**RPL Self-Assessment Tool: Childhood Development – Associate Diploma**

Candidates undertaking the Associate Diploma must undertake a module of Childhood Development. This module requires the dance teacher to undertake a learning process to develop the skills and basic knowledge essential to be able to apply basic childhood development knowledge and skills to safe dance practice. The course involves self-directed learning with or without the assistance of a mentor with the completion of a written exam. Candidates who are interested in seeking recognition of prior learning (RPL) must demonstrate the skills and knowledge required in this module (as listed below) and have these skills recognised by a qualified RPL assessor. When the candidate can provide applicable and satisfactory evidence, he/she may be granted recognition for all or part of this subject.

**THE RPL PROCESS**

In order to pursue this process, candidates are asked to follow these steps:

1. Complete the Self-Assessment Tool with as much information as possible to identify your candidacy for the granting of an RPL

2. Collect and organise the relevant evidence.

3. Submit the completed “Self-Assessment Tool” by email to the Cecchetti Ballet Australia Head Office with the attached documentation.

4. In order to be granted an RPL for this unit of competency, candidates must demonstrate the following:

a. Candidates will need to provide evidence of learning and understanding in all learning outcomes, assessment criteria and of all required knowledge.

b. Any documentary evidence will need to be either original (with a photocopy provided for attachment to documentation) or a certified copy of an original c. Any documentary evidence must demonstrate a currency of knowledge – that is, all past academic studies undertaken by the candidate with respect to seeking an RPL for this unit of competency must have been undertaken within the last 5 years.

NOTE:

• Please assess your competency in ALL elements and performance criteria of this unit before applying for the RPL. You are also required to consider the evidence that you will require to substantiate your claim – it must be verifiable and certified wherever possible.

• Suggested forms of evidence that you have undertaken prior assessment of the learning outcomes of this unit include academic transcripts (including grades achieved); subject descriptions (including learning outcomes, topics covered, scheduled contact hours, how the work was assessed); and past assessment papers with evidence of grading (e.g. exams, assignments) – although evidence that this is your own work is difficult to prove.

• As with reading textbook and journals and with viewing videos, online courses can be fabulous for updating knowledge but are not evidence that you have actually gained any skills. Additionally, unlike textbooks, research journals, magazines and videos, websites are not governed by any particular organisation and do not require any peer reviewing prior to upload to the “web”. Consequently, candidates must be cautious that the information they are reading is accurate, objective, current and valid.

Cecchetti Ballet Australia Inc – RPL Self-Assessment Tool

**MODULE: Childhood Development Associate Diploma**

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| **CANDIDATE NAME:** | | |  | | | |
| **LEARNING OUTCOMES AND ASSESSMENT CRITERIA** | | | **MY EXPERIENCE THAT MATCHES** | **HISTORICAL EVIDENCE I CAN PROVIDE** | **RECENT EVIDENCE I CAN PROVIDE**  **(i.e. in last 5 years)** | **ASSESSOR COMMENTS** |
| **1** | **Knowledge of basic principles of childhood development (physical, cognitive, social and emotional) to ensure Safe Dance Practice** | * 1. Knowledge of the differences between chronological and developmental age/stage; and the broad range of variation in developmental progress   2. Understanding that development is rarely simultaneous - children can be more advanced in one area of development than another (e.g. more developed physically than they are emotionally or cognitively). Knowledge that enables assessment of individual students to support appropriate class placement and teaching strategies.   3. Knowledge of social and emotional development at different stages through childhood/adolescence. Knowledge of a) how social and emotional development impact learning in dance classes, and b) how dance teaching can impact social/emotional development.   4. Knowledge of appropriate frequency/length of dance classes for different ages/abilities to prevent overload and burnout |  |  |  |  |
| **2** | **Understanding and employment of effective communication and teaching strategies for different developmental stages** | * 1. Knowledge of different communication styles for different age/developmental stages   2. Knowledge of teaching strategies to support learning at different developmental stages (eg shorter vs longer exercises, breaking learning goals into smaller components, the role of repetition, use of imagery/metaphor/props, and methods of demonstration and physical adjustment)   3. Knowledge of constructive correction methodologies to support emotional health and wellbeing |  |  |  |  |
| **3** | **Understanding and employment of effective communication with parents/carers to support their child’s safe dance learning experience** | * 1. Knowledge of the role of parents in childhood development, and the ways teachers and parents can work together to support children to learn and grow.   2. Understanding of the importance of clear, consistent and timely communication with parents |  |  |  |  |
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| **End of Course Assessment (Attach Answers)**  Refer Childhood Development Question document | | |  |  |  |  |
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