

***Certificate IV***  
***in teaching***  
***the Cecchetti Method of Classical Ballet.***



***Course pack***  
***for***  
***trainers and students.***

***January 2006***  
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# *Glossary of Terms*

This glossary may be helpful in both your studies and in explaining aspects of the assessment process.

<b>Assessment Tools</b>	Instruments for conducting assessments. They include written and oral questioning, simulations, checklists, experiential learning tasks
<b>Attitudes</b>	The approach taken by a candidate to performing a task. Includes elements such as consideration for safety, teamwork, communication etc.
<b>Authentic evidence</b>	Evidence that is clearly of work done by the candidate
<b>Candidate</b>	A person participating in an assessment process
<b>Collaborative assessment</b>	Where the candidate is involved in planning carrying out and reviewing his or her assessment
<b>Competency</b>	Ability to perform a task under workplace conditions to a specified standard.
<b>Competency Based Assessment</b>	The process of gathering evidence and making judgements about a candidate's progress towards achieving competency in a unit or element of competence
<b>Competency Based Training</b>	An approach to learning which is concerned with obtaining and recognising skills and knowledge to meet specific standards
<b>Competency Standards</b>	Statements that set out the skills and knowledge required to perform a job to the level of performance acceptable to the workplace.
<b>Contextualisation</b>	Refers to the addition of industry or organisation specific information to a unit of competency to tailor the standard to reflect the immediate operating context and thereby increase its relevance within the organisation.
<b>Current evidence</b>	Evidence relevant to the current requirements of a competency standard and the current levels of skill and knowledge of the candidate
<b>Direct evidence</b>	Evidence gathered by the assessor in person through observing or questioning the candidate
<b>Element of competence</b>	Part of a competency standard. Several elements make up each unit of competence.
<b>Evidence Guide</b>	Information in the competency standard that suggests the type of evidence candidates should be providing for assessment
<b>Fair Assessment</b>	No-one is disadvantaged by the methods used. The assessment methods and evidence required match with the level of the competency standard
<b>Flexible assessment</b>	The methods of assessment reflect the needs and circumstances of the person being assessed and the workplace

<b>Formative Assessment</b>	Ongoing assessment and feedback, usually during a learning or training process
<b>Graded Assessment</b>	A method of recording the results of assessment as a score or grade. Not commonly in use in competency based assessment
<b>Holistic Assessment</b>	An assessment approach that looks at how a candidate combines knowledge, understanding, problem solving, technical skills, attitudes and ethics in tasks that they do. Can also refer to assessment of a number of units or elements of competence in a single integrated assessment process i.e. Part 1 & 2 Associate Diploma examination
<b>Inclusivity</b>	This is a term used to define teaching practices that actively acknowledge, respect and build on individual differences, and needs to create a positive learning culture and environment.
<b>Indirect evidence</b>	Evidence gathered from someone other than the candidate who has observed the candidate's skills knowledge or attitudes i.e. signing off of external studies.
<b>Key competency</b>	One of seven general competencies that are essential for effective participation in work.
<b>Knowledge</b>	Refers to 2 aspects: Understanding of factual information Cognitive skills such as judgement, thinking and reasoning
<b>Methods of Assessment</b>	The means used to collect evidence
<b>Performance criteria</b>	Statements which specify the type and standard of performance required for competence.
<b>Range Statements</b>	Information in the competency standard that describes the different situations, processes, equipment etc required to demonstrate competence.
<b>Reliable assessment</b>	The methods of assessment clearly show whether the learner has achieved competence. The evidence is real, not opinions or thoughts. Another assessor would also make the same decision.
<b>Skill</b>	The ability to do something competently.
<b>Sufficient evidence</b>	Enough evidence to be confident that the candidate can demonstrate competence more than once in a situation or in a range of situations
<b>Summative assessment</b>	Measurement of performance at the end of learning process or a period of practice
<b>Supplementary evidence</b>	Information that is recorded either by the workplace or some other organisation which is relevant to the candidate's competence i.e. Students examination results

<b>Unit of competence</b>	Part of a competency standard. A unit defines an area of competence
<b>Valid assessment</b>	A valid assessment assesses what it says it assesses and is undertaken in a situation that matches the workplace requirement
<b>Valid evidence</b>	Evidence that relates directly to the performance criteria of the competency unit being assessed.

## *Essential Standards for Registration – 2007*

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**Standard 1 The Registered Training Organisation provides quality training and assessment across all of its operations.**

### **Elements**

- 1.1 The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment.
- 1.2 Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders.
- 1.3 Staff, facilities, equipment, and training and assessment materials used by the RTO are consistent with the requirements of the Training Package or accredited course and the RTO's own training and assessment strategies.
- 1.4 Training and assessment are conducted by trainers and assessors who:
  - (a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors
  - (b) have the relevant vocational competencies at least to the level being delivered or assessed.
  - (c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.
- 1.5 Assessment, including Recognition of Prior Learning (RPL):
  - (a) meets the requirements of the relevant Training Package or accredited course
  - (b) is conducted in accordance with the principles of assessment and the rules of evidence
  - (c) meets workplace and, where relevant, regulatory requirements.

## ***Essential Standards for Registration – 2007***

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**Standard 2 The Registered Training Organisation adheres to principles of access and equity and maximises outcomes for its clients.**

### **Elements**

- 2.1 The RTO continuously improves client services by collecting, analysing and acting on relevant data.
- 2.2 Before clients enrol or enter into a contract, the RTO informs them about the training, assessment and support services to be provided, and about their rights and obligations.
- 2.3 Employers and other parties who contribute to each learner's training and assessment are engaged in the development, delivery and monitoring of training and assessment.
- 2.4 Learners receive training, assessment and support services that meet their individual needs.
- 2.5 Learners have timely access to current and accurate records of their participation and progress.
- 2.6 Complaints and appeals are addressed efficiently and effectively.

**Standard 3 Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the Registered Training Organisation operates.**

### **Elements**

- 3.1 The RTO uses systematic and continuous improvement approach to the management of operations.
- 3.2 The RTO monitors training and/or assessment services provided on its behalf to ensure that they comply with all aspects of the *AQTF 2007 Essential Standards for Registration*.
- 3.3 The RTO manages records to ensure their accuracy and integrity.

# CECCHETTI BALLET AUSTRALIA INC.

Registration No.: 21211

## RECOGNITION OF PRIOR LEARNING

Candidate Name: \_\_\_\_\_

Address: \_\_\_\_\_

Contact No: \_\_\_\_\_ Email address: \_\_\_\_\_

### Associate Diploma Studies.

	Request for RPL (Attach relevant documentation)	RPL Granted (National Office to complete)
Analysis of Classical technique		
Study of syllabi – knowledge of vocabulary		
Arrangement of enchainements and dances		
Teaching Methodology		
Music		
Applied Anatomy		
Child Development		
Health and Safety		
Business Studies		

### Certificate IV in Training and Assessment units of competency embedded within the Certificate IV in teaching Cecchetti Method of Classical Ballet.

	Request for RPL (Attach relevant documentation)	RPL Granted (National Office to complete)
TAADEL401A Plan and organise group delivery		
TAAENV402A Foster and promote an inclusive learning culture		
TAADES402A Design and organise group-based delivery		
TAAASS401A Plan and organise assessment		
TAAASS402A Assess competence		
TAAASS403A Develop assessment tools		
TAAASS404A Participate in assessment validation		
TAADEL402A Facilitate group-based learning		

(To be completed by National Office)

Date received:

Checked by:

## **Principles of Assessment.**

The four principles of assessment fit together like a jigsaw, no one principle is more important than any other.

### **Principle 1.**

Your assessment must be valid

A valid assessment assesses what it says it assesses and is undertaken in a situation that matches the workplace requirement.

i.e. if it is a practical task that you are assessing then you would request that they simulate the task for assessment not write about it.

### **Principle 2.**

The assessment is reliable

The methods of assessment clearly show whether the learner has achieved competence. The evidence is real, not opinions or thoughts. Another assessor would also make the same decision.

### **Principle 3.**

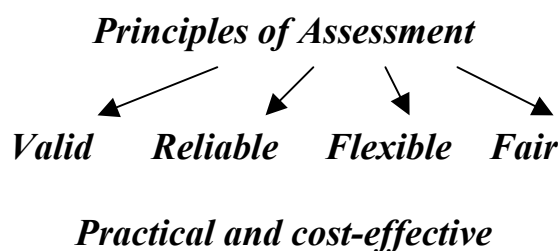
The assessment is flexible

The methods of assessment reflect the needs and circumstances of the person being assessed and the workplace.

### **Principle 4.**

You are fair to all those seeking assessment

No-one is disadvantaged by the methods used. The assessment methods and evidence required match with the level of the competency standard.



## ***Judgement based on Criteria and Evidence***

### **Sources of Evidence – direct, indirect, supplementary.**

#### **Rules of Evidence**

##### **1. The evidence gathered must be valid.**

i.e. if you were assessing a verbal communications competency for example, you may want to see the candidate communicating with a range of different people in a variety of situations and for a number of purposes.

##### **2. There must be sufficient evidence**

You need to gather enough evidence to be confident of the candidate's ability to demonstrate competence; this will also help to ensure that the assessment is reliable (i.e. it can be replicated by another assessor).

##### **3. The evidence must be authentic**

Ensure that the work is that of the candidate's. Direct evidence is the easiest to authenticate though not always possible.

##### **4. The evidence needs to be current.**

It is important that any supplementary or indirect evidence is recent enough to :

- Reflect the candidate's current skills, and
- Reflect the requirements of the current standards.

*Remember that some skills are lost or significantly diminished if not practiced.*

## **Examples of evidence directly relating to the Associate Diploma qualification:**

### **Direct:**

Practical Part 1 and Part 2 examinations

### **Indirect:**

Lesson plans

Pre exam checklist

External studies diary

### **Supplementary**

RPL, CV, Examination results.

## **Dimensions of competency**

- Task skills
- Management skills
- Contingency management skills
- Job/role environment skills
- Transfer skills

## **Occupational Health and Safety – OH&S**

- Ensure that OHS procedures and policies are followed appropriately
- Assessors/employers have a duty of care to ensure that learners or trainees are aware of OHS regulations
- Trainees must work and train in a safe environment.

## **Resources available to candidates**

### **Cecchetti Head Office Library**

- Code of conduct
- Policy & procedures
- Appeals process
- Guidelines for dance teachers
- Standards for dance teachers
- One on one mentoring with Cert IV trainer
- Reference books
- 

### **Web site**

**Mentors** – senior teaches/examiners – teaching methodology

One dedicated in each state to assist candidates

SA – Carole Hall

VIC – Anne Butler

NSW – Robyn Ross

QLD – Janice Heale

WA – Helene Gowers

Nationally – Wendy Cliff

### **External trainers –**

**Childhood development** – end of course assessment

SA – Anne Moore, University of SA email [ann.moore@unisa.edu.au](mailto:ann.moore@unisa.edu.au)

WA – Emily Harper, University of Western Australia

NSW – Jennifer Bowes, Institute of Early Childhood, Macquarie University 02 9850 9852

QLD – TBA - Please contact the National Office.

VIC – Paulette Mifsud.

**Anatomy** – Physio who specialises in Dance Injuries – end of course assessment.

VIC – Rebecca Harding [insync@dezzanet.net.au](mailto:insync@dezzanet.net.au)

WA – Lisa Hutchinson [lhutchinson@advancephysio.com.au](mailto:lhutchinson@advancephysio.com.au)

NSW – Debra Crookshanks [physio4dancers@ozemail.com.au](mailto:physio4dancers@ozemail.com.au)

SA – Anita Bruce [kwbruce@senet](mailto:kwbruce@senet)

QLD - Jan Smith [tulips@powerup.com.au](mailto:tulips@powerup.com.au)

**Music** – examination pianists in each state – contact names and numbers on application to the national office.

**Business studies** – short business course which includes marketing strategies and bookkeeping.

**Health and Safety** - First Aid – St Johns or equivalent in your state.

## Document submission checklist:

The submission of all required documentation relevant to the Certificate IV in Teaching the Cecchetti Method of Classical Ballet is the **responsibility of the Student**.

2 copies of the following documents to be submitted; **1 to the National Office and 1 to the State Secretary** on commencement of Associate Diploma training.

<b>Document:</b>	<b>To be completed by:</b>	<b>Date of submission:</b>
Request for RPL and all relevant supporting documentation.	<i>Student</i>	
Student Induction Checklist	<i>Student</i>	
Teacher Induction Checklist	<i>Teacher</i>	
Progress Assessment Program	<i>Teacher</i>	
Copy of the timetable and results of 2 examination sessions	<i>Student</i>	

### **Intention to complete Part 1 of Associate Diploma practical examination.**

Documents to be submitted to the **State Secretary**

<b>Document</b>	<b>To be completed by:</b>	<b>Date of submission:</b>
Examination application form & payment	<i>Student/Teacher</i>	

### **Intention to take Part 2 of Associate Diploma practical examination.**

Documents to be submitted to the **State Secretary**

<b>Document</b>	<b>To be completed by:</b>	<b>Date of submission:</b>
Examination application form & payment	<i>Student/Teacher</i>	

Documents to be submitted to the **National Office** upon completion of the Part 2 Associate Diploma Practical examination.

<b>Document:</b>	<b>To be completed by:</b>	<b>Date of submission:</b>
Childhood development end of course assessment	<i>Student</i>	
Anatomy end of course assessment	<i>Student</i>	
Record of Studies	<i>Qualified Practitioners</i>	
Standard Item Checklist for the appropriate delivery of a Ballet class	<i>Student</i>	
Pre Examination Checklist – minimum of 3 levels for each year of training for all students entered for examination	<i>Student</i>	
Lesson Plans – minimum of 1 per term for 3 levels taught during training period (where only 1 level is taught each term, Lesson plans on 2 of the supplied case studies must be completed and submitted.	<i>Student</i>	

## Document submission checklist continued.

Documents to be submitted to the National Office upon completion of the Part 2 Associate Diploma Practical examination.

<b>Document:</b>	<b>To be completed by:</b>	<b>Date of submission:</b>
Teaching Methodology – ¼ly assessment overview form	<i>Teacher</i>	
Session Running Plan for Teachers ¼ly assessments – Intermediate Syllabus knowledge	<i>Teacher</i>	
Session Running Plan for Teachers ¼ly assessments – Analysis of Classical Technique	<i>Teacher</i>	
Session Running Plan for Teachers ¼ly assessments – Arrangement of enchainements and dance	<i>Teacher</i>	
Session Running Plan for Teachers ¼ly assessments – Teaching Methodology	<i>Teacher</i>	
Session Running Plan for Teachers ½ yearly assessments – Music studies	<i>Teacher – external Qualified Practitioners</i>	
Session Running Plan for Teachers ½ yearly assessments – Applied Anatomy	<i>Teacher – external Qualified Practitioners</i>	
Session Running Plan for Teachers ½ yearly assessments – Child development	<i>Teacher – external Qualified Practitioners</i>	
Session Running Plan for Teachers ½ yearly assessments – Health & Safety	<i>Teacher – external Qualified Practitioners</i>	
Session Running Plan for Teachers ½ yearly assessments – Business Studies	<i>Teacher – external Qualified Practitioners</i>	
Personal Evaluation Sheet	<i>Student</i>	

## Teacher Induction Checklist

I,.....(Teacher's name), holder of the Certificate IV in Training & Assessment, will be delivering/assessing the course through out 20.....

In order to maintain a high standard of course delivery/assessment, I agree to attend, where practicable, a minimum of 2 State/Nationally organised training sessions throughout the year and complete all necessary paperwork associated with the Associate Diploma/Certificate IV course delivery contained within the Associate Diploma, Certificate IV Information Package for candidates and teachers.

(Please tick appropriate boxes)

<b><i>Training Sessions</i></b>	<b>Yes</b>	<b>No</b>
State Refresher Course		
Annual Congress		
Guest Lectures		
<b><i>Progress Assessment Forms</i></b>		
Preliminary Assessment		
Teaching Methodology – ¼ Assessment form		
Session Running Plans for Teachers – ¼ly Assessment forms.		
<b>Handbooks Received and Understood</b>		
Code of Conduct		
Policy & Procedures		
Ausdance Guidelines for Dance Teachers		
Appeals Process		

Signed: .....

Dated: .....

## Student Induction Checklist

I, .....(Student's name), will commence training in the Associate Diploma/ Certificate IV in Training & Assessment Course in 20..... under the guidance of .....(Teacher's name)

In order to maintain a high standard of course delivery/assessment, I agree to attend, all required courses and complete all necessary paperwork associated with the Associate Diploma/Certificate IV course delivery contained within the Associate Diploma, Certificate IV Information Package for candidates and teachers. All requests for Recognition of Prior Learning (RPL)/Credit Transfer should be directed to the National Office with relevant paperwork attached to this checklist.

(Please tick appropriate boxes)

<b><u>Training Sessions</u></b>	<b>Yes</b>	<b>No</b>
State Refresher Course		
Annual Congress		
Guest Lectures		
<b><u>Progress Assessment Forms</u></b>		
Preliminary Assessment		
Teaching Methodology – ¼ Assessment form		
Lesson Plans		
Session Running Plans – ¼ly and ½yearly.		
Record of Studies		
End of Course Assessment – Childhood Development		
End of Course Assessment - Anatomy		
Pre Examination Checklist		
Personal Evaluation Sheet		
<b>Handbooks Received and Understood</b>		
Code of Conduct		
Policy & Procedures		
Audance Guidelines for Dance Teachers		
Appeals Process		

Signed: .....

Dated: .....

**PROGRESS ASSESSMENT PROGRAM**  
for teachers of Cecchetti Associate Diploma

**Preliminary Assessment**

Prior to commencing training, the teacher will confirm the candidate has undertaken and passed the prior learning requirements for this level:

Intermediate (old Ele) classical ballet examination..... **Date passed**.....  
**Level of pass**.....

Advanced 1 (old Inter) classical ballet examination ... **Date passed** .....  
**Level of pass**.....

Associate Syllabus..... **Date passed**.....

The Candidate will supply a copy of the report received for their Associate Examination.

**Associate report viewed**.....

History of teaching experience (if any).....

.....  
.....  
.....

Comments/notes for future reference.....

.....

**The Associate Diploma** is a three-year course:

If you have gained your Associate status and wish to teach and enter candidates for examinations, you can apply for provisional registration and you will then embark on a three-year programme as set out hereunder. Embedded in this qualification are units contained in the Government Accredited Certificate IV in Training & Assessment. Entry into the Associate Diploma Course gives you automatic entry into the Certificate IV Course.

Certificate IV in Training & Assessment is the qualification that will enable you to deliver Competency based training. The Certificate IV is made up of 12 Core Units and 2 Elective Units. Of the following 12 core units of competency, the 7 units marked ‘\*’ are contained within and form an integral part of the Cecchetti Associate Diploma qualification along with the similarly marked elective unit.

TAAENV401A	Work effectively in vocational education and training
*TAAENV402A	<b>Foster and promote an inclusive learning culture</b>
TAAENV403A	Ensure a healthy and safe learning environment
TAADES401A	Use Training Packages to meet client needs
*TAADES402A	<b>Design and organise group-based delivery</b>
*TAADEL401A	<b>Plan and organise group delivery</b>
TAADEL404A	Facilitate work-based delivery
TAADEL403A	Facilitate individual learning
*TAAASS401A	<b>Plan and organise assessment</b>
*TAAASS402A	<b>Assess competence</b>
*TAAASS403A	<b>Develop assessment tools</b>
*TAAASS404A	<b>Participate in assessment validation</b>

**Elective units:**

*TAADEL402A	<b>Facilitate group-based learning</b>
TAADEL301A	Provide training through instruction and demonstration of work skills
TAADEL405A	Coordinate and facilitate distance-based learning
TAAENV404A	Develop innovative ideas at work
TAATAS401A	Maintain information requirements of training and/or assessment organisation
TAALLN401A	Address language, literacy and numeracy issues within learning and assessment practice
BSBMKG406A	Build client relationships
BSBCM404A	Develop teams and individuals
BSBCM405A	Analyse and present research information
BSBCM409A	Promote products and services
BSBAUD402A	Participate in a quality audit

At the end of the three years you will take the final 2 Part Examination, the *Associate Diploma*, which upon successful completion, will allow you to become a fully registered Cecchetti teacher and you will hold the 8 units of competency as noted above from the Certificate IV in Training & Assessment.

**Preliminary assessment** will assess candidate’s eligibility and attainment of prior learning requirements.

**Recording and Reporting of Assessment Program:**

The provider (teacher) and the candidate (student) will follow the procedure set out, for the efficient assessing and reporting of the progress of the course.

**Teachers** are required to keep records of student's progress and achievements on a regular basis, keeping written chronological records in a diary or other accessible document.

Assessments should be recorded at 3 month and 6 month intervals as set out in "Progress Assessment Program"

Discussions with students should take place at these times to provide feedback and interaction regarding progress and/or difficulties.

**Students** are required to keep comprehensive written records of their studies – a diary method is suggested

Records of numbers of students, ages, and all relevant comments should be kept, including lesson plans and the results.

Any difficulties in communications or problems should be discussed with teacher, and solutions recorded.

This diary should be a record of the student's 3 years of training, and will serve as blueprints/guidelines for their future teaching.

## **"Progress Assessment Program"**

**Quarterly assessments** will record students' progress of the four areas of study, which will be taught at studio level:

- 1) A thorough knowledge of the Advanced 1 (old Intermediate) syllabi – for both female and male - *study of set Cecchetti syllabi – knowledge and understanding of content - understanding of progression from previous levels – understanding and pronouncing of French terms*
- 2) Analysis of “Classical Technique” (*classical ballet principles*)  
*These are generic principles, which apply to all methods of classical ballet*  
*The Cecchetti method has these clearly explained in “The Manual” which is the main textbook for this study.*
- 3) Arrangement of enchaînements and dances  
*(Ability to create short combinations of steps and dances, choose music and, communicate artistic intent in choreography)*
- 4) Teaching methodology- (*thorough understanding of specific learning requirements for age and ability, both intellectual and physical. The Society will provide an assessment form with guidelines to be filled in.\*\**)  
**These four areas will be taught at studio level – one to one – the teacher and student recording study achieved, and assessments on a 3 monthly basis.**

## **Practical Teaching Requirements**

The student is expected to teach under supervision for a minimum of 3 hours per week for the first year, and then progress to solo teaching with assessment for the next two years.

Teacher will assess and record progress.

The student's work as a teacher is also independently assessed by official Cecchetti Examiners during these three years, as they must submit candidates for at least two sessions of examinations during this time.

The results and the written reports of the student's exam candidates from the Cecchetti Examiners will be assessed and discussed by the teacher and the student.

These results and the following assessments will be noted in the diaries.

*Half Yearly Assessments which will record students progress in the following areas.*

- 5) Music Studies (*minimum of 8 hours external lectures*)  
Lecturer signs off on lectures –  
Teacher assesses and records knowledge and comprehension in practical class situation
  
- 6) Applied Anatomy - (*minimum of 10 hours – recommended 20 hours of study from qualified lecturer*)  
Lecturer signs off on lectures –  
Student completes end of course assessment  
Teacher assesses and records knowledge and comprehension in practical class situation.
  
- 7) Child Development (*minimum 6 hours*)  
Lectures are signed off in diaries  
Student completes end of course assessment  
Teacher assesses and records knowledge in practical class situation and reports
  
- 8) Health and Safety (*minimum of 6 hours*)  
St. John's ambulance course/Red Cross course is recommended  
Additional knowledge as set out in Cecchetti requirement  
Student completes end of course assessment. Validity of certificate must be maintained for the duration of teaching career.
  
- 9) Business Studies (*minimum of 6 hours*)  
Lecturer signs off in diary  
Knowledge tested as set out in Cecchetti requirements

## **OUTLINE OF INTERNAL STUDIES**

*to be studied and signed off with qualified Cecchetti teachers - Licentiates or Fellows*

- 1) Teaching Methodology 12 hours
- 2) Analysis of classical technique 6 hours
- 3) Study of Syllabi - knowledge of vocabulary 9 hours
- 4) Arrangement of enchaînements and dances 6 hours

## **GUIDELINES FOR EXTERNAL STUDIES**

**The following five areas will be studied with external lecturers - qualified practitioners acceptable to the Cecchetti Society of Australia Inc. and will be assessed on a six monthly basis as studies progress**

### **5) MUSIC STUDIES:**

Suggested practitioners will include qualified pianist employed by the state for Examination sessions. Studies should include:

1. Comprehension of musical terms,
2. Knowledge of rhythm and tempo
3. Broad understanding of music styles and types, and their suitability for various dances and dance steps
4. Clear instruction to pianists
5. Ability to communicate with students, to encourage their listening skills
6. Musical interpretation skills – musical themes, contrast in mood and tempo

### **6) APPLIED ANATOMY:**

Short course such as ‘Vic Fit’ or lectures by a Physio who specialises in Dance Injuries with end of course assessment\*. Studies should include:

- 1) Knowledge of basic principles of anatomy and physiology to ensure “Safe Dance” practice including
  - i) Warm up/cool down strategies
  - ii) Effective and safe stretching
  - iii) Safe dance environment – flooring, ventilation
  - iv) Knowledge of common physical faults in students of classical ballet, and strategies for correction in training
- 2) Understanding and employment of effective injury prevention strategies
  - i) Measures to prevent common dance injuries
  - ii) Basic injury treatment (R.I.C.E.D.)
  - iii) Basic injury recovery and rehabilitation

*Health and safety issues are address in No. 8)*

### **7) CHILD DEVELOPMENT:**

Covers both physical and psychological aspects of child development. Suggested qualified practitioners in individual states include:

SA - Anne Moore, University. of SA, email: [ann.moore@unisa.edu.au](mailto:ann.moore@unisa.edu.au)

WA – Emily Harper, University of Western Australia

NSW – Jennifer Bowes, Institute of Early Childhood, Macquarie University. 02 9850 9852

QLD – TBA

VIC - Paulette Mifsud

An end of course assessment will be completed by the Student.\*

Studies should include:

- 1) Use of appropriate teaching methods including
  - i) Knowledge and understanding of age, and stages of physical, Intellectual and emotional development of students
  - ii) Judgement on numbers of students in classes
  - iii) Lesson planning to ensure structured progress
  - iv) Number of classes per week according to age and ability of students
  - v) Positive communication skills to students and parents
  - vi) Varied 'delivery' styles to maintain interest
  - vii) Contemporary appropriate strategies for positive correction and help.
  - viii) Ability to self reflect on a day to day basis and over a length of time.

#### **8) HEALTH AND SAFETY:**

Health and Safety. Short course such as St. Johns Ambulance with end of course assessment. The validity of this certificate must be maintained by all Cert IV holders.

Studies should include:

- 1) A course of study with St. John's Ambulance or the Red Cross is recommended for basic first aid and the presence of a first aid kit
- 2) Knowledge of specific health professionals for referral of students with specific problems, both physical and emotional

#### **9) BUSINESS STUDIES :**

TAFE short courses including Marketing strategies and book-keeping courses. Letters of recommendations from the candidates own Business Accountant with evidence supplied by the candidate of Marketing strategies. In the instance where the candidate has not managed a business, a business course with an end of course assessment would be required, and with the candidate supplying suggested marketing strategies for a ballet school/business.

Courses should include:

- 1) Knowledge of business practice, fee structures, management of income and Expenses, as they pertain to a dance school.
- 2) Knowledge of, and adherence to the Dance Industry Code of Ethics (As set out in attachment)

Information on the competencies 5 to 9 are included in the Ausdance publication entitled "*Australian Standards for Dance Teachers*".

This book includes explanations of the requirement set out above, lists of resources and reference books, the Dance Industry Code of Ethics, and the suggested "Parents Code of Ethics"

\* End of course assessments are available from the National Office on application and once completed must be presented in Cert IV package with Quarterly, Half Yearly and Annual Assessments at the completion of the Associate Diploma/Cert IV Course.

# *Cecchetti Ballet Australia Inc.*

A Member of Cecchetti International-Classical Ballet

## **RECORD OF STUDIES**

for Associate Diploma.

Name.....

Membership No.....

Please list below the date and results of previous Cecchetti examinations taken

Date                      Result

INTERMEDIATE (old Elementary).....

ADVANCED 1 (old Intermediate).....

ADVANCED 2 (old Advanced) (if taken).....

ASSOCIATE.....

Please give details of your teaching experience as an assistant teacher and/or in a responsible position.

.....  
.....  
.....  
.....  
.....

Courses and hours to be attended at any time prior to sitting for Associate Diploma

*a) to be studied and signed off with qualified Cecchetti teachers - Licentiates or Fellows*

- Analysis of classical technique                      6 hours
- Study of Syllabi - knowledge of vocabulary                      9 hours
- Arrangement of enchainement and dances                      6 hours
- Teaching methodology                      12 hours

*b) to be studied with and signed off by qualified practitioners accepted by the Cecchetti Society\**

- Music                      8 hours
- Applied Anatomy                      10 hours
- Child Development                      6 hours
- Health and Safety                      6 hours
- Business Studies                      6 hours

*\*check with State Representatives or Organisers regarding practitioners and courses which will be accepted.*

Name of Course..... Dates of attendance.....

Number of hours..... Name of lecturer.....

Qualification.....

Signature.....

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Name of Course..... Dates of attendance.....

Number of hours..... Name of lecturer.....

Qualification.....

Signature.....

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Name of Course..... Dates of attendance.....

Number of hours..... Name of lecturer.....

Qualification.....

Signature.....

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Name of Course..... Dates of attendance.....

Number of hours..... Name of lecturer.....

Qualification.....

Signature.....

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Name of Course..... Dates of attendance.....

Number of hours..... Name of lecturer.....

Qualification.....

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Name of Course.....Dates of attendance.....

Number of hours.....Name of lecturer.....

Qualification.....

Signature.....

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Name of Course.....Dates of attendance.....

Number of hours.....Name of lecturer.....

Qualification.....

Signature.....

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## Standard Item Checklist for the Appropriate Delivery of a Ballet Class.

I,.....(Student's name), do hereby agree that the following Checklist is correct and that I will endeavour to ensure that all items listed below are available during all ballet classes conduct by me.

(Please tick appropriate boxes)

<b><i>Standard Items Available</i></b>	<b>Yes</b>	<b>No</b>
Appropriate Studio Space		
Pianist/Compact Disc Player/Cassette Player		
Appropriate height Bar		
Syllabus		
Piano Manuscript/Compact Disc's/Cassettes		
Australian Dance Teachers Standard Handbooks		
First Aid Kit		

Signed: .....

Dated: .....

## Pre Examination Checklist

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These checklists may be altered by the Associate Diploma Candidate if necessary, to better suit their teaching environment. This Assessment tool is to be used during your students 'examination dry runs' and on receipt of their examination results.

On receipt of the students results you will be required to fill in the examination results column, compare your expected results and complete a review of either or both of your training practices or your own assessment strategies.

This tool should be used prior to entering students for each examination session during your training. It is hoped that by your Associate Diploma examination, your training practices and assessment strategies will be in line with those expected at your level.

The Associate Diploma candidate may feel the necessity to have another teacher conduct the 'dry run' in order for the candidate to gain a better evaluation of his/her students' performance.

**Pre Examination Checklists on a minimum of 3 candidates, at 3 different levels must be completed during each year of training.**

### Pre Examination Checklist Key

'C'	Competent
'SNYA'	Standard Not Yet Attained
Expected Results	The numerical mark you are expecting your students to receive
Exam Result	The numerical mark they received from the Examiner
Review	Your thoughts on any discrepancies between the 'Expected Results' and the 'Exam Result'.

**Pre Examination Checklist Examination Candidate #.....**

<b>Pre Primary each section below is marked out of 20</b>	<b>‘c’ or ‘snya’</b>	<b>Expected Result</b>	<b>Exam Result</b>	<b>Review</b>
Sense of performance and enjoyment – Focus (eye and body) – Sense of occasion – Comfortable in presentation – Pleasure in movement				
Musicality, sense of timing and improvisation – Awareness of accompanying music – Ability to move freely in improvisation with awareness of the dynamic qualities in the accompanying music				
Use of technical ability and use of arms – Awareness to hold body erect – Awareness of foot articulation – Ability to make and maintain a natural first position of the feet – Awareness of demi-plie when taking off and landing in sautés – Awareness of eye and hand focus – Ability to make appropriate shapes and move the arms freely				
Dance – Preparedness and ability to complete the selected dance with an appropriate degree of accuracy and enjoyment				
Response, spatial awareness and knowledge of syllabus – Appropriately groomed – Ability to listen and respond to teacher’s directions – Appropriate knowledge of all sections of the syllabus – Ability to sustain own position in the performing space and to be able to use the space as instructed by the teacher eg: in diagonal, circular patterns.				

Signed: .....

Dated: .....

<b>Marks</b>	<b>Standard Attained</b>	<b>Mark</b>	<b>Standard Attained</b>
17 - 20	Excellent	15 - 16	Very Good
13 - 14	Good	11 - 12	Medium
9 - 10	Basic	7 - 8	Limited
5 - 6	Very Limited	3 - 4	Some of the above shown
1 - 2	Few of the above shown	0	Not shown

**Pre Examination Checklist Examination Candidate #.....**

<b><i>Primary</i></b> <i>each section below is marked out of 20</i>	<b>'c' or 'snya'</b>	<b>Expected Result</b>	<b>Exam Result</b>	<b>Review</b>
Sense of performance and enjoyment – Focus (eye and body) – Sense of occasion – Comfortable in presentation – Pleasure in movement				
Musicality, sense of timing and improvisation – Awareness of accompanying music – Ability to move freely in improvisation with awareness of the dynamic qualities in the accompanying music				
Use of technical ability and use of arms – Awareness to establish appropriate posture – Awareness of foot articulation – Awareness of the rotation of the leg from the hip – Ability to transfer weight from one foot to the other – Awareness and ability to show demi-plie when taking off and landing in sautés – Ability to make appropriate shapes and move the arms freely – An awareness of flow – An awareness of breadth				
Dance – Preparedness and ability to complete the selected dance with accuracy and an appropriate degree of technique and enjoyment – Where a prop is used, appropriate management				
Response, spatial awareness and knowledge of syllabus – Appropriately groomed – Ability to listen and respond to teacher's directions – Appropriate knowledge of all sections of the syllabus – Ability to sustain own position in the performing space and to be able to use the space as instructed by the teacher eg: Linear, circular patterns.				

Signed: .....

Dated: .....

<b>Marks</b>	<b>Standard Attained</b>	<b>Mark</b>	<b>Standard Attained</b>
17 - 20	Excellent	15 - 16	Very Good
13 - 14	Good	11 - 12	Medium
9 - 10	Basic	7 - 8	Limited
5 - 6	Very Limited	3 - 4	Some of the above shown
1 - 2	Few of the above shown	0	Not shown

**Pre Examination Checklist Examination Candidate #.....**

<b><i>Grade 1</i></b> <i>each section below is marked out of 10</i>	<b>'c' or 'snya'</b>	<b>Expected Result</b>	<b>Exam Result</b>	<b>Review</b>
Stance and Placement – posture established & maintained – establish and sustain appropriate degree of turnout – sustain stretched legs & feet				
Line and quality of port de bras – Position & shapes shown – Flow – Breadth – Extension of extremities to create line – Poise				
Control through body & legs – Establishment, placement and maintenance of body parts – Ability to demonstrate line				
Quality of ballon & footwork – Articulated feet – Ability to take off & land with the correct use of demi plie – Maintenance of turnout with well stretched legs & feet – Ability to demonstrate spatial awareness – Ability to demonstrate diverse movement qualities				
Dance – Preparedness and technical aspects maintained – Expressive qualities demonstrated				
Sense of Performance – focus – sense of occasion – confidence in presentation				
Quality and co-ordination of movement – Harmonious use of body parts in movement – Sustained demonstration of the basic movements in dance				
Rhythm, sense of timing & musicality – Awareness of meter, tempo, phrasing, accent, dynamic qualities in the accompanying music				
Syllabus knowledge and theory – Understanding of principles – Ability to communicate verbally – Ability to demonstrate accurately				
Response and enjoyment – Grooming – Confident approach to the examination – Pleasure in movement demonstrated – Vitality/energy levels sustained – Overall sense of occasion				

'c' = competent, 'snya' = standard not yet attained

Signed: .....

Dated: .....

## Pre Examination Checklist

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### Grade 1

<b>Marks</b>	<b>Standard Attained</b>	<b>Mark</b>	<b>Standard Attained</b>
9-10	Excellent	8	Very Good
7	Good	6	Medium
5	Basic	4	Limited
3	Very Limited	2	Some of the above shown
1	Few of the above shown	0	Not shown

**Pre Examination Checklist Examination Candidate #.....**

<b><i>Grades 2, 3, 4 each section below is marked out of 10</i></b>	<b>'c' or 'snya'</b>	<b>Expected Result</b>	<b>Exam Result</b>	<b>Review</b>
<b>Barre</b> – Posture establish and maintained – Establish and sustain appropriate degree of turnout – Sustain stretched legs and feet				
<b>Port de bras throughout the examination</b> – Position & shapes shown – Flow – Breadth – Extension of extremities to create line – Poise				
<b>Adage</b> – Establishment, placement and maintenance of body parts – Ability to demonstrate line – Stability demonstrated				
<b>Pirouettes</b> – Use of head and eyes – Centering of the body – Accuracy in demonstration				
<b>Allegro</b> – Articulated feet – Ability to take off & land with the correct use of demi plie – Maintenance of turnout with well stretched legs & feet – Ability to demonstrate spatial awareness – Ability to demonstrate diverse movement qualities				
<b>Dance</b> – Preparedness and technical aspects maintained – Expressive qualities demonstrated – Freedom of movement				
<b>Sense of Performance</b> – focus – sense of occasion – confidence in presentation				
<b>Quality and co-ordination of movement</b> – Harmonious use of body parts in movement – Sustained demonstration of the basic movements in dance				
<b>Rhythm, sense of timing &amp; musicality</b> – Awareness of meter, tempo, phrasing, accent, dynamic qualities in the accompanying music				
<b>Syllabus knowledge and theory</b> – Understanding of principles – Ability to communicate verbally – Ability to demonstrate accurately – Ability to understand and reproduce the unseen enchainement accurately and expressively				

**Pre Examination Checklist Examination Candidate #.....**

<b><i>Grades 2, 3, 4 each section below is marked out of 10</i></b>	<b>'c' or 'snya'</b>	<b>Expected Result</b>	<b>Exam Result</b>	<b>Review</b>
Response and enjoyment – Grooming – Confident approach to the examination – Pleasure in movement demonstrated – Vitality/energy levels sustained – Overall sense of occasion				

'c' = competent, 'snya' = standard not yet attained

Signed: .....

Dated: .....

<b>Marks</b>	<b>Standard Attained</b>	<b>Mark</b>	<b>Standard Attained</b>
9-10	Excellent	8	Very Good
7	Good	6	Medium
5	Basic	4	Limited
3	Very Limited	2	Some of the above shown
1	Few of the above shown	0	Not shown

**Pre Examination Checklist Examination Candidate #.....**

<p align="center"><b><i>Grades 5 and 6</i></b> <i>each section below is marked out of 10</i></p>	<p align="center"><b>‘c’ or ‘snya’</b></p>	<p align="center"><b>Expected Result</b></p>	<p align="center"><b>Exam Result</b></p>	<p align="center"><b>Review</b></p>
<p>Barre and Centre Practice</p> <ul style="list-style-type: none"> <li>– posture established &amp; maintained with appropriate strength developing</li> <li>– ability to sustain appropriate degree of turnout</li> <li>– ability to sustain stretched legs &amp; feet</li> <li>– transfer of weight shown with ease</li> <li>– centering of the body to be sustained</li> </ul>				
<p>Port de bras throughout the examination</p> <ul style="list-style-type: none"> <li>– Position &amp; shapes shown</li> <li>– Flow</li> <li>– Breadth</li> <li>– Extension of extremities to create line</li> <li>– Poise and expressive qualities developing</li> </ul>				
<p>Adage</p> <ul style="list-style-type: none"> <li>– Establishment and placement of body parts</li> <li>– Ability to demonstrate line</li> <li>– Maintenance of stability</li> <li>– Strength and control shown</li> <li>– Transfer of weight with ease shown</li> </ul>				
<p>Pirouettes</p> <ul style="list-style-type: none"> <li>– Use of the head and eyes</li> <li>– Centering of the body</li> <li>– Accuracy in demonstration</li> </ul>				
<p>Petit Allegro and Petite Batterie</p> <ul style="list-style-type: none"> <li>– Articulated feet</li> <li>– Ability to take off &amp; land with the correct use of demi plie</li> <li>– Maintenance of turnout with well stretched legs &amp; feet</li> <li>– Precision of footwork</li> <li>– Well defined beats</li> </ul>				
<p>Allegro</p> <ul style="list-style-type: none"> <li>– Articulated feet</li> <li>– Ability to take off &amp; land with the correct use of demi plie</li> <li>– Maintenance of turnout with well stretched legs &amp; feet</li> <li>– Ability to demonstrate spatial awareness</li> <li>– Ability to demonstrate diverse movement qualities</li> <li>– Co-ordination of the upper body including the use of head and arms</li> <li>– Elevation shown</li> <li>– Joy of movement shown</li> </ul>				

**Pre Examination Checklist Examination Candidate #.....**

<b><u>Grades 5 and 6</u></b>	<b>'c' or 'snya'</b>	<b>Expected Result</b>	<b>Exam Result</b>	<b>Review</b>
<b>Dance</b> – Preparedness and technical aspects maintained – Expressive qualities demonstrated – Freedom of movement shown and appreciation demonstrated of the relationship between the music and the movement – Smooth movement transitions shown				
<b>Sense of Performance</b> – Focus – use of head and eye-lines – Sense of occasion – Confidence in presentation – A sensitive interpretation of the dynamic qualities in the music and movement				
<b>Quality and co-ordination of movement</b> – Harmonious use of body parts in movement – Sustained demonstration of the basic movements in dance				
<b>Rhythm, sense of timing &amp; musicality</b> – Awareness of meter, tempo, phrasing, accent, dynamic qualities in the accompanying music				
<b>Response to free work, syllabus knowledge and theory</b> – Understanding of principles – Ability to communicate verbally – Ability to demonstrate accurately – Ability to understand and reproduce the unseen enchaînement accurately and expressively				

'c' = competent, 'snya' = standard not yet attained

Signed: .....

Dated: .....

<b>Marks</b>	<b>Standard Attained</b>	<b>Mark</b>	<b>Standard Attained</b>
9-10	Excellent	8	Very Good
7	Good	6	Medium
5	Basic	4	Limited
3	Very Limited	2	Some of the above shown
1	Few of the above shown	0	Not shown

# - Lesson Plans -

## Term 1

**Lesson plans must be submitted for terms 1, 2 & 3 for 4 classes at different levels. Those who do not teach 4 different levels will be required to present imaginary lesson plans for the remaining number of classes.**

**This means all candidates must submit a total of 12 lesson plans for the year, broken down into 4 lesson plans per term.**

**Please include the number of students at each level and their ages along with detailed notes of lesson plans, all relevant comments, problems encountered, solutions to the problems and results. Lesson Plans should cover the following performance criteria:**

### **Pre Primary, Primary & Grade 1.**

Design warm-up exercises – demonstrate a range of stretches appropriate for the class.

Identify faults and suggest corrective exercises

Give structured guidelines for improvisation appropriate to these levels

Encourage freedom of mind and movement

### **Grades 2 – 6.**

Demonstrate a range of stretches appropriate for the specific Grade level

Identify faults and suggest corrective exercises

Demonstrate a combination of exercises to create an enchainements specific to the Grade level

Encourage a sense of performance, musicality and artistry

Explain the requirements of the examination to the students

### **Intermediate (old Elementary).**

Design exercises that stretch and flex the feet

Identify faults and suggest corrective exercises

Give structured guidelines for improvisation appropriate to the Elementary level

Encourage a sense of performance, musicality and artistry

# **- Lesson Plans -**

## **Term 2**

Please include the number of students at each level and their ages along with detailed notes of lesson plans, all relevant comments, problems/solutions encountered and results. Plans should be included for all terms.

# **- Lesson Plans -**

## **Term 3**

Please include the number of students at each level and their ages along with detailed notes of lesson plans, all relevant comments, problems/solutions encountered and results. Plans should be included for all terms.

## CECCHETTI BALLET ACCREDITATION PROCESS

### Associate Diploma information:

**The holder of the Cecchetti Associate Diploma is qualified as a “fully registered” teach in the Cecchetti method of classical ballet technique.**

Requirements for Associate Diploma

#### **Candidate must:**

- (1) have reached 21 years of age**
- (2) hold the ‘Associate’ qualification in the Cecchetti method**
- (3) have completed three years of teaching in a responsible position**

(2) “Associate” certificate requires the following:

- must have reached 18 years of age
- must have passed the “Advanced 1” (old Intermediate) level of Cecchetti practical dance examination, in either category A or B

*(further information can be supplied on this if necessary)*

(3) ‘Responsible teaching position’

- teaching the Cecchetti preliminary syllabi up to grade 6 (*equivalent to primary school age levels*) on a regular basis
  - teaching the MAJOR syllabi –(*Intermediate – old Elementary*) in a supervised situation with a senior teacher
- Basic minimum of teaching hours – 3 hours per week for three years.

### Cecchetti Associate Diploma Holders are expected to have:

- **Extensive knowledge of the set syllabi of Cecchetti grade and major examination syllabi**
  - **In depth comprehension of the progress of work, of how the preliminary work informs and trains for the major work**
  - **The ability to ‘break down’ exercises into components to assist learning and understanding**
  - **Knowledge and understanding of musical terms, knowledge of the music set by the examinations, and flexibility to utilise various styles and forms of music other than the set work, to enhance the students musical education and comprehension.**
  - **Ability to analyse and impart understanding of the historical aspects of the art form of classical ballet, and its place in the social structure**
  - **Knowledge of basic principles of anatomy and physiology to enhance “Safe Dance Practice” in students**
  - **Ability to recognise and impart the health benefits of dance training, and encourage healthy lifestyles in students.**
  - **Recognition of common physical faults and the ability to provide safe and proper exercises to correct such faults.**
  - **Knowledge of effective injury prevention strategies**
- Safe warm-up/cool-down procedures appropriate to classical ballet training)*
- **Knowledge of effective and safe stretching and flexibility techniques**
  - **Understanding of effective injury management strategies**
  - **Knowledge base of specialist referrals for recurrent injuries**
  - **Knowledge of basic first aid procedures and its application**

- **Knowledge of Teaching Methodology – awareness should be demonstrated of the major stages of social, physiological and psychological development and its application to the teaching of dance.**
- **Knowledge of effective injury management strategies**
- **Ability to assess progress and report of students/parents in sensitive and fair manner**
- **A basic understanding of professional business practice**

**The Associate Diploma holder is expected to demonstrate personal integrity, and ethical behaviour and to adhere to the Dance Industry Code Ethics**

## Teaching Methodology

**Quarterly Assessment Form.** – This form is to be completed on a quarterly basis by the Associate Diploma Students’ Teacher.

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*Please tick appropriate grading*

	Poor	Good	Excellent
<i>Understanding of different physiological aspects of students</i>			
<u>Understanding of differing levels of flexibility and strengths</u>			
<i>Understanding of motor skill development</i>			
<i>Understanding of necessity for the amount of repetition in class</i>			
<i>Understanding of retention abilities at different ages</i>			
<i>Ability to create an interesting and musical class</i>			
<i>Ability to create a class to suit technical and intellectual level of students</i>			
<i>Understanding and knowledge of music</i>			
<i>Ability to converse with pianist successfully</i>			

Signed by Associate Diploma / Certificate IV Student : .....

Signed by Associate Diploma / Certificate IV Teacher : .....

**Cecchetti Ballet Australia Inc.**

**ASSOCIATE DIPLOMA - CERTIFICATE IV**

**SESSION RUNNING PLAN FOR TEACHERS**

**QUARTERLY ASSESSMENTS**

1. A thorough knowledge of the Advanced 1 (old Intermediate) Syllabi - for both female and male.

3 Months	6 Months	9 Months	12 Months

**Cecchetti Ballet Australia Inc.**

**ASSOCIATE DIPLOMA - CERTIFICATE IV**

**SESSION RUNNING PLAN FOR TEACHERS**

**QUARTERLY ASSESSMENTS**

2. Analysis of "Classical Technique".

3 Months	6 Months	9 Months	12 Months

**Cecchetti Ballet Australia Inc.**

**ASSOCIATE DIPLOMA - CERTIFICATE IV**

**SESSION RUNNING PLAN FOR TEACHERS**

**QUARTERLY ASSESSMENTS**

3. Arrangement of enchaînements and dance.

3 Months	6 Months	9 Months	12 Months

**Cecchetti Ballet Australia Inc.**

**ASSOCIATE DIPLOMA - CERTIFICATE IV**

**SESSION RUNNING PLAN FOR TEACHERS**

**QUARTERLY ASSESSMENTS**

4. Teaching methodology.

3 Months	6 Months	9 Months	12 Months

**Cecchetti Ballet Australia Inc.**

**ASSOCIATE DIPLOMA - CERTIFICATE IV**

**SESSION RUNNING PLAN FOR TEACHERS**

**HALF YEARLY ASSESSMENTS**

5. Music Studies.

6 Months	12 Months

**Cecchetti Ballet Australia Inc.**

**ASSOCIATE DIPLOMA - CERTIFICATE IV**

**SESSION RUNNING PLAN FOR TEACHERS**

**HALF YEARLY ASSESSMENTS**

6. Applied Anatomy.

6 Months	12 Months

**Cecchetti Ballet Australia Inc.**

**ASSOCIATE DIPLOMA - CERTIFICATE IV**

**SESSION RUNNING PLAN FOR TEACHERS**

**HALF YEARLY ASSESSMENTS**

7. Child Development

6 Months	12 Months

**Cecchetti Ballet Australia Inc.**

**ASSOCIATE DIPLOMA - CERTIFICATE IV**

**SESSION RUNNING PLAN FOR TEACHERS**

**HALF YEARLY ASSESSMENTS**

8. Health and Safety.

6 Months	12 Months

**Cecchetti Ballet Australia Inc.**

**ASSOCIATE DIPLOMA - CERTIFICATE IV**

**SESSION RUNNING PLAN FOR TEACHERS**

**HALF YEARLY ASSESSMENTS**

9. Business Studies.

6 Months	12 Months

**Cecchetti Ballet Australia Inc.**



**ASSOCIATE DIPLOMA – CERTIFICATE IV  
EXAMINATION EVALUATION INSTRUMENT**

**PERSONAL EVALUATION SHEET**

Name.....

Date.....

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Part 1.</b>				
1. My class contained all requirements of syllabus.				
2. I showed imaginative use of syllabus in my prepared enchaînements.				
3. I answered questions correctly as requested by examiner.				
<b>Part 2.</b>				
1. I taught individual exercises as requested, up to and including Grade 5.				
2. Successfully conducted a one to one coaching session.				
3. Successfully discussed approach to teaching.				
4. Showed an understanding of basic anatomy.				
5. Demonstrated and discussed any aspect of Male/Female Advanced 1 (old Intermediate).				
<b>Overview</b>				
1. I fulfilled the requirements of this syllabus.				
2. My examination was conducted in a comfortable and professional manner				
3. I was satisfied with this examination session.				
4. My training was adequate for this assessment.				

Additional Comments.

## **APPEALS PROCESS REGARDING ASSOCIATE DIPLOMA EXAMINATIONS.**

The process for appealing the results of an Associate Diploma examination is as follows:

### **Stage 1. Cost for Stage 1 \$100.00**

- The Candidate will write a letter setting out any queries, or questions they may have regarding the result of their Associate Diploma examination.  
This letter should be forwarded to the National Secretary, Cecchetti head office, and be received no later than **3 months** - from the date of posting of the report to candidate  
A Copy of the report in question must be attached.  
It will be necessary for State Secretaries to record date of posting of these examination results
- Examiners will be expected to keep all notes pertaining to Associate Diploma examinations for a period of 12 months.
- National Secretary will circulate copies of this letter as well as copies of the report, to Appeals Panel Members (National Council).
- National Secretary will liaise with the Appeals Panel, by mail/email/phone and establish what action they consider should be taken in respect to the matter.:  
If the grievance is considered to be justified then the result may be re-evaluated.

**Of the six Appeals Panel Members, at least four (75%) must agree to this reversal**

### **Stage 2. Cost for Stage 2 \$200.00**

- In the event of the original result being upheld, the National Secretary will arrange a meeting with the candidate and an appropriate state Appeals Panel Member.  
At this meeting, the candidate will be given the opportunity to set out their grievance in full. This meeting will be recorded on tape and circularised to other Appeals Panel Members.
- Following further discussion by mail/email/phone with Appeals Panel members, a final decision will be made, and communicated to the candidate.
- These processes to take no longer than – **3 months** from receipt of appeal
- No further correspondence will be entered into.

## **DOCUMENT STORAGE AND RETRIVAL PROCESSES.**

All assessment records must be signed and dated and kept on site for 12 months and off site for a period of 35 years. All Computer files are password protected

Storage: on site 12 months, off site 35 years

Retrieval: upon written request from a candidate, results and all relevant paperwork maybe viewed in the National Office.

Version Control: all version documentation is footed with dates. Current versions and updates distributed to candidates throughout course.

Confidentiality: Results and relevant paperwork is given only to the candidate. Where the necessity arises for discussion of a candidates result between the assessors, this is done with the utmost respect to the candidate.

## **Essential Information for Vocational Education and Training Practitioners**

Recent research undertaken by the Department of Employment and Training in Queensland found that many people working in the vocational education and training sector find it difficult to access current and reliable information about the system. The common refrain was “there’s plenty of information if you know where to find it”.

To assist you keep up-to-date, the following websites/ publications are worthwhile checking on a regular basis.

### ***National information Australian National Training Authority (ANTA)***

[www.anta.gov.au](http://www.anta.gov.au)

The ANTA website is a good starting point for any information about the national training system, and includes an excellent links page. It is regularly updated and you can gain access to various publications via the Publications link button (left hand side of screen) and ‘find ANTA publications’ function. Many publications can be downloaded from the ANTA site.

### ***Australian Training***

A free quarterly magazine published in March, June, September and December by the Australian National Training Authority.

### ***ANTA Fast Facts***

A free fortnightly newsletter by the Australian National Training Authority with updates and alerts on key issues. It is available by email or fax. You can subscribe to *ANTA Fast Facts* and *Australian Training* at [www.anta.gov.au/subscribe.asp](http://www.anta.gov.au/subscribe.asp)

### ***AE Sharenet***

[www.aesharenet.com.au](http://www.aesharenet.com.au)

AE Sharenet is a national collaborative system to allow vocational education and training professionals to share and adapt training materials. You can licence training materials developed for the Australian context on-line, and adapt them for your own purpose.

### ***Australian Qualifications Framework (AQF)***

[www.aqf.edu.au](http://www.aqf.edu.au)

The national qualifications described by the AQF are a key element of the national training system. This site will not only help you understand how vocational education and training fits into the big picture, but is useful for your clients as well.

### **Australian Training Products Ltd (ATP)**

[www.atpl.net.au](http://www.atpl.net.au)

ATP publishes and distributes endorsed Training Packages and Training Package support materials and is the national clearinghouse for publicly funded materials developed for vocational education and training. The ATP site allows you to search the catalogue, view samples of products and register to receive their newsletter, *Train E-sier*. The 2003 catalogue is now available and can be downloaded free from the site.

### **Commonwealth Department of Education Science and Training (DEST)**

[www.dest.gov.au/train/index.htm](http://www.dest.gov.au/train/index.htm)

The training section of the DEST site opens with plenty of links, including details of Commonwealth Training Incentives.

### **Flexible Learning Australia**

[www.flexiblelearning.net.au](http://www.flexiblelearning.net.au)

A 'must see' for anyone interested in flexible learning. The site houses projects and activities developed within the Australian Flexible Learning Framework and is a repository for all resources developed under the framework. For direct access to Australian Flexible Learning Framework products and services go to [www.discover.flexiblelearning.net.au](http://www.discover.flexiblelearning.net.au)

### **Licensing Line News**

This nationally-focused monthly newsletter covers issues that relate to occupational licensing and the vocational education and training system. You can subscribe at [www.training.qld.gov.au/subscribeonline](http://www.training.qld.gov.au/subscribeonline).

### **New Apprenticeships Centres**

[www.nacinfo.com.au](http://www.nacinfo.com.au)

This information service for New Apprenticeships Centres has extensive resources that are useful for all vocational education and training professionals, including pathway charts for almost all Training Packages. There are also links to State and Territory sites.

### **National Training Information Service**

[www.ntis.gov.au](http://www.ntis.gov.au)

This is an online database on vocational education and training in Australia. It contains detailed information on courses, qualifications, Training Packages, competency standards and training organisations.

### **National Purchasing Guides**

[www.tpguides.gov.au](http://www.tpguides.gov.au)

National Purchasing Guides provide information to assist Registered Training Organisations, teachers, trainers and assessors to use nationally endorsed industry Training Packages. On this new national site you can view, download or print your own copy of a Purchasing Guide tailored to the State or Territory in which you wish to deliver. At present only a few National Purchasing Guides are available, but more will be added progressively.

### **Training.com.au**

[www.training.com.au](http://www.training.com.au)

This is a new training website. This is a federal and state government initiative which provides a one-stop web entry point to vocational education and training information, products, services and organisations. It contains practical information on:

- how to employ an apprentice/ trainee
- how to upskill your existing staff
- government funding for your business
- adopting a learning culture in your organisation
- how much will the training cost
- how to provide training to your staff
- how to assess the return on your training investment.

### **State-specific information**

Each State and Territory Training Authority produces information about delivery of vocational education and training in that jurisdiction. If you are planning to deliver training in any State or Territory, the Training Authority should be your first stop.

#### **Victoria**

[www.otte.vic.gov.au/provider/index.htm](http://www.otte.vic.gov.au/provider/index.htm) or [trainingsupport.otte.vic.gov.au](http://trainingsupport.otte.vic.gov.au)

Training Packages @ Work an electronic publication available via the OTTE web site - [www.otte.vic.gov.au/publications/trainingpackages/index.htm](http://www.otte.vic.gov.au/publications/trainingpackages/index.htm)

#### **Australian Capital Territory**

[www.decs.act.gov.au/services/training](http://www.decs.act.gov.au/services/training)

#### **New South Wales**

[www.vetab.nsw.gov.au](http://www.vetab.nsw.gov.au) or [www.det.nsw.edu.au/trainingindustry/index.htm](http://www.det.nsw.edu.au/trainingindustry/index.htm)

#### **Northern Territory**

[www.deet.nt.gov.au/](http://www.deet.nt.gov.au/)

#### **Queensland**

[www.training.qld.gov.au/sub\\_training.htm?training](http://www.training.qld.gov.au/sub_training.htm?training)

#### **South Australia**

[www.training.sa.gov.au/OVETorgs/](http://www.training.sa.gov.au/OVETorgs/)

#### **Tasmania**

[www.opcet.tas.gov.au/](http://www.opcet.tas.gov.au/)

#### **Western Australia**

[www.training.wa.gov.au/](http://www.training.wa.gov.au/)

This site contains the up to date versions of Victorian Legislation:

<http://www.dms.dpc.vic.gov.au/>