

**CORE TRAINING FOR INSTRUCTORS PROGRAMME
SYLLABUS FOR TEACHING SCOTTISH COUNTRY DANCING IN SOCIAL AND/OR
GENERAL CLASSES**

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SECTION A – INTRODUCTION

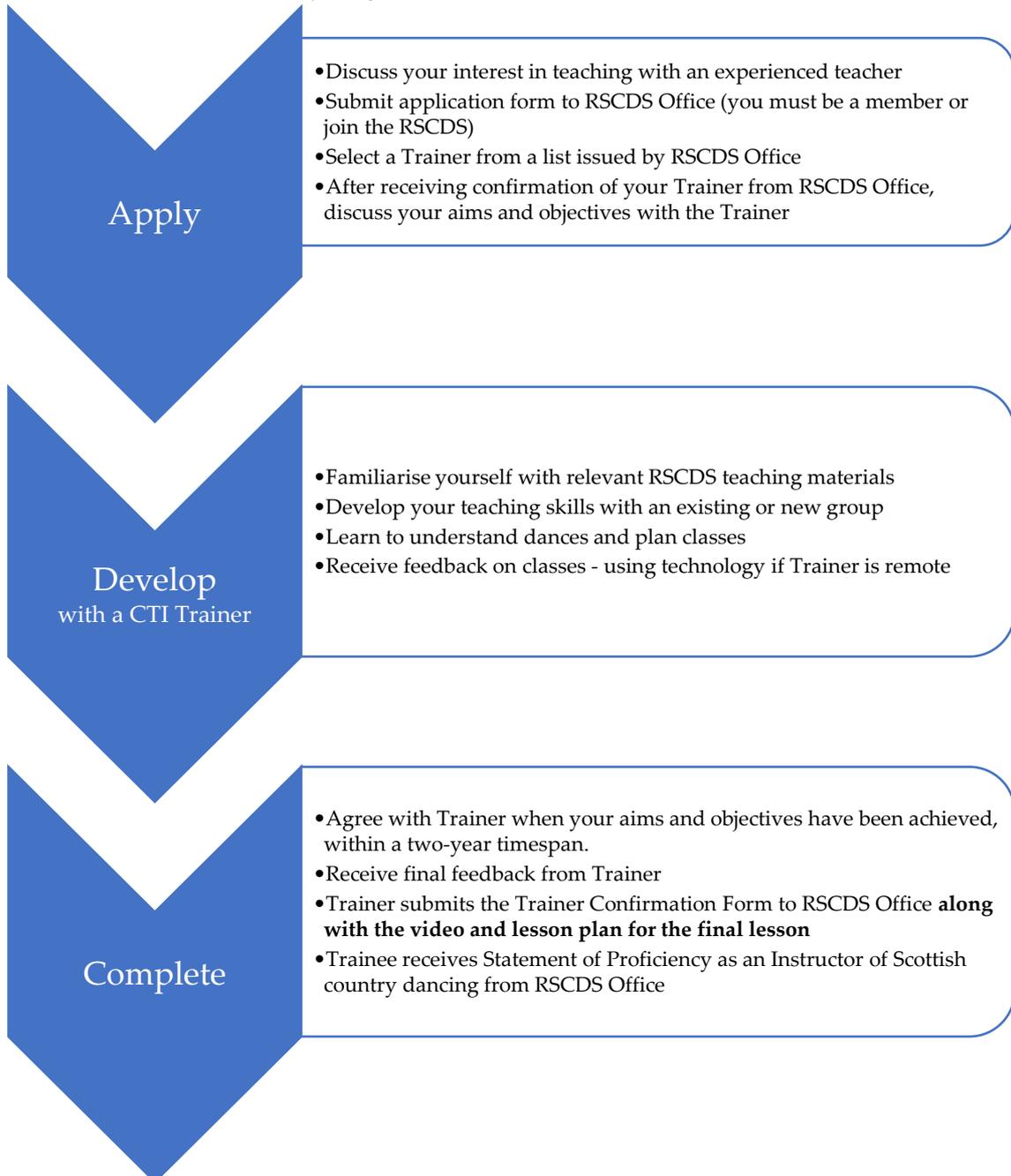
The training of teachers has been an important feature of the work of the Royal Scottish Country Dance Society (RSCDS) since its inception in 1923. The value of such training is recognised throughout the world and the ability of RSCDS teachers to pass on their skills to others is one of the main factors in ensuring the future, not only of the Society, but also of Scottish country dancing itself.

In addition to the Teaching Certificate training courses (Units 1 to 5) the RSCDS currently offers a Basic Teaching Skills course for those who are already leading/teaching, or about to take on a group, but who do not wish to sit the RSCDS teaching examinations.

This CTI programme responds to an expressed need for training that is more rigorous than Basic Teaching Skills but less demanding than the Teaching Certificate in terms of time and money and does not assess personal footwork. Such a programme would meet the needs of individuals who are leading social groups and/or general classes.

SECTION B – STAGES IN CTI TRAINING

This is an outline of the key stages:



SECTION C – GETTING STARTED

Each Trainee under the programme will have a Trainer to guide them.

The first steps for a prospective Instructor (Trainee) are to

1. Speak to an RSCDS qualified Teacher to discuss
 - (a) their interest in becoming an Instructor and
 - (b) any teaching experience they may have.
2. Complete the CTI application form and submit to RSCDS Office along with the appropriate fee.
3. Select a first and second preference of Trainer from a list of approved Trainers issued from the RSCDS Office.
4. Receive confirmation of their Trainer from the RSCDS Office.
5. Discuss their required aims and objectives with their Trainer.
6. Under the guidance of the Trainer, work to become familiar with the relevant sections of the Manual as outlined in Appendix 1.

SECTION D – CORE SKILLS

The programme assists Trainees in acquiring or developing the following skills:

Preparing for class

- Selecting dances for content and suitability for the class
- Planning a lesson that flows well, repeating formations as appropriate (Lesson Plans)
- Identifying formations or movements that may need special attention (Dance Analysis)
- Incorporating warm up and cool down exercises appropriate to the class
- Making contingency plans in the event that last minute changes are needed
- Selecting appropriate music or liaising with the musician
- Preparing a series of progressive lessons

Delivering the lessons

- Making the class fun through a pleasant personal manner
- Encouraging sociability and teamwork, eye contact etc.
- Fostering appreciation of the music and developing rhythm
- Keeping the dancers moving
- Using standard terminology for steps and formations

- Demonstrating steps, formations, handing and phrasing. The Trainee is required to personally demonstrate these elements including the correct rhythm of the steps, but may supplement their teaching by use of another dancer, video recordings or visual aids.
- Pre-teaching formations new to the group
- Using voice effectively to give clear explanations
- Coaching over the music (such as “away from the centre, quarter turn” for poussette)
- Recapping the dance clearly and concisely within the lesson
- Identifying and addressing areas for improvement for the class
- Analysing and resolving problems in formations, handing, phrasing as appropriate to the class
- Giving encouragement and appropriate praise
- Managing class numbers and behaviour
- Showing awareness of Instructor position within the class

Self-evaluation

- Reflecting on the outcome of each lesson and evaluating what went well and what needs improvement
- Devising ways to improve future lessons

SECTION E – WHAT TO EXPECT FROM THE TRAINER

Trainers play a main role in helping the Trainee to develop their core skills. The Trainers will be experienced teachers who have taken the course for Trainers.

Where the Trainer and Trainee are not nearby, the Trainee would send recordings of lessons to their Trainer.

The Trainer should:

- aim to be a model for a fun, sociable and inclusive approach to Scottish country dancing.
- discuss the Trainee’s level of experience with regard to SCD and the Trainee’s aims for their class.
- interact regularly with the Trainee to ensure that:
 - (a) they have the opportunity to develop all the core skills and
 - (b) they take on progressively more complex tasks.
- provide guidance on planning lessons that are well paced and help dancers to progressively increase their knowledge.
- provide guidance on analysing dances in order to devise effective ways of teaching them, and prepare dancers for any unfamiliar or tricky aspects of a dance.

- promote self-evaluation and give encouraging but realistic feedback on the Trainee's instructing.
- to view the Trainee's instructing to ensure that they have given appropriate attention to preparing lessons and the dances.
- verify that the Trainee is familiar with the many resources for studying dances, including the various RSCDS Teaching aids.
- support the Trainee to use video to aid learning and development and to prepare for the final class video submission.

SECTION F – COMPLETING THE TRAINING

Once the Trainer has discussed the aims and objectives with the Trainee, the Trainee will prepare lessons appropriate to the class. The Trainer will use the Trainer Feedback Form to aid the planning and delivery of the lessons, seen either in person or using video recordings. Feedback, based on elements from this form, should be given several times during the training.

The Trainer must be satisfied that the Trainee is well acquainted with the relevant RSCDS teaching resources including *Inspiring Scottish Country Dancers* and is competent at planning and delivering lessons.

The Trainer will decide when they feel the Trainee has reached a stage when their aims and objectives have been met. This must be within two years from the beginning of the training. During that period, the Trainer will have seen the Trainee at least five times, either via video or in person. A selection of jigs, reels and strathspeys should be chosen during the training course.

A video recording should be made of a final class to show a minimum of 12 to 16 dancers (see Note) being taught a minimum of two dances - a reel or jig and a strathspey. The lesson should take between 40 and 50 minutes and be designed to enable the Trainee to exhibit competence in the core skills. Dances should be chosen from the list in Appendix 2. The video recording of this lesson should not include warm-up or cool-down material. The final video lesson can be taught in the Trainee's own language but the accompanying lesson plan and the Trainer's Feedback form must be in English. Arranging for translation is the responsibility of the Trainee and the Trainer.

If satisfied with the final class, the Trainer will send a Trainer Confirmation Form along with the final Trainer Feedback Form, the Trainee's lesson plan and the video of the final class to RSCDS Office. The Trainee will receive a letter acknowledging completion of course and statement of proficiency as an Instructor of Scottish country dancing. For quality control purposes, the documentation will be reviewed by RSCDS Office (E&T) on a random basis.

Note - Where the Trainee's class has fewer than 12 dancers please contact the Convenor of E&T, email eandt@rscds.org before proceeding with training.

SECTION G – FURTHER DEVELOPMENT

While there is no requirement to take Unit 1 (study of the RSCDS Manual) as part of the training, Trainees may find it helpful. They may do so at any time, before, during or after the training. Trainees who have gained some experience as group/class leaders may wish to consider further development of their teaching ability by applying for the Unit-based teacher training to become a fully qualified RSCDS teacher.

Trainees who feel, after two years of training have elapsed, that their skills still need some development may make a new application under the CTI programme.

APPENDIX 1 - Sections from the Manual

As indicated in Section C point 6, CTI Trainees are expected to familiarise themselves with certain sections of the Manual, as listed below.

Chapter 4 – Use of music in teaching dance

- 4.1 Choice of music for dancing
- 4.2 Working with a musician
- 4.3. Working with recorded music
- 4.5 Music for step practice
- 4.7.2 Rhythm (paragraphs 1-3)
- 4.7.3 Phrasing and expression
- 4.7.4 Tempo or speed (paragraphs 1-3)

Chapter 5 - Steps

- 5.1 Travelling steps
- 5.2 Setting steps
- 5.3 Foot positions
- 5.4.1 Skip change of step
- 5.4.2 Pas de basque
- 5.4.3 Slip step
- 5.5 Strathspey steps
- 5.5.1 Strathspey travelling step
- 5.5.2 Strathspey setting step

Chapter 6 – Hands and Handing; Formations *

All text on Hands and Handing.

Formations: This extensive list should be referred to when teaching any specific formations.

Chapter 7 – Notes for Dances *

The notes given in this chapter are intended to clarify the instructions of some dances published in RSCDS books.

Chapter 8 - Essential skills and further advice

- 8.1 General advice to teachers
- 8.2 Suggestions for devising a dance programme ~ if appropriate
- 8.3 The role of the MC ~ if appropriate

***Note:** Further information may be available for formations at <https://www.rscds.org/learn/resources-dancers/technique-advisory-panel-general>
dances at <https://www.rscds.org/learn/resources-dancers/technique-advisory-panel-dances>

APPENDIX 2 – Suggested dance sources

During training, a Trainee may use any dances suitable for the class. Preferably, dances published by the RSCDS should be used. If it is appropriate to use a non-RSCDS dance, e.g. a local composition, the Trainee should provide the trainer with a copy of the instructions, the original instructions if possible.

For the final recording of the course, dances in any of the books of dances published by RSCDS Office may be used, with the **exception** of the dances in the following books:

The Border Book

Dances to Song Tunes

Imperial Book 1-3

Imperial Book 4-6

Kandahar Reel

MacNab books

Perth 800

Dances published by Branches, Affiliated Groups, or which appear in A Guide to Scottish Country Dancing (formerly named Collins Pocket Reference), are excluded, unless they are published elsewhere by RSCDS Office.