

ROYAL ACADEMY OF DANCE

Certificate in Dance Teaching (Ballet)

Frequently Asked Questions

1. What is the Certificate in Dance Teaching (Ballet) programme?

Our new certificate programme is a 2-year, part-time course which enables you to specialise in the teaching of ballet and gain a teaching qualification. You will develop the knowledge, understanding and skills to prepare you for your first steps in teaching ballet to a wide range or learns across different dance contexts.

2. How is CDT (Ballet) structured?

CDT is made up of four modules. In Year 1, students will study three 20 credit modules and in Year 2, students will complete one 60 credit module:

Year 1		
Five day programme induction (online) - January		
Module	Duration	Credit Value
CDT411: Learning to Learn	10 weeks Jan - April	20
CDT412: The Dancing Body		20
CDT413: the Fundamentals of Teaching: Principles & Practice	12 weeks including a five day ISP in either week six, seven or eight – July - October	20
Work based practice Jan-October – students to undertake observations of teaching as direction in each Year 1 module.		
Year 2		
Two day induction (online) – January		
CDT424: Dance Teaching in Practice	38 weeks – Jan - Oct	60

3. What are the entry requirements?

RAD intermediate or a recognised equivalent examination in ballet. Applicants without formal qualifications may be considered on submission of video evidence. Applicants must be aged 18 years or older by the start date of the programme. Entry onto programme is subject to a criminal record check.

ROYAL ACADEMY OF DANCE

4. What does the CDT (Ballet) give students upon completion?

Successful completion of CDT (Ballet) gives students a teaching qualification at certificate level and in addition they gain eligibility for Registered Teacher Status (RTS) with the RAD. This allows graduates to enter students into RAD examinations under their name.

5. How often is the CDT (Ballet) course delivered?

The CDT (Ballet) course is delivered annually with each cohort commencing study in January of each year. The next intake for CDT (Ballet) will commence in January 2026. Standard applications close on **1st August 2025**. Concessionary entry (applicants without formal ballet qualifications) applications close on **1st July 2025**.

6. How does someone apply for CDT (Ballet)?

Applicants need to complete and submit the CDT Application Form and Reference Form. Applicants should also provide a copy of their certificate of the highest level ballet exam they have achieved as well as any dance exams or qualifications they have achieved. All applications should be emailed to Izabella at RAD Australia.

The Concessionary Entry route requires completion of the application form, reference form plus a video submission – full details are supplied in the concessionary entry application guidelines.

7. How is the course delivered?

Year 1 starts with a 5 day online induction in January. You will study 3 modules by distance learning, undertake a series of teaching observations and begin practice teaching. You will also attend a five day Intensive Study Period (ISP) in August and be asked to identify a Mentor for your teaching placement.

In Year 2, you will attend a two-day online induction in January ahead of an extended teaching placement of 38 weeks between Jan-Oct.

All modules involve distance learning. Student teachers will be provided with a complete set of study materials through the virtual learning environment, Moodle. Each module is made up of guided independent study and includes two live online tutorials that students must attend. Student teachers will be allocated to a specialist tutor, who will provide individual and group tutoring and who will undertake the marking of module assessments.

8. What equipment do student teachers need for the course?

Student teachers must have access to a stable internet connection with the ability to join live online tutorials (2x per module) and to access and work on Moodle. Students will need to have access to Microsoft Office or similar

ROYAL ACADEMY OF DANCE

software with the ability to create and submit PDF documents. Students will also need to have access to basic presentation software (Microsoft PowerPoint, Google Slides) in order to create recorded presentations. Student teachers will need to have appropriate clothing for their practical teaching placement and be able to create and use teaching resources and music as guided by their Tutor and Mentor.

9. How is the teaching placement organised?

During Year 1 of the course, student teachers will need to have access to at least one dance teaching context in order to undertake a series of observations (six observations per modules.) there is no formal approval process for these contexts, students need to independently organise the observations.

Student teachers also need to identify a Mentor for their Year 2 teaching placement by 2nd April of their Year 1 studies. the student teacher and their proposed mentor will need to complete and submit a Mentor Approval Form.

10. What does the Intensive Study Period (ISP) involve?

The five day ISP falls within the third module, CDT413 in the first year of study. ISPs will take place between August-September every year. The ISP will take place in-person in a dance studio suitable for the cohort of students. RAD Australia usually run three ISPs each year, depending on the location of the majority of students in the cohort. Usually, two ISPs will run in Sydney and one in Brisbane. If students live outside of these cities, they will be required to make their own travel and accommodation arrangements in order to attend.

The ISP gives student teachers an opportunity to work face-to-face with an experienced RAD tutor, musician and your fellow peers. During the five days, they will examine the key principles and practice of teaching classical ballet covering topics such as the foundations and progressions of classical ballet, working with music (both with pianists and recorded music), enchainment construction and teaching pointe work. They will also explore important aspects of dance pedagogy including classroom behaviour management, teaching strategies, the use of vocal dynamics and lesson planning with opportunities for peer teaching.

11. Is the RAD syllabus covered during the course?

The syllabus will be referred to throughout the course, however the content will be rich in scope and opportunity for you to develop your teaching skills and consolidate your knowledge. We recognise that the syllabus changes periodically and we want teachers to be prepared with the fundamental knowledge of how ballet vocabulary progresses, so that they can apply this to picking up any syllabus material (RAD or otherwise).

ROYAL ACADEMY OF DANCE

In the former CBTS ISP, the syllabus was used as the basis for exploring the above considerations and learnings, it did not include every exercise or grade. The CDT(Ballet) ISP content allows for a broader scope of engagement so that students gain a broader knowledge base and highly developed teaching skill set that can be applied to teaching the syllabus or other applications.

The RAD are always reviewing ways to ensure our standards are being met, we require our teaching members to engage in relevant professional development each year, this is where standards are met and maintained as well as through our various resources and engagement in articles and publications available in our members area. Our CPD courses include introduction to the syllabus, syllabus strategies and focus on syllabus each year. We also run examinations feedback seminars following each session and host Q&A sessions with examiners giving our teachers access to discuss the examination specifications with examiners.

Contact Izzy at:

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