

RSCDS Continuing Development Record

Continuing development is any activity that enhances a teacher's or class musician's existing skills, confidence and knowledge.

This will include a wide variety of activities, both formal and informal, e.g. attending courses, ongoing teaching or playing, discussion with other teachers or musicians, reading or contributing articles for a newsletter.

The RSCDS Continuing Development Record provides a way of documenting this learning. It builds upon the reflective approach of Unit 4 of the Teaching Certificate, encouraging teachers and musicians to identify development activities and to consider how that learning will benefit them and their class.

Use of the record is entirely optional. It can be used very flexibly to suit personal styles and needs. Teachers and musicians who wish to develop a higher level of skill to teach or play at RSCDS schools and workshops should find it a useful way to evidence skills and teaching/playing experience. Those who have recently gained their teaching certificate may want to share their record with a mentor or other local teachers.

Structure of the Continuing Development Record

- A record of teaching or playing experience
- A record of other continuing development, with space to identify knowledge or skill acquired and how it could be used
- A table listing different types of continuing development that could be included
- An option to keep a 'portfolio', which could include the teaching and continuing development records, together with relevant documents e.g.
 - Certificates from taught courses
 - Teaching plans from workshops or schools
 - Copy of articles read or written

It is not necessary or practical to include all development in the record – particular examples of key events or learning are sufficient. Examples of completed records have been included for reference.

Continuing Development – possible activities for inclusion in record

Direct teaching/playing experience	Other RSCDS activity	Formal training	Self-directed learning	Other
<ul style="list-style-type: none"> • Teaching/playing for a regular class • Teaching/playing for day schools or similar • Teaching/playing for at RSCDS school • other teaching/playing experience • Feedback from teaching/playing at classes and day schools • Coaching from others • Discussions with colleagues • Peer review • Shadowing a teacher/musician • Joint teaching • Training groups for demonstrations/displays • Dance leader for a Festival trip • organising music/playing for a Festival trip • Choreography/production/musical director of a dance show or similar 	<ul style="list-style-type: none"> • Involvement in an RSCDS HQ committee • holding responsibility within local branch • Mentoring • Being an examiner • Being a tutor • Organising a local teacher association • Organising accredited courses 	<ul style="list-style-type: none"> • Attending recognised RSCDS training course • Attending RSCDS school • Attending day schools or similar • Regular attendance at a local class at advanced level • Attending discussion groups, workshops at AGM or similar • Writing articles for local or national bulletins/newsletters • Planning or running a course 	<ul style="list-style-type: none"> • Reading articles/books • Reviewing books or articles • Updating knowledge through the press, internet or TV • Filling in self-assessment questionnaires 	<ul style="list-style-type: none"> • experience gained through work or voluntary activity in another field eg leadership, work with children, • Maintaining or developing specialist skills (for example, working with special needs, historical knowledge, choreography, specific musical skills) • Involvement in other styles of dance, music or performance activity

Record of Teaching

Name

Date(s)	Class Level(s)	Number of Participants	Branch/Organisation/Event	Music	Notes
1999/2001	Children – beginners	18	Branch	Piano	Weekly children’s class and presented children for non-competitive festival
2001/2002	Adult -general	24-30	Other Branch	Recorded	Stand in for when regular teacher was absent
2002/2006	Children - beginners	12	School	Recorded	Children’s class once a week after school
2003/2005	Adult- beginners/general	6-16	Other Branch	Recorded	Stand in for when regular teacher was absent
Dec 06/Jan 07	Children-beginners	66	School	Recorded	Intensive 7 weeks of 2 hours a week to teach children dances for a schools festival.
2006/2007	Children-beginners	32	Branch	Recorded	Weekly children’s class and presented children for non-competitive festival, competitive festival, and medal tests.
Jan 08 –	Children-beginners		Elían’s British School, Spain		

Record of Continuing Development

Name

Date	Activity	Knowledge Acquired	Practical Application	Evidence
1996	Danced in Branch Dem Team in Orleans	Awareness of dance outwith Scotland		
1996	Danced in Edinburgh Military Tattoo	Awareness of choreography on a large scale	Have used knowledge gained when preparing ch'n for dems and choreographing them	Badge
1997	Danced in Branch Dem Team in Zaarland, Holland	Awareness of dance outwith Scotland	Have used some other forms of dance seen as warm-ups	
1999	Completed Prelim exam at Summer School			Evaluation
2002	Completed Full Certificate			Certificate
January 2005	Completed St John Ambulance 'Emergency Aid in School'	How to deal with injuries in children	Treated injuries where necessary	Certificate
March 07	Completed 'Foundation Studies in Exercise Education' at College	Importance of diet and warm up before exercise	Include variety of warm ups before classes, tailored to the age of the participants	Certificate
1 December 2007	Watched programme presented by Phil Cunningham on Scotland's Music	Understanding of different types of music for different purposes. Understanding of some of the history of Scottish Music	Will use the knowledge gained in choosing recorded tracks for classes	
2 January 2008	Assisted with the revision of Book	That revisions are necessary. That meaning can be lost in translation. That instructions have to be clear to prevent mis-interpretation	When composing dances/looking over other people's compositions, ensure that standardised terminology is used	To follow