minimum of Level 6 (undergraduate degree level) or equivalent, AND
- Demonstrate adequate evidence of professional competence in teaching student teachers.

Inclusivity and accessibility of assessments

The Imperial Society of Teachers of Dancing is fully committed to promoting an environment where all individuals are

encouraged to achieve their full potential and develop their skills in dance and in examinations and we encourage teachers to maintain an open approach towards the different abilities offered by all their students.

Reasonable Adjustment

We are committed to providing fair access to our assessments for candidates with specific needs by putting in place access arrangements and reasonable adjustments. A reasonable adjustment is a process that is made before a learner takes an assessment. It ensures that they have fair access to demonstrate the requirements of the assessments taking into account the needs of individual learners. However, it would also not be deemed reasonable to make changes to assessment standards or requirements as this would undermine the effectiveness of the qualification in providing a reliable indicator of the knowledge, skills and understanding of the candidate.

Special Consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances. The Society has a process in place for special consideration for candidates who participated in an examination but may have been disadvantaged by temporary illness, injury or indisposition, or adverse circumstances which arose immediately before or during the examination. This could apply to the Viva voce element of Unit 2 of the DTCD, if relevant.

Enquiries

The Society endorses the principle of the right to enquire a learner result. These appeals may relate to an unexpected exam result, assessment decisions being incorrect, or assessment not being conducted fairly. We ensure that enquiries are dealt with swiftly and fairly within the specified timescales.

Malpractice

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or actions that may damage the authority of those responsible for delivering the assessment and certification. We take any form of malpractice very seriously. Approved Dance Centres and candidates must follow the requirements set out in this specification, exam regulations and all other ISTD policies about the delivery of our exams. In cases where Approved Dance Centres or candidates have committed malpractice, a sanction or penalty may be given.

8. Awarding and Certification

Certificates for the qualification are issued on successful completion of all units of the qualification. All units must be passed, each Unit carries equal weight, and the qualification achievement is reported Awarded/Not Awarded. Unit completion certification is available on request from the Quality Assurance department at a fee.

Following successful completion, the Certificates for Learners will be issued and sent direct to Centres within six weeks of completing the qualification. Centres will also be issued with a Certificate of Unit Completion document (CoUC) which is a transcript of the Certificate. The ISTD will not despatch Certificates directly to learners unless it is requested in writing by the Centre.

9. Unit Specifications

Unit 1 Preparing for Safe Teaching Practice		
Unit Aims and Outcomes	This unit is designed to provide an introduction to the teaching qualification. It covers much of the essential information that a dance teacher requires in order to maintain professional conduct and to keep themselves and others safe. Unit 1, Preparing for Safe Teaching Practice, is endorsed by Safe in Dance International (SIDI).	
Learning Outcomes	Assessment Criteria	
LO1. Understand how a dance teacher can prepare and maintain a safe and legally responsible dance environment.	1.1	Explain how a dance teacher can assess, prepare and maintain a safe space for dance activity.
	1.2	Explain how to assess and respond to risks, hazards, injuries, and accidents in a dance environment.
	1.3	Explain the importance of policies, insurance, legal requirements, and procedures for dance activities.
	1.4	Demonstrate an understanding of the principles of safeguarding and child protection within a dance environment.
LO2. Apply physiological knowledge to the safe delivery of dance classes.	2.1	Identify the key aspects of nutrition and hydration that support healthy dance participation.
	2.2	Understand the key components of an effective physiological dance warm-up and cool-down.
	2.3	Understand the roles of specific joints and major muscle groups in relation to their action when dancing.
	2.4	Understand how the amount and demand of dance material in a class can affect dancers.

Indicative Content

AC	Study areas
1.1	**Explain how a dance teacher can assess, prepare and maintain a safe space for dance activity.** The size of the space and access to it • Optimum dimensions (floor area and height) for participant numbers ratio • Appropriate management of participants and public within the facilities The structure and condition of the floor • Optimum is a fully sprung, area-elastic floor designed for dance, with a surface conducive to the style of dance practised (for example, vinyl, wood) • Identify unsuitable types of flooring and rationales for use/non-use (carpet, tiles, parquet, marble, including appraisal of outdoor surfaces) Working temperature and noise levels • Awareness of the recommended working temperature range for dance • Physiological rationale for maintaining appropriate temperatures and adequate ventilation • Consideration of weather conditions for external events • Knowledge of industry standard maximum decibel levels for amplified sound and why this is important Lighting and noise levels • Understanding of the effects of low or bright room/stage lighting levels, fluorescent and strobe lights
1.2	**Explain how to assess and respond to risks, hazards, injuries, and accidents in a dance environment.** • Identify and act on any immediate hazards in the space that could potentially cause an accident • Manage inherent features of the space that may present a risk to participants during dance activity • Check that all equipment is safe and appropriate for use and in good condition and is stored correctly • Ease of use/accessibility for all users including those with disabilities
	Appropriate attire (clothing, footwear, hair, body adornment) in relation to safe and healthy dance practice • Understanding the reasoning for dance attire requirements with regards to injury risk and awareness of the need to adjust clothing and footwear in response to environmental conditions
	Responsibility of the dance teacher in injury management • The extent and limitations of the dance teacher's responsibility when an injury or accident occurs • Recommended immediate injury management procedures within the remit of the dance teacher (i.e. PRICED, BeCALM, POLICE) • Recommended follow up actions post injury including responsibility for accident and injury documentation and reporting

1.3	**Explain the importance of policies, insurance, legal requirements, and procedures for dance activities.** Planning for and reacting to emergency situations • Awareness of the requirements/responsibilities of the individual teacher should an emergency arise • Taking correct action for the type of emergency, including both natural and man-made threats, and knowledge of all the required steps for the specific evacuation actions of the venue/location and country specific regulations • Planning and procedures for specific participation groups who need additional assistance during evacuation Security of access in the dance space. Strategies and systems to ensure that the space is secure for all users at all times. The need for and types of insurance for the protection of both teacher and participant. Necessity of policies for the working in the dance space and within a dance organisation and reasons why they are important: What do they mean why are they relevant etc. These may include: • What does a health and safety policy relevant for a dance space include? Why is a health and safety policy necessary for a dance organisation/teacher to have? Practicalities of maintaining health and safety regulations, for example, blocking fire exits, propping open fire doors • What does a GDPR (Data protection) policy relevant for a dance space include? What is the role of the dance teacher in upholding this policy? Who does it protect? • Equality, Diversity and Inclusion avoiding discrimination, and promoting equal opportunities o The meaning of equality diversity and inclusion o Why and how does a dance teacher need to think about this o Recognising the impact of unfair treatment • Complaints Policy • Hands-on correction policy
1.4	**Demonstrate an understanding of the principles of safeguarding and child protection within a dance environment.** • Fundamental awareness of protecting and caring for the physical, emotional and psychological wellbeing of all participants • Child protection and safeguarding children, young people and vulnerable adults, an understanding of safeguarding • Legal responsibilities to report signs of potential abuse through the appropriate channels (physical, emotional, neglect and sexual) • Consent for and appropriate use of photography, images (both printed and digital) and social media output • Age-appropriate costumes, make-up and choice of music/lyrics • Responsibility for management of children when taking part in , or on visits to, external competitions, shows or festivals
2.1	**Identify the key aspects of nutrition and hydration that support healthy dance participation.** Understanding the basic effects of good nutrition and hydration on the dancing body. • Fundamental recommendations for healthy balance of carbohydrates, fats, protein and fluid Food and drink as fuel for dance activity • What, when and why to eat and hydrate before, during and after dancing • Importance of regular meals and snacks to sustain energy for dance activity

2.2	**Understand the key components of an effective physiological dance warm-up and cool-down.** Understanding of the recommended stages of physiological preparation for and recovery from dance sessions Recommended stages of physiological warm-up and the most effective sequencing of physiological warm-up elements Recommended stages of physiological cool-down and sequencing of physiological cool-down activities The rationale for different types of stretching, and the appropriate context in which to perform each
2.3	**Understand the roles of specific joints and major muscle groups in relation to their action when dancing.** The movement action of different types of joints and how this impacts dance technique • The movement potential of the major joints in the body e.g. hip, shoulder, knee, ankle, and different areas of the spine • Awareness of fundamental relationships between healthy body parts to protect the body in movement Application of functional anatomical knowledge when teaching and when providing common feedback cues
2.4	**Understand how the amount and demand of dance material in a class can affect dancers.** Understand how to manage the quantity of content and pace of a class to avoid overwork Recognise the signs of fatigue and the effects on safe technique Understand the costs and benefits of movement repetition Find appropriate rest opportunities during the class

Unit 2 Applied Teaching Practice		
Unit Aims and Outcomes	This unit is designed to develop practical understanding of dance teaching in community settings. Meeting the needs of individual participants, using a range of teaching methods, and developing creativity are all explored, and are applied to the learner`s own specific setting. Developing understanding of the requirements of a community dance teacher are key to this unit and this awareness is underpinned by reflection on personal teaching values and inclusive practice.	
Learning Outcomes	Assessment Criteria	
LO1 Plan dance classes that enable all participants to develop physical, creative, and social skills, progressively.	1.1	Plan a programme of dance lessons that enables all participants to develop creative awareness.
	1.2	Plan a programme of dance lessons that enables all participants to make physical progression.
	1.3	Devise adaptive lesson aims, objectives and strategies that are appropriate for the group.
	1.4	Devise dance classes that support the holistic wellbeing of the participants.
LO2 Deliver motivational dance classes that respond to the needs of the identified group and use reflective practice as a self-evaluation tool.	2.1	Communicate clearly through verbal instruction and physical demonstration.
	2.2	Use a variety of teaching methods and make necessary adaptations in response to the group's needs.
	2.3	Demonstrate an ability to offer constructive feedback to support progression.
	2.4	Demonstrate an ability to engage all participants in the group safely.
	2.5	Demonstrate an ability to support participants in physically developing creative skills.
	2.6	Reflect upon your own practice to develop awareness of your strengths, areas for development and values as a teacher.

Unit 2 Indicative Content	
1.1	Plan a programme of dance lessons that enables all participants to develop creative awareness. • Identifying a creative starting point. • Identifying creative goals – participant led, and teacher led. • Identifying the stepping stones to get from Lesson 1 – Lesson 4 • Consideration of how to assess progress. • Consideration of whether top down or bottom-up planning is best for your creative practice and your group. For example, do you start with your goal and work backwards or build from the bottom incrementally. • The importance of flexible planning for community groups and how to create adaptable plans.
1.2	Plan a programme of dance lessons that enables all participants to make safe physical progression. • Identifying a physical starting point. • Identifying physical goals that can be safely achieved. • Identifying the stepping stones to get from Lesson 1 – Lesson 4
1.3	Devise adaptive lesson aims, objectives and strategies that are appropriate for the group. • Planning for individual and group development/achievement. • Consideration of implicit and explicit differentiation • Identification of appropriate strategies and how they are applied. • Consideration of how autonomy can be developed • The use of resources and how they can support planning for individual needs.
1.4	Devise dance classes that support the holistic wellbeing of the participants. • Developing a positive psychological space. • Consideration of the value of social interaction and how it can be supported in the dance class. • Supporting psychological safety in the dance class • Consideration of what the community participant gains from attending a dance class. • Awareness of cultural and religious practices that need to be considered in community dance
2.1	Communicate clearly through verbal instruction and physical demonstration. • Consideration of how to use instruction and the options available • Consideration of practical demonstration as a teaching tool. • The use and value of peer demonstration in physical demonstration.
2.2	Use a variety of teaching methods and make necessary adaptations in response to the group's needs. • Teaching methods as applied to dance • Consideration of the value of a range of teaching methods
2.3	Demonstrate an ability to enable constructive feedback. • How to give constructive feedback? What makes it valuable? • Physicalizing of feedback • Ways of delivering feedback • Learning from feedback • Understanding feedback within the community context.

2.4	Demonstrate an ability to engage and motivate all learners in the group and enable a positive learning environment. • Consideration of how to practically implement the following motivational strategies • Creating a positive learning environment.
2.5	Demonstrate an ability to safely support participants in physically developing creative skills. Safe Dance Practice: • Appropriate warm up • Effective cool down • Accuracy in technical feedback • Providing an appropriate level of challenge for age and ability. • Considering the number of repetitions of exercises in relation to age, level • Being inclusive and developing emotional safety for every learner. • Awareness of and response to any specific health needs amongst the participants. • Risk assessment Creative skills development: • Consideration of how to evaluate creative skills and how to know when they are working. • Evaluating responses from the group. • Adapting creative material for a range of individual needs.
2.6	Reflect upon your own practice to develop awareness of your strengths, areas for development and values as a teacher. • How to reflect • How to use reflection as a self-evaluation tool and to consider how effective your practice was. • How to use reflection to inform individual teaching practice. • Consideration of what makes an effective dance teacher. • Consideration of the values that you would like to bring to your classes • Consideration of legal issues around dance and disability to include understanding of employment rights regarding your own accessibility.

Unit 5 Child Development		
Unit Aims and Outcomes	Through this unit student dance teachers will gain an understanding of the key developmental stages relating to cognitive and psychosocial development and typical growth and motor development in children and adolescents. Student dance teachers will learn how to identify typical and atypical development and assess appropriate strategies for inclusivity and diversity in the dance class.	
Learning Outcomes	Assessment Criteria	
LO1. Demonstrate understanding of physical (growth and motor) and psychological (social, emotional, cognitive) development relative to the context of dance.	1.1	Demonstrate knowledge and understanding of the key developmental stages relating to typical physical development in children and adolescents
	1.2	Demonstrate knowledge and understanding of the key developmental stages relating to typical psychological development in children and adolescents
	1.3	Identify, assess and explain appropriate dance teaching strategies to support the physical and psychological development of children
	1.4	Identify, assess and explain appropriate dance teaching strategies to support the physical and psychological development of adolescents
LO2. Demonstrate understanding of appropriate strategies for creating an inclusive and diverse dance environment.	2.1	Demonstrate an understanding of physical learning needs specific to children and adolescents
	2.2	Demonstrate an understanding of mental and/or social wellbeing needs of children and adolescents
	2.3	Identify and assess teacher actions or strategies you could use to support specific learner needs
	2.4	Demonstrate an understanding of inclusive practice and how a dance teacher can create an inclusive learning environment

Unit 5 Indicative Content	
1.1	Demonstrate knowledge and understanding of the key developmental stages relating to typical physical development in children and adolescents • Typical stages in growth and motor development in the stages of childhood from age 2 to 10 years (early childhood (2-5 years), middle to late childhood (6-10 years), and consider changes to body proportions, height, limb growth, pattern of growth, growth relating to bones, joints, and muscles, as applies to the teaching of dance. • Motor skills such as coordination, balance, control, and speed in relation to dance learning and teaching. • Key physical changes associated with puberty – increase in height and weight, development of secondary sexual characteristics (e.g., breast development), shifts in body proportions. • The process of the growth spurt (i.e., the growth of the skeletal system and the soft tissues), its duration and timing (i.e., age ranges for average development) and differences by gender.
1.2	Demonstrate knowledge and understanding of the key developmental stages relating to typical psychological development in children and adolescents • Key aspects of cognitive development in early childhood (2-5 years), middle to late childhood (6-10 years) e.g., when children begin to understand cause and effect, develop counting and memory skills, through to reasoning abilities, increased concentration etc. • Key aspects of cognitive development in the adolescent in relation to dance teaching, such as changes in ways of thinking and reasoning. • Key aspects of psychosocial development in early childhood (2-5 years) and middle to late childhood (6-10 years) such as development of emotional competencies e.g., emotional regulation, expression and knowledge, and social skills. • Key aspects of psychosocial development in the adolescent (around 10-18 years) such as increasing independence from family unit/ increasing reliance on peers, peer comparison and evolving understanding of the role of dance in their lives.
1.3	Identify, assess and explain appropriate dance teaching strategies to support the physical and psychological development of children • The contribution of cognitive development to the dance learning process at all stages of childhood and adolescence e.g., what they can/ cannot understand or be expected to do at different ages and stages. For example, in adolescence more complex thinking processes, thinking in the abstract, planning ahead, thinking about thought processes, questioning more, analysing more, goal setting, sharing ideas and thoughts etc. • Appropriate teaching strategies for addressing the challenges associated with growth and motor development in the dance class e.g., providing movement choices, positive teaching approaches, scaffolding of tasks.

1.4	Identify, assess and explain appropriate dance teaching strategies to support the physical and psychological development of adolescents • The implications of the growth spurt for dance learning and teaching (e.g., strength, flexibility, coordination). • Appropriate teaching strategies for addressing these challenges in order to accommodate the growth spurt e.g., providing movement choices, positive teaching approaches, scaffolding of tasks. • The changes in psychosocial development that relate to dance learning and teaching for different ages and developmental stages e.g., in early adolescence when students may have a greater inclination toward peer comparison dance teachers may consider strategies such as working facing away from the mirror, for example
2.1	Demonstrate an understanding of physical learning needs specific to children and adolescents • Atypical physical development and the implications that this may have on specific movement material. This should include information related to specific conditions that affect a child's development and offer solutions to working with children and adolescents with atypical development. • Appropriate ways in which a teacher can support the needs of each individual learner within the group through modifications to the environment, resources, class content and teaching approaches.
2.2	Demonstrate an understanding of mental and/or social wellbeing needs of children and adolescents • A range of special educational learning needs and disabilities (SEND) that can be found among children and adolescents within the dance class related to physical ability and/or learning ability such as Dyspraxia, ADHD, Downs Syndrome, Autism etc. Considerations related to age, gender and / or culture might also feature as part of the specific learning need identified • Appropriate ways in which a teacher can support the needs of each individual learner within the group through modifications to the environment, resources, class content and teaching approaches.
2.3	Identify and assess teacher actions or strategies you could use to support specific learner needs • The teacher's use of language and their respect for the individuals within the group and how these can have a positive impact on a range of learners, within the dance class. • Appropriate teaching strategies and activities to ensure an inclusive environment which supports learning and progression for all. These must include alternative task design and content for the individual participants identified. Further examples of strategies might include differentiated learning outcomes, differentiated resources, groupings, individual learning plans, scaffolding opportunities etc. • Individual Learning Plans - how they support learners with their learning and progression, and how a teacher devises and develops these throughout the learner journey. Ideally as a learner makes progress within class, a teacher would adjust and adapt their strategies when planning for learning.

2.4	Demonstrate an understanding of inclusive practice and how a dance teacher can create an inclusive learning environment • Social and environmental considerations related to diversity, as well as factors relating to diversity within the dance class. • Appropriate strategies for developing an inclusive and diverse learning environment within the dance class. These might include person- centred approaches that consider and value the whole person at the various stages of development, alongside approaches that facilitate the flourishing or thriving of each individual as a person as well as a dance learner. Consider encouragement of autonomy, feedback, student contribution to the learning process, acknowledging effort, building of confidence, ensuring that each learner feels valued and respected and unconscious bias.

Imperial Society of
Teachers of Dancing

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