

Dancetrain Professional Learning Activity

Dancetrain Issue: **May/Jun 2021**

Activity Name:	Dance Wellbeing Handbook	Activity Type:	Elective PD: Professional Reading
Accreditation Level:	Proficient, Highly Accomplished & Lead	Duration:	1 hr
Teaching Standards:	4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	4.1.3 Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	
	4.4.2 Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.	4.4.3 Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	
How did this activity address the Standard Descriptor/s?	Teachers have to opportunity to create a guide for beginning and practicum teachers to assist them in managing “at risk” wellbeing behaviours safely and appropriately to ensure staff feel confident in dealing with wellbeing issues within a dance class context.		

Task

1. Read the "Cry for Help" article on p56-57 of the May/Jun 2021 issue of Dancetrain.
2. Your task is to develop a "Handbook for Dance Wellbeing" for beginning/ practicum teachers to assist in identifying students at risk and how to address this.
3. Consider student behaviour you have observed in the past which may have appeared as a cry for help or attention seeking. Make a list of behaviours that are specific to a dance class environment which may be interpreted as a *cry for help*. These may include change in engagement, attempts to derail class activities, dressing differently etc
4. Look your classroom set up and assess whether there is a safe space for students to take time out, have a confidential conversation and safely separate students if need be. Do you have alternative tasks available to diffuse situations? – having past Dancetrain magazine issues are often a good alternative distraction if you need to diffuse a behaviour situation. Do you have any inspirational quotes in the space to create a positive environment? Address any changes you need regarding your classroom environment.
5. Start to build your "Handbook for Dance Wellbeing" as a flow chart. Consider your whole school wellbeing processes and how you will integrate these. You may like to use the following as a guide
 - Possible indications/behaviours which indicate a "Cry for help", both general and dance specific
 - What safe options does the student have in your general classroom management strategies? – opportunity to have a confidential conversation with you or another teacher, timeout from the class task or space. How is this communicated to students?
 - Do students feel safe to report concerns about their peers to you?

- What advice can you give around positive communication to build teacher/ student rapport?
- How is the concerning behaviour recorded and reported within your school?
- Appropriate parent contact
- Examples of appropriate follow up actions