

Dance Teaching Qualifications

The BBO teaching qualifications take a general approach to dance teaching. Throughout the courses you'll focus on the fundamentals or basic principles of dance teaching and how tuition can be structured in a progressive way for students – also known as *developmental training*. If your standard in a specific dance genre/style is of a high enough standard, knowledge of the BBO syllabi is not essential to pass the BBO courses. However, you will be offered a study of the syllabus work and its role in the safe and effective development of young dancers.

COURSE TITLE:	Diploma in Teaching in the Life Long Learning Sector (Dance)
ACCREDITATION:	DTLLS-validated by Trinity College <i>London</i> (SVUK accredited) Level 5
ENTRY REQUIREMENTS:	Entry for this qualification is a Level 3 qualification or equivalent e.g. 'A' Levels and appropriate dance experience. This could be an assessment of prior experience and learning (APEL) - especially valuable for ex-professional dancers and experienced teachers. The Diploma in Dance Teaching (Level 4) can provide access to the second year of this qualification.
COURSE DURATION:	The total Course involves study over 2 years (each year February –December) Year One – Level 4 and Year Two – Level 5 (<i>There are instances where the qualification can be gained in a single year of study. Contact BBO for details</i>)
LOCATION:	BBO Headquarters, London
PROGRESSION:	Successful completion leads to QTLS and assists access to further study

From August 2007, Lifelong Learning UK (LLUK) created new occupational standards for teaching in FE and a new title for the Level 5 qualification which leads to QTLS status. This qualification meets the requirements for dance teachers to hold a Government recognised Teaching Qualification by 2010. The Diploma in Teaching in the Lifelong Learning Sector (DTLLS) in dance will qualify you to work in institutions which offer dance education and training to young people and adults in post-compulsory education (after typical academic schooling). It gives you Qualified Teacher Status in Learning and Skills (QTLS) and meets the requirement for a nationally recognised teaching qualification for those working in the public sector, or in private institutions in receipt of some public funding (DaDA awards). The qualification complies with the requirements of a qualification in initial teacher training (ITT) set out by Lifelong Learning UK (LLUK).

In the first year of study the Course covers the standards for ITT at Level 4 and includes the 4 Compulsory Units and 1 choice from the Optional Units. You will be required to achieve all the learning outcomes in each of the Units in order to gain the full 60 Credits at Level 4 in the DTLLS. This will enable you to progress to a second year of study and complete your Level 5 qualification. The Diploma in Teaching in the Lifelong Learning Sector (DTLLS) at Level 5 extends your professional teaching skills to a more strategic level of practice. It requires that you be not only a practitioner but understand the basis of educational management in the Lifelong Learning Sector. The four 15 credit units cover a wide range of professional study and teaching practice leading to Qualified Teacher in Learning and Skills status. All applicants are invited to take part in a practical class (in chosen genre) and an individual verbal interview with Senior staff from the Department.

Level 4 and 5 courses are offered within part-time study and Teaching Practice continues throughout the 1st and 2nd years of study. In Year One, 75 hours of teaching practice in post-compulsory education should be completed and a further 75 hours should be completed in Year Two. The DTLLS with QTLS is awarded after the trainee teacher has undertaken 1 year of study at Level 4 [60 credits] and 1 year of study at Level 5 [60 credits] plus completed the 150 hours of teaching practice. If you enrol on just the second year course, the full 150 hours of teaching practice needs to be completed in your one year of study.

You are supported by a mentor throughout your period of study who oversees your reflective journal and your teaching and learning placement. You may already teach in a suitable establishment to host your teaching practice for the course. If this not the case, the BBO can help you to find a suitable work experience base. The BBO also provides further opportunities to observe pupils being taught at its London events, national events and Scholars' sessions.

YEAR ONE

UNIT 1. PREPARING TO TEACH IN THE LIFELONG LEARNING SECTOR (LEVEL 4, CREDIT VALUE: 6)

This Unit is the 'threshold' unit for the qualification and involves the development of a clear understanding of your responsibility in enabling dance learners to make appropriate progression. It covers dance teachers' roles, responsibilities and boundaries within the dance studio setting. You'll learn about the identification of teaching and learning approaches appropriate to the genre, planning dance sessions which are inclusive and motivational, assessment methods, and record keeping. This unit is designed to give an introduction to the main elements of the teaching and learning process. Assessment for this unit is through submission of written assignments and records of teaching and learning process observation.

UNIT 2. PLANNING AND ENABLING LEARNING (LEVEL 4, CREDIT VALUE: 9)

This Unit involves the development of a clear understanding of your responsibility in enabling learning by using information from initial (diagnostic) assessments to negotiate individual's learning goals and plan for inclusive learning opportunities. This includes the strategic use of teaching, learning and resources to create optimum learning situations. The Unit involves knowledge of the minimum core in literacy, numeracy and ICT as well as knowledge and skills in planning and delivering learning. You will also explore the role of reflection, evaluation and feedback in developing self good practice. You will need to submit schemes of work and lesson plans for assessment of this unit, together with undertaking an assessed teaching practice class followed by a Viva Voce.

UNIT 3: ENABLING LEARNING AND ASSESSMENT (LEVEL 4, CREDIT VALUE: 15)

This Unit considers the principles, practice and purpose of assessment. The fundamental message is assessment benefits the learner and that the learner considers s/he is judged using methods which are transparent, accurate and fair. During this Unit you will develop a clear understanding of your responsibility in enabling dance learners to make appropriate progression. You'll become skilled at a range of assessment procedures and tools used to enable dance learners to succeed. These include: Formative, Summative, Diagnostic, and Ipsative Assessment. You'll be assessed through submission of case studies, where learning needs are diagnosed and relevant teaching strategies applied. There is also a written assignment to demonstrate your understanding of educational theory underpinning assessment and its application to dance.

UNIT 4. THEORIES AND PRINCIPLES FOR PLANNING AND ENABLING LEARNING (LEVEL 4, CREDIT VALUE: 15)

This Unit explores elements of educational theory related to communication and the principles of learning. You'll study how these principles are applied in the context of dance teaching and learning. Your integration of learning theory and practice will be established through a process of observation, analysis, practical teaching and theoretical study. You will need to submit a written assignment exploring theories of learning and undertake further assessed teaching practice class followed by a Viva Voce.

UNIT 5. TEACHING A SPECIALIST SUBJECT (LEVEL 4, CREDIT VALUE: 15)

This Unit considers the theory and practice of dance teaching in both vocational training and educational/community settings in the Lifelong Learning Sector. You'll train in teaching methodology including the application of theory and research related to safe dance practice. You'll explore the effective use of resources including the relationship between music and dance in the learning situation. You'll also touch on the philosophies and contexts relating to the art form and how they impact on teaching and learning. The Unit takes you into a variety of dance curricula and qualifications to evaluate their contribution to the learning process. Assessment of this unit is through creation of a learning resource and written rationale, a multi-choice question paper and a further assessed teaching practice class followed by a Viva Voce. There is also an externally assessed Viva Voce to be completed.

YEAR TWO

UNIT 6. CONTINUING PERSONAL AND PROFESSIONAL DEVELOPMENT (LEVEL 5, CREDIT VALUE: 15)

This Unit considers all aspects of professional development for you in the Lifelong Learning Sector. You'll explore the principles of reflective practice in the educational context and understand the importance of continuous personal and professional development (CPPD). Further to this, you'll learn how to find resources and support to enable your growth as a teacher. Responsibility for improving practice is yours and you'll be offered the tools for undertaking this process. You will need to complete a Reflective Journal throughout the duration of your studies. You will also need to complete an action plan assignment and lecture demonstration to demonstrate an understanding of CPPD.

UNIT 7. CURRICULUM DEVELOPMENT FOR INCLUSIVE PRACTICE (LEVEL 5, CREDIT VALUE: 15)

In this Unit you'll be introduced to the processes underpinning the design and development of curricula and how this is applied to dance teaching and learning. You'll examine the significance of effective curriculum design and the relationship between aims, objectives and their delivery. You'll also examine the role of assessment in curriculum design and concerns with inclusion and equality of opportunity. You will need to submit a written assignment reviewing access to dance training from 1970 to present day. You'll also complete a seminar presentation demonstrating awareness of educational theory underpinning curriculum design and how this impacts the delivery of programmes of study in dance.

UNIT 8. WIDER PROFESSIONAL PRACTICE (LEVEL FIVE, CREDIT VALUE: 15)

This Unit extends your understanding in terms of your role in the processes of quality assurance and quality improvement. You will study how a process of quality assurance in teaching and learning is used to improve self practice. Assessment for this unit is by written assignments and includes an evaluative pro forma and analysis for learner evaluation of a programme of study. Your written assignment will address the impact occupational standards and general professionalism in your own practice.

UNIT 9. ACTION LEARNING TO SUPPORT DEVELOPMENT OF SUBJECT SPECIALIST PEDAGOGY (LEVEL 5, CREDIT VALUE: 15)

This Unit is about undertaking a formal action research project based on your own experience in a teaching situation. It will be supported by your research into dance performance and dance teaching methodology, as well as a literature search through recent publications and research papers relevant to your particular interest. You will need to undertake an Action Research Project based on your own teaching and learning experience.

"I enjoyed the lectures immensely, I know that the course has improved my knowledge and understanding of dance teaching...I felt that choosing the BBO to do my teaching qualifications was one of the best decisions I have made."

Level 5 graduate, 2008

"The tutors were really knowledgeable and actually changed my whole teaching practice and methodology. I would highly recommend it to teachers"

Level 5 graduate 2007

"Wonderful lecturers, inspirational, great opportunity... So pleased I have done the course – learnt so much, very beneficial to teaching and for confidence"

Level 5 graduate 2008

"On reflection I feel I have gained so much knowledge and confidence in my teaching practice and have no regrets about doing the course"

Level 5 graduate 2008

"The amount of knowledge I have gained has had a huge impact on my life and teaching practice. I am extremely glad I did it and would recommend it to other teachers"

Level 5 graduate, 2009

**For further information or to apply for our courses,
please see www.bbo.org.uk.**