



Teacher induction handbook

2026

Contents

Introduction.....	3
Executive summary.....	5
Part 1: About Dragonfly Dance	6
Part 2: induction / onboarding process.....	11
Part 3: Working at Dragonfly Dance	14
Part 4: Curriculum and teaching method.....	17
Part 5: Management, support, and reporting.....	25

Introduction

Welcome

Congratulations on your engagement as a teacher with Dragonfly Dance. We're excited you have joined us and look forward to a long, happy, and successful partnership together. We want to ensure that your experience at Dragonfly Dance reflects the value we place on people, teamwork, and two-way communication, and our commitment to developing exceptional client relationships.

This handbook has been designed to support you in your new role, and to give you easy access to information about your role and about the studio. It is intended as a companion to the induction process, and areas of your role, from teaching to administration, client relationships, safety, and more.

The handbook should be read in conjunction with your contract, job description, curriculum documents, and policies and procedures. It is by no means an exhaustive guide to your role with us. It has been developed to act as a resource and reference for you. The handbook will be updated as required and as the business evolves and grows. You'll be notified of any changes as they occur.

Our commitment

We are committed to making sure you have a positive and rewarding experience teaching and working for Dragonfly Dance and that you are:

- working in a safe environment
- paid on time every time
- supported in your role and recognised for your contribution
- connected with the rest of the Dragonfly Dance team.

Your commitment

In return, we require a commitment from you to:

- fulfil your role and responsibilities with diligence and integrity
- achieve agreed key performance indicators
- provide us with information such as address, ABN or TFN, emergency contact person, bank details, biography and qualifications, and photo
- attend team meetings and respond promptly to written communications
- advise of any questions or concerns about your workplace or working conditions
- respond promptly when sent a new contract
- be aware of and adhere to our policies and procedures.

Contact information

Team

Studio Owner	Jo McDonald	0402 070 021	jo@dragonflydance.com.au
Business Services Manager	Anne Stewart	08 7073 2069	anne@dragonflydance.com.au

Client facing channels

Phone	08 7073 2069
Website	www.dragonflydance.com.au
Customer support web page	www.dragonflydance.com.au/online-forms
Facebook page	www.facebook.com/dragonflydanceadl
Facebook client group	www.facebook.com/gropus/dragonflydanceadl
Instagram profile	www.instagram.com/dragonflydanceadl
Youtube channel	www.youtube.com@dragonflydanceadl

Internal systems

Booking system	www.clients.mindbodyonline.com
Team Hub webpage	www.dragonflydance.com.au/team-hub
WhatsApp community	https://chat.whatsapp.com/IYYzhce7rz5EFQodgPavu5

Executive summary

This handbook outlines what it means to teach at Dragonfly Dance and how we work together to support adult dancers.

#Dragonfly Dance is an adult-only studio with a strong focus on progressive learning, consistency, and connection. Our classes are designed to support adults at all stages of their dance journey, from complete beginners to advanced dancers, with clear pathways for development over time. We teach ballet, contemporary, jazz, and tap across mixed-age and mature-age streams, using a structured curriculum developed specifically for adult learners.

Teaching at Dragonfly Dance is a collaborative role. While teachers bring their own experience, personality, and strengths, classes are underpinned by a shared curriculum, agreed levels, and a common teaching methodology. This ensures students receive a consistent experience regardless of teacher and are supported to progress safely and confidently.

Teachers are expected to teach to the designated level of their class, follow the curriculum for their dance style, and work as part of a broader teaching team. This includes planning classes thoughtfully, reporting on progress each quarter, participating in team meetings and check-ins, and engaging in professional reflection and development.

Relationships with students are central to our work. We aim to create a welcoming, respectful, and non-judgmental environment where adults feel safe to learn, try, and grow. Teachers are expected to maintain professional boundaries, communicate respectfully, and support students' individual needs while keeping the class moving and inclusive.

Dragonfly Dance operates with clear systems and shared responsibilities. Teachers are not responsible for administration, enrolments, or policy decisions, but are expected to have awareness of their classes, notice patterns of attendance or engagement, and communicate observations to the appropriate team members.

This handbook should be read alongside your contract, job description, curriculum documents, and studio policies and procedures. It is designed to support you in your role, clarify expectations, and provide a shared understanding of how we work together. As the studio continues to evolve, this handbook will be updated to reflect current practices.

Part 1: About Dragonfly Dance

Overview

Dragonfly Dance is based in Adelaide, South Australia, and offers classes to adults of all ages at 80 Anzac Highway, Everard Park, 5035.

The dance classes we offer include ballet, contemporary, jazz, and tap, at beginner, intermediate and advanced levels, as well as a stream for mature adults (aged 60+). The focus of all classes is to give adults a chance to dance for fun, fitness, creativity, wellbeing, and social connection, with a focus on progressive development.

We believe that dance is an activity all adults should be able to enjoy throughout their lives, regardless of their age, level of fitness, or previous dance experience.

Vision

A world where every adult is empowered to dance freely, fully, and fearlessly.

Tagline

Fly – freely, fully, fearlessly

Purpose

Fostering belonging and connection through the transformative power of dance.

Values

Connection
Kindness
Commitment
Respect

Pillars

Dancer growth
Aligned team
Sustainable and viable opportunities
Seamless systems

Location

Shop 1, 80 Anzac Highway, Everard Park, 5035

Behind our name

Dragonfly Dance started life as Move Through Life, but we changed to Dragonfly Dance in 2022.

Imagine spending most of your life underwater; waiting to surface, destined to fly. Now imagine the unfolding of wings. At last, you are ready. And flying is such joy.

For 17 years we were Move Through Life, now we are Dragonfly Dance. Why? Because, like our new namesake, we understand that the chance to fly is worth the wait. Just as the dragonfly's story is one of remarkable transformation, so too is ours. Yours.

You thought you couldn't. Too old, too young. Not good enough. Over it. Until, like the dragonfly, you found your wings. They were always there, waiting for you to catch up. Once, underwater, you could only dream of the sky. Now, in your mature form, the sky's the limit.

Dragonfly Dance is for the dancer inside you. For the you inside you. The magical, whimsical, beautiful you. Grow into yourself, move into your body, find your true form. Stay fit and have fun. Connect and create. Flex, flourish and fly.

We know how good it feels to dance; and we know that it can feel like flying. So we look past the appearance and focus on the experience. You are already a dancer. Our job is to unclip your wings. Welcome, dragonfly. You are hereby invited to the sky – where there is space for every dancer.

Dragonfly Dance. Become yourself.

Five ways that adult dancers are like dragonflies

1. Like adult dancers, the winged insect we call dragonflies are adults. Before they become an adult, they are first an egg, then a larvae, or nymph
2. Dragonflies are a powerful symbol of change and transformation, and dance has the ability to transform people and their lives (as attested to by many of our members over the years)
3. Dragonflies move in all directions (up, down, forward, backward, around, sideways) and are agile and powerful hunters. Dancers are also agile and powerful and have the ability to move in all directions
4. Dragonflies are graceful, as are dancers
5. Dragonflies are iridescent, changing colour when looked at from different angles, which is like adult dancers – to others, they might be a partner, parent, child, co-worker, friend, employee. But they have more than one identity. They are also dancers. So they too change, depending on how you look at them.

Dragonfly Dance Team

Current team includes:

Jo McDonald	Studio Owner
Anne Stewart	Business Services Manager
Millie Garard	Business Services Team Member
Jaimi-Lee Stephenson	Business Services Team Member
Amanda Stephens	Marketing Coordinator
Cass Adams-Duffield	Bookkeeper
Dance teachers	Belinda Cooper, Camila Saraiva, Effie Saloniklis, Krystal Venables, Owen Gray, Stella Page

Teaching dates

Dragonfly Dance operates year-round, breaking late December and re-opening at the beginning of January.

The year is broken into four quarters, which run back-to-back without a break.

- Quarter 1: January to March
- Quarter 2: April to June
- Quarter 3: July to September
- Quarter 4: October to December
- Annual break: last week before Christmas until start of second week of January

Programs

Our main program is our weekly class program, which offers 35+ classes per week, 6 days a week, including Monday to Thursday evenings, Wednesday and Friday mornings, and all day Saturday. The dance styles we offer are ballet, contemporary, jazz, and tap. The latest timetable is available at www.dragonflydance.com.au/timetable-book

Our other programs include:

- Adult intensive program, with four held per year on long weekends and the first week of January
- Studio hire
- Annual Student Showcase
- Online learning materials.

Pricing (membership model)

The pricing at Dragonfly Dance is based on a membership model, designed to provide flexibility and value for our students, although drop-in classes are also available. Our membership model is the reason we have been able to lease our studio and continue to grow our class program, because it provides financial stability.

Membership reflects our belief that working together makes great things happen. By committing to membership, our students help keep the studio running, ensuring classes are available even on quieter days. Membership offers access to a wide variety of classes, a generous discount (18% for Silver membership up to 41% for Ultimate membership), and flexibility to fit busy schedules. Members can choose from five packages, ranging from attending one class per week to unlimited classes. Memberships are valid for 12 weeks, with a set number of classes to use as they choose within that time, offering complete flexibility in how and when they attend. Memberships are paid in three four-week installments and auto-renew unless paused (for 1-6 months) or canceled.

Drop in classes are \$28.50

Benefits of membership

- Discounted price on membership classes
- 10% discount on drop in classes
- 10% concession discount available for holders of full time student, pensioner, or seniors card
- Ability to reschedule classes once booked
- Priority bookings

Package	4 weekly payment	Price/class	Discount	Classes per week
Silver	\$93.50	\$23.38	18%	1
Gold	\$178	\$22.25	22%	2
Platinum	\$250	\$20.83	27%	3
Diamond	\$310	\$19.38	32%	4
Ultimate	\$365	\$18.25	36% +	unlimited

Enrolment

We have recently introduced an enrolment system, so that we have a record of which dancers attend which class. In the past, dancers just booked themselves in, and we didn't have a clear and easy to identify record of which classes were the core classes for each dancer, or which dancers were regular attendees of each class.

There is an online enrolment form that dancers can use to enrol in a class or change their enrolment, which is available at <https://form.jotform.com/jo998/enrolment-form>.

If a dancer makes changes to their membership (eg cancels, upgrades, downgrades, or puts it on hold) they will fill out a form on the www.dragonflydance.com.au/online-forms webpage, which will trigger changes to their enrolment. Teachers are advised when a dancer changes enrolment, if they cancel or hold their membership.

Expectations of teachers

While teachers are not responsible for managing enrolments, they are expected to have a working awareness of who is enrolled in their classes.

This helps us:

- ensure dancers are in the most appropriate class and level
- notice early signs of disengagement or mismatch
- support consistent progression across the studio

Teachers are not required to update or manage enrolments, and should not make changes independently.

Enrolment information will be made available to teachers through studio systems so it can be viewed easily without creating additional administrative work.

If a teacher notices:

- a dancer regularly attending who is not enrolled
- A dancer who is enrolled but not attending regularly
- a dancer who appears to be consistently in the wrong level
- a change in attendance or engagement patterns

This should be communicated to Business Services or the Studio Owner, who will follow up as required.

Part 2: induction / onboarding process

Summary of process

Your induction and onboarding will include the following:

Information collection	<p>The induction process includes the human resource and marketing practicalities, such as:</p> <ul style="list-style-type: none">• Ensuring we have your full contact details and bank details (so we can pay you)• Giving you access to materials you'll need to fulfil your role• Sharing your biography and photographs so we can promote your classes• Collecting evidence of qualifications, such as teaching and first aid certificates• Ensuring you can access the studio (in case you are the only one teaching) and know the location of key documents and materials• Covering emergency procedures, injury and incident procedures
Induction handbook	<p>You will be sent the induction handbook prior to your induction session, which you are expected to review before the induction session.</p>
Induction session	<p>The induction session will be approximately two hours. It will be scheduled and conducted before you commence. You will be paid for the induction session at the administrative rate. The induction session will include an overview of the contents of the induction handbook, orientation to the studio and online documents, and an opportunity to ask any questions you have about your role and the studio.</p>
Onboarding	<p>Onboarding is a longer process than induction, and covers the first few months of your time in the role. At your induction, we will schedule times for a monthly check-in for the first three months of your engagement. These check-in sessions are there to support you and provide the opportunity to:</p> <ul style="list-style-type: none">• help you navigate the processes and systems involved in working at Dragonfly Dance• provide ongoing training in various elements of working at Dragonfly Dance (as too much information at once can be overwhelming)• answer any questions you have, and check how you are going and if you need any additional support.
Three month review	<p>The check-in meeting at the three month milestone will be an opportunity to review how things are going, from your perspective and that of the studio and to ensure there is a good fit.</p>

What to do before your induction

1. Send relevant information:

Employment forms	Employee Details form
	TFN declaration form (only if you are an employee)
	Super Standard Choice form
Photographs	Headshot photograph, 300dpi, jpg or png format, at least 300 pixels wide and high
	Full body dance photograph (desirable), same specifications as the headshot photo
Biography (200-400 words)	written in the first person that outlines why you love teaching dance, what you offer your students, and of course, what qualifies you to teach (experience and/or formal qualifications) – refer to www.dragonflydance.com.au/team to see examples from other team members. If you prefer, we can conduct an interview with you and draft the biography.
Certificates	A copy of your first aid certificate

2. Join our WhatsApp community and relevant groups

Our official communication channel for teachers is the Dragonfly Dance WhatsApp community <https://chat.whatsapp.com/IYYzhce7rz5EFQodgPavu5>

Join the community, and the relevant groups

Group	Purpose
Announcements	<ul style="list-style-type: none">• Used by the Community Admin to broadcast important updates, news, and general information to all members at one, while preventing general chat.• It separates crucial announcements from smaller, topic specific group chats.• Members can react with emojis, reply to announcements and participate in polls, but can't post initial comments.
Business Services	<ul style="list-style-type: none">• Used by Business Services to communicate with Teachers, and by teachers to communicate with Business Services, eg to advise if a dancer will be away, any changes to procedures etc.• Used by Teachers to communicate with Business Services, eg to give feedback about new dancers, any hazards or building issues, problems with MindBody
Marketing	<ul style="list-style-type: none">• Used by the Marketing Coordinator to communicate with Teachers, share marketing related information, and request information to help promote the studio and classes.

	<ul style="list-style-type: none"> Used by Teachers to share information with the Marketing Coordinator, eg sending photos or videos for use on social media, recommending dancers who may like to provide a testimonial etc
Class Covers	<ul style="list-style-type: none"> Used by Teachers to seek a cover if they are unable to teach their rostered class (note, the Teacher still needs to advise Business Services via the Time Off form on the Team Hub web page) Used by Teachers and Substitute Teachers to respond to cover request.
All teachers	For conversations that involve ALL TEACHERS, regardless of dance style, about teaching (eg curriculum, teaching meetings, progress reports, teaching methodology)
Showcase	Used for conversations about student showcase performances
Ballet	Used for conversations and information specific to ballet teachers
Contemporary	Used for conversations and information specific to contemporary teachers
Jazz	Used for conversations and information specific to jazz teachers
Tap	Used for conversations and information specific to tap teachers

3. Join and follow us on social media.

Facebook	Page	www.facebook.com/dragonflydanceADL
	Client group	www.facebook.com/groups/dragonflydanceadl
Instagram	www.instagram.com/dragonflydanceadl	
Youtube	www.youtube.com/@dragonflydanceadl	

Part 3: Working at Dragonfly Dance

Expectations

Professionalism and Workplace Values

When working at or representing Dragonfly Dance, please adhere to these guidelines:

- Punctuality: Arrive at least 15 minutes before your class to be prepared and start on time.
- Class Preparation: Plan your music and classwork in advance to ensure smooth delivery. Avoid improvising or over-relying on notes.
- Class Management: Keep the class engaging and active, balancing adequate instruction with minimal interruptions for lengthy explanations. Invite questions but avoid overwhelming participants.

Dress Code

You are not required to wear a uniform. However, adhere to these principles:

- Professional Appearance: Wear clean, presentable clothing free from tears, holes, or excessive wear.
- Safety: Avoid clothing that may pose hazards, such as overly long pants.
- Appropriate Attire: Wear dance or exercise clothing that is comfortable, confidence-boosting, and inspiring for students. Footwear should align with the dance style you are teaching.
- You are welcome, but not required, to wear Dragonfly Dance-branded apparel.

Attendance and punctuality

Designated start time

It's important that you arrive in time to get settled and be ready to start your shift at the designated start time. This means that if you wish to have a chat, get a coffee, or take care of any personal matters, you should arrive early enough to do so before your shift begins. Regular attendance is expected, and any planned absences should be communicated as far in advance as possible.

Procedure for Absences

Unplanned absences	In the event of illness or an emergency, notify your manager as soon as possible via phone or SMS. If you are unable to reach them directly, please leave a message or send a text and follow up with an email. Ensure that all relevant tasks are covered during your absence, either by informing a colleague or by documenting them clearly
Planned absences:	For any planned time off, please complete our Time Off form, available in ConnectTeam

Building relationships and maintaining boundaries

Joining a dance class can be intimidating. As a teacher, foster a welcoming, judgment-free environment and encourage class camaraderie.

While connection with clients is important, boundaries are also important. It's fine to join group outings or follow clients on social media, but avoid oversharing personal details, romantic involvement with clients, or being overly available for contact outside work hours.

Sometimes clients will contact teachers instead of the appropriate person about support matters, often because they are looking for special treatment. If a client contacts you directly (by email, Messenger, What's App, phone or text) about support services, politely advise them to contact our support team. If they are contacting you about something personal based on your friendship or acquaintanceship, then it is fine to respond.

Refer to the Client Relationship Policy for more details on appropriate boundaries.

Gentle encouragement

Be gentle and encouraging. The older we get, the more likely we are to injure ourselves when engaging in strenuous exercise. For this reason, while we do want to encourage clients to stretch themselves, safety is paramount. As such, encourage clients to gently and carefully push themselves physically, but ensure they always do so carefully and never feel pressured to do something that feels too risky.

Ask permission before hands on corrections. Sometimes a dancer needs to have their body physically adjusted to achieve correct alignment, positioning, or style. However, always ask the client first if it is okay to touch them.

Conversational etiquette

Create rapport while maintaining professionalism

- **Engage clients:** ask light, positive questions about their week or interests, showing genuine interest without prying.
- **Be encouraging:** use constructive, uplifting language to motivate and support clients.
- **Respect privacy:** share personal details only if comfortable, and avoid oversharing. Do not discuss studio operations, team members, or other clients negatively.
- **Focus on function, not appearance:** avoid comments on clients' bodies; instead, emphasise strength, health, and progress.
- **Don't bad mouth, gossip or complain about the studio** (including any team members or clients). If there is something bothering you, please broach the topic with the studio owner or your supervisor.

Behavior in class

- Maintain professionalism and inclusivity during class
- Greet each student by name and make everyone feel valued
- Stay positive and approachable, even on challenging days
- Be sensitive to self-conscious clients, ensuring they feel included without being singled out.
- Provide individual acknowledgment and encouragement to every participant
- Remember, clients are adults and respond best to respect and encouragement, and do not respond well to be treated the same way you'd treat children.

Promotion and marketing

Role of the teacher in promotion and marketing

As a teacher at Dragonfly Dance, your help in promoting the studio to existing and prospective clients and building loyalty to the studio is a key part of your role.

For existing clients, you play an important role in:

- **Engaging** clients so they
 - come to class regularly,
 - consider increasing the number of times they attend class each week, and
 - get involved in additional activities, such as performances, social events, workshops, and more.
- **Retaining** clients so they stay with the studio for longer.
- **Building loyalty**, which includes developing a strong commitment to the studio and becoming 'raving fans' who refer others to us.

For prospective clients, you play a role in helping to attract new clients by helping us to gather promotional material such as photographs, videos, testimonials, reviews, and referrals.

How to help with promotion and marketing

Some of the ways that you are expected to fulfil this part of your role include:

- Regularly taking photos and short videos from class that can be shared on social media and other promotional materials
- Passing on positive feedback from clients so we can request a testimonial
- Encouraging clients to post a review on Facebook or Google
- Ensuring you know all clients' names, so they feel valued and welcomed
- Paying attention when someone seems to be becoming disengaged (frequently absent or not really participating) and taking action to re-engage them
- Passing on information about events and promotions and actively encouraging those in your class to get involved

Refer to our policies and procedures regarding content sharing, copyright and intellectual property, and social media.

Part 4: Curriculum and teaching method

Classes at Dragonfly Dance are underpinned by the Dragonfly Dance Curriculum for that dance style and our teaching methodology.

We have developed our curriculum and teaching method over many years. Initially, the syllabi began as simple checklists at a time when we used to have a different teacher every six weeks. Since then, it has evolved into a comprehensive system of training that has become a strategic capability for Dragonfly Dance.

A **strategic capability** refers to the unique combination of resources, skills, processes, and competencies that an organisation possesses, which allows it to achieve competitive advantage and deliver value to customers over the long term. These capabilities enable the organisation to execute its strategy effectively and respond to changes in the market, environment, or industry.

The elements of our teaching approach include:

- The teaching methodology
- The curriculum
- Levels and progression
- Age streams
- Reporting and team work

Rationale of curriculum

Dragonfly is working to develop a curriculum designed especially for adults for each of the dance styles we teach.

The curriculum have been developed to:

- provide consistency in the level and types of steps offered in classes of the same level and style, regardless of who the teacher is
- give clients a pathway to progress and become more advanced dancers as they gain more experience
- provide a framework to make it simpler for teachers to develop their term and class plans and to report on class and dancer progress
- provide a tool to assess and provide feedback to clients.

Why our curriculum and teaching method matter

At Dragonfly Dance, we believe in providing every adult student with the opportunity to build their skills, confidence, and love of dance through a structured and supportive approach. Many of our students are starting their dance journey as adults, and for them, everything is new. To help them succeed, it's important that we offer the same progression and foundation-building opportunities that children typically receive when they start dancing.

Supporting our students' unique needs

Our adult dancers come from diverse backgrounds. Some have little or no prior experience, while others are returning after years away. For those starting out, a structured curriculum:

- helps them master foundational skills step by step
- builds the confidence to progress at a steady and rewarding pace
- helps them develop strong technique, which opens the door to more advanced work over time.

This approach is essential for creating a welcoming and supportive environment where all dancers feel they belong and can grow.

The value of consistency and teamwork

The curriculum also plays a critical role in ensuring consistency across all classes and teachers. This consistency means:

- students know what to expect at each level and can trust that they're in the right place for their current abilities
- classes of the same style and level, even with different teachers, align in content and challenge, allowing students to move between classes if needed.
- we provide a cohesive learning experience that reflects the high standards of Dragonfly Dance.

By working as a team and following the curriculum, we collectively give our students the best chance to thrive.

Laying strong foundations

While it's tempting to introduce advanced steps or explore alternative approaches, especially for students who show potential, the most effective way to help them grow is by ensuring their foundational skills are solid. Strong foundations give students the tools they need to progress confidently and achieve their full potential as dancers.

Shared goals, shared success

At Dragonfly Dance, our mission is to support adults in discovering or rediscovering the joy of dance. By teaching to the curriculum, reporting on progress, and collaborating as a team, we ensure our students have the consistent, high-quality experience they deserve. Together, we create an environment where dancers can learn, progress, and love every step of their journey.

Difference between the curriculum and teaching method

At Dragonfly Dance, we are committed to creating a learning environment where every student feels supported, engaged, and capable of progressing. Our teaching philosophy is built on two essential elements: the curriculum and the teaching method, which work together to ensure our students develop both the technical and artistic skills needed to become well-rounded dancers.

The curriculum: what we teach

The curriculum outlines the movements and skills expected at each level, providing:

- a clear pathway for students to progress

- consistency across classes, so students can switch teachers or classes when needed, without confusion
- a foundation for all teachers to deliver the same level of challenge and progression.

Our curriculum includes an outline of the movements and complexity at each level, and provides a structured and progressive development.

The teaching method: how we teach

Our teaching method ensures the curriculum is delivered in a way that supports all students, addressing the key areas that make a balanced dancer:

- **Technique:** building a strong foundation with proper alignment, posture, and movement quality
- **Conditioning:** developing fitness, strength, and flexibility to support technical execution
- **Artistry:** encouraging students to move with personal expression, emotional connection, and storytelling
- **Musicality:** helping students connect with the music and develop timing and interpretation
- **Learning and retention:** helping students develop the skills to learn and retain movement sequences.

Our goal is to create dancers who are not only technically proficient but also artistic and expressive. To achieve this, our teaching method emphasises building blocks, repetition, variation, and adaptability to cater to different learning styles and paces, and to ensure students can do more than demonstrate the choreography, but can do so with good technique and expression.

Principles

Leave no-one behind

One of our key values is do our best to ensure no student is left behind. Students come to our classes with varying learning speeds and experiences, and it is essential that we support everyone without slowing down the class. Of course, different dancers will progress at a different pace, depending on factors like their natural ability, how much work they put in, and how often they can come to class. This is especially pronounced for beginner classes.

- **Supportive progression:**
 - new students need to feel welcomed and supported without being overwhelmed
 - the class should remain dynamic and enjoyable, using a variety of teaching strategies to reinforce foundational skills while also providing opportunities for challenge.
- **Challenging but inclusive:**
 - we must ensure that students who may take a bit longer to grasp new concepts are still given the tools to succeed, while not diminishing the class experience for those who progress more quickly.
 - students who find a class too easy, they have the option to move up a level, but for those who struggle to keep up, we must find ways to support their learning without them feeling left behind.

Avoid overwhelming or over-conditioning

While pushing students to their limits can be motivating, it's important to remember that a balanced approach is key. A class that focuses too heavily on conditioning at the expense of technique or artistry can lead to:

- Injury: risk of injury is increasing if you push students too hard without proper technique or preparation, or failing to take into account individual differences
- Overwhelm and anxiety: Students may feel exhausted or unable to keep up, leading to frustration or burnout or anxiety
- Loss of technique and artistry: When combinations are too complex or movements too advanced, the student will be less able to develop proper technique and expression, and lead to them unrealistic expectations of what they are capable of.

Our teaching method aims to avoid these pitfalls by ensuring that classes remain focused on balance, with an equal emphasis on technique, artistry, and conditioning. We believe in helping students progress in a way that supports their physical and emotional well-being while fostering long-term growth as dancers.

Our ethos: no judgment

The Dragonfly Dance ethos fosters a supportive, no-judgment, and safe environment. While healthy motivation and friendly encouragement to improve are valuable, explicit "competitions" or "judging" create unnecessary pressure and can detract from our focus on personal growth, enjoyment, and progression. Instead, we aim to encourage our students to compete with themselves (ie to improve or achieve), rather than with each other. Our goal is to cultivate a space where students are inspired by each other to strive for improvement, without the stress of comparison or competition.

If a student is more interested in having fun and social connection, and is not particularly interested in progression, then it's important to respect their reason for being in class and not to push them more than they wish.

A team approach to teaching

Many of our students attend multiple classes per week, and as such may have more than one teacher, even within a particular dance style. It is essential that we work as a team so our students experience consistency and a shared understanding of what is expected at each level. By creating a balanced, supportive, and injury-free environment, we ensure our students have the best possible experience and the opportunity to grow as dancers. This approach reinforces our commitment to progression, inclusion, and a no-judgment environment, which are at the heart of our teaching method.

Ultimately, our aim is to create dancers who are not just technically capable, but who have the artistry, musicality, and confidence to express themselves. By staying aligned with our curriculum and teaching methods, we create an environment where every student can grow, feel supported, and achieve their personal best.

Levels

Importance levels

At Dragonfly Dance, our class levels are carefully designed to ensure that all adult dancers can find a class suited to their current skills and experience. Teaching to the appropriate level is crucial for the following reasons:

6. **Accessibility and progression:** Properly levelled classes allow dancers to join a class that matches their abilities, fostering confidence and enjoyment. This structure also supports dancers in progressing through levels as their skills develop.
7. **Consistency across levels:** For styles with classes of varying levels, it's essential that lower-level classes are less challenging than higher-level classes. This ensures dancers can advance naturally through the levels without feeling overwhelmed or under-challenged.
8. **Consistency across teachers:** For classes of the same style and level taught by different teachers, it's important that students experience the same level of challenge and content. This enables students to switch between classes and feel confident they're continuing to learn and grow at the appropriate pace. Being able to switch classes is important for adults who have busy and hectic lives and may not always be able to attend the same class each week.

To achieve these objectives, teachers are expected to consistently refer to the curriculum and to work as a team to tailor their teaching to the designated level of their class.

System of levels

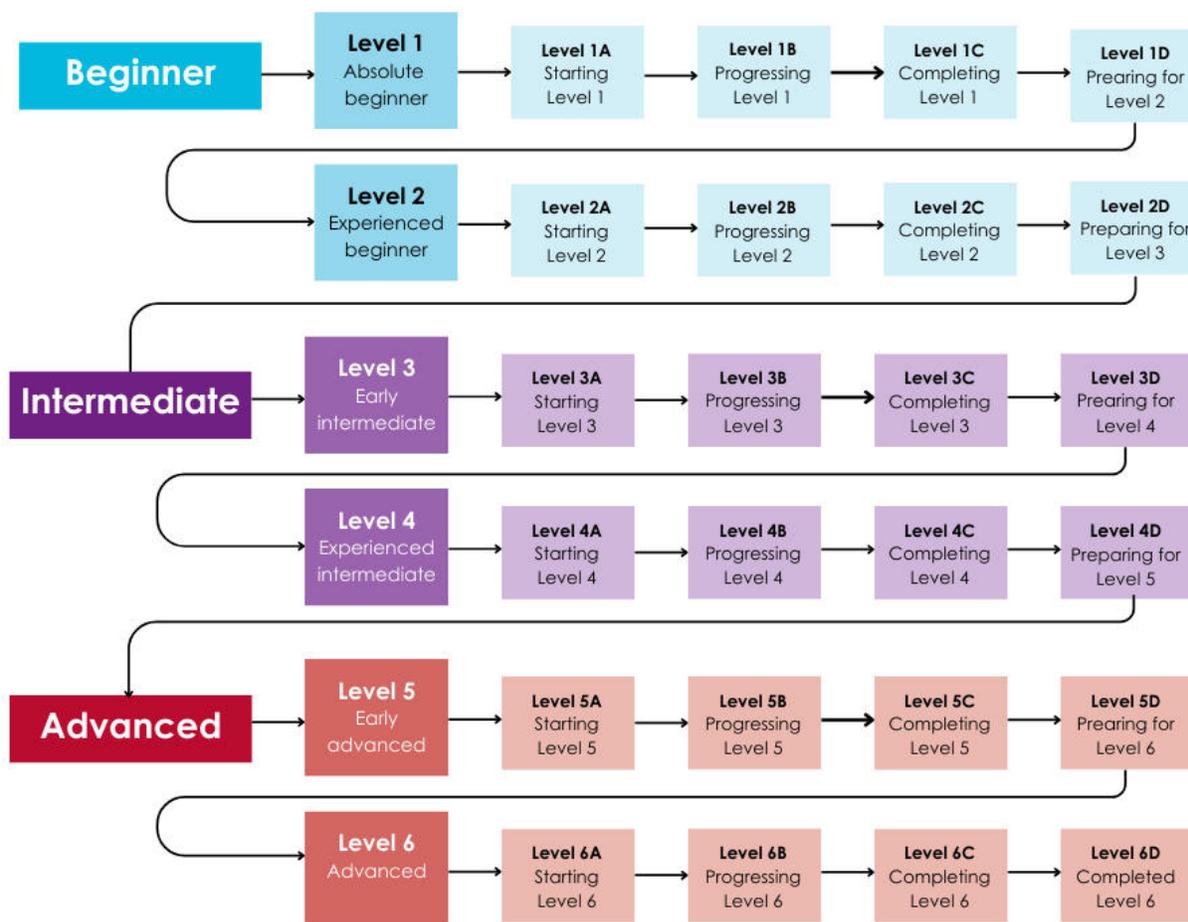
Our system of levels is comprised of categories, levels, and sub-levels

- Each category is divided into two groups to create six levels
- There are four sub-levels within each level to indicate progression through the level (A Starting the level, B Progressing the level, C Completing the level, D Preparing for the next level)

Note: the system of levels is different for mature dancer (Silver Dragonflies) and Pointe.

For simplicity, we generally refer to the six levels when communicating with clients, but our teachers work with the sub-levels to plan classes.

Beginner levels	L1	Complete beginner
	L2	Experienced beginner
Intermediate levels	L3	Early Intermediate
	L4	Experienced intermediate
Advanced levels	L5	Early advanced
	L6	Advanced



Multi-level classes

Some classes have a minimum level requirement, but are also open to more advanced students. These classes are indicated by a + after the level number, eg Level 3+ means a class suitable for dancers who have achieved at least level 3. Examples of classes that have a + are Tap Tech, and Ballet Repertoire.

Mature and Pointe levels

Mature

- Beginner
- Progressing
- Experienced

Equivalent to levels 1-3

Pointe

- Pre-pointe
- Early pointe
- Progressing pointe
- Experienced pointe
- Advanced pointe

Progression

Moving through levels and sub-levels takes longer as the difficulty increases.

- Level 1 can be completed in 1 to 1.5 years.
- Level 2 can be completed in two years
- Levels 3 and above may take four or more years to complete.

Progression may refer to an entire class progressing to a higher level or sub-level, or an individual progressing ahead of the class.

Class progression will occur when the majority of class members have mastered the requirements of that level, according to our curriculum. This includes the steps / movements, as well as their capacity to remember curriculum material, perform combinations and routines without following the teacher, perform in time, and with an acceptable level of technique.

Individual progression may occur as a result of factors such as previous experience, natural ability, commitment to regular attendance and home practice. The issue of individual progression may be raised by the dancer or the teacher.

Refer to our procedure on Progression for details on the process.

Age streams

The physical, cognitive, and social needs and abilities of adults change throughout adulthood. To cater to these differences, we have both Mixed Age (18+ years) and Mature age (60+ years).

Our age stream classifications are a guide, rather than a hard and fast rule, and dancers who think they are better suited to an age stream different to their chronological age are able to have a conversation with us to join the class that suits them best.

The age stream classification of the class will determine:

- Inclusion of certain types of movements, such as elevation, turns, and floor work
- The pace of the class
- The type of music played

Mature (Silver Dragonflies)	Mixed Age
Generally aged 60+	Starts from age 18, and majority of dancers are aged under 60.
We help mature adults built strong and flexible bodies, and sustain sharp and agile minds. The dancers are challenged, but within the range that suits their physical, cognitive, and social needs. We don't consider mature dancers to be frail or old, but are conscious that their needs are different, as they may:	Welcomes dancers of all ages. Classes include more jumps, turns, and floorwork. Opportunity for dancers to push their bodies physically within their technical skill levels.

<ul style="list-style-type: none"> • need more time and repetition to pick up and remember sequences • have issues with joints (shoulders, hips, knees), • experience more dizziness in turns • may not feel safe with elevated steps • have difficulties with hearing or vision 	Choreography is taught at a faster pace.
Great music from all eras, but more likely to be classics from the 60s, 70s, 80s and 90s, with a sprinkling of newer music.	Great music from all eras, but more likely to be from the 90s to the 20s, with a sprinkling of classics from earlier decades.

Accessing information

You can access information, documents and resources through our Team Hub web page (www.dragonflydance.com.au/team-hub).

If you wish, we will also give you a folder with a printed copy of the curriculum for the dance styles you are teaching.

Teaching adult dancers

Teaching adults is very different from teaching children and teenagers.

- Keep them moving.
- Don't over explain, keep things simple and repetitive so they can master it and keep moving.
- Do not treat them like children.
- If they get rowdy, keep them moving.
- If there is a disruptive person, speak to them individually and privately.

Qualities of Dragonfly teachers

The qualities that we expect of our teachers are as follows:

- willing to take on feedback, reflect on practice and continually improve.
- willingness to follow Dragonfly Dance policies and procedures.
- consistency in attend team meetings and responding promptly to communications.
- ability to engage well with people of all ages.
- warm welcoming personality.

Part 5: Management, support, and reporting

The management and support you'll receive at Dragonfly Dance is part of our quality control process, facilitates clear communication, supports the needs of our team and students, and is integral to our ethos of teaching as a team.

Policies and procedures

Policies and procedures exist to provide guidance and support to our team and clients, to help with decision making, and to ensure quality control.

Policies	<ul style="list-style-type: none">• General guidelines that communicate our values, philosophy, culture, and expectations.• Set parameters for decision making but leave room for flexibility.• Outline the 'why' behind an action.• Available on the Team Hub webpage (www.dragonflydance.com.au/team-hub) and in the ConnectTeam Knowledge Base
Procedures	<ul style="list-style-type: none">• Written to be consistent with our policies.• Provide step-by-step instructions on how to perform specific tasks.• Available in the ConnectTeam Knowledge Base

It is your responsibility to read each of these policies and ensure you are aware of your role and responsibilities.

Policies and procedures are divided into the following categories: Dance, financial, human resources, marketing and sales, welcome and support, membership and pricing, risk, studio, reporting, and general.

Adhering to Policies and Procedures

Adherence to policies and procedures is crucial for maintaining the integrity and smooth operation of Dragonfly Dance. You are expected to:

Familiarise yourself	Review the relevant policies and procedures regularly to stay updated on any changes.
Follow guidelines	Ensure that all tasks and interactions are carried out in accordance with the established policies and procedures.
Seek clarification	If you have any questions or uncertainties about specific policies or procedures, consult your supervisor or refer to the Policy and Procedure Register for guidance.

Updating Policies and Procedures

Policies and procedures may be updated periodically to reflect changes in regulations, operational needs, or industry standards. You will be notified of any significant changes, and updated documents will be made available in the Policy and Procedure Register.

Reporting Issues

If you observe any issues or inconsistencies related to our policies and procedures, report them to your supervisor or the designated point of contact. Your feedback is important for ensuring that our policies remain effective and relevant.

Studio management software: Mindbody

Introduction to Mindbody

At Dragonfly Dance, we use Mindbody as our all-in-one studio management software. Mindbody is a powerful tool that streamlines many of our day-to-day operations, helping us manage client bookings, studio schedules, and track prospective students efficiently, and communicate via our mailing list and automated emails.

Key functions of Mindbody

Mindbody is used for:

- Class scheduling
- Client bookings
- Customer relationship management
- Payments and financial management
- Communications (email and text)
- Reporting and analytics

Getting started with Mindbody

You will need to download the Mindbody Staff app from the Apple Store or Google Play (the dark background and green M – the reverse is the client app).

You can also access the booking site via web browser by going to our website (www.dragonflydance.com.au) and clicking the purple **Login to Mindbody** button at the top right.

During your induction, you will receive hands-on training in Mindbody.

Teachers will use Mindbody to check that everyone in the class has signed in (dancers are pre-booked into classes, but they also have to check in or sign in via the tablet at the front door before attending class). It is also useful for remembering names when you are new to the class or have new dancers.

You can also use Mindbody to do things like:

- Identify if you have any new clients in your class
- Take payments (generally, we avoid asking teachers to do this, but at times it may be necessary and can be done easily through the Mindbody app on your smart phone)
- Look up emergency contact information if needed for a client

Quarterly class plans

At the beginning of each quarter, each teacher is asked to share a written plan for each class for that quarter with the Studio Owner, which includes a focus for the term, goals and objectives, elements from the curriculum to be consolidated and introduced, and outcomes.

Progress checklists

For each level in the curriculum there is a checklist of the content for that level in a spreadsheet (Excel).

At the end of each quarter, the teacher updates the progress checklist and sends to the Studio Owner who will share it with the Welcome Coordinator and Client Support so they can direct students to the most appropriate classes

The progress checklists are a useful tool for planning classes for the upcoming quarter, as you can easily scan to see what needs to be consolidated, what hasn't yet been covered, and to prioritise what to focus on in the coming quarter.

The progress checklists are also a great tool for communicating with substitute teachers about what is suitable for any classes they cover.

Quarterly one-on-one conversations

At some point during each quarter, each teacher will have a one-on-one conversation with the Studio Owner.

These conversations are an opportunity to update the Studio Owner on how things are going, discuss how to address challenges, share ideas, and keep the Studio Owner updated on how your classes are going.

It is partly a reporting process, and partly a collegiate discussion designed to ensure teachers are supported in their work.

Team meetings

We hold a team meeting each quarter. Meeting dates are available on the Team Hub webpage (www.dragonflydance.com.au/team-hub).

The team meeting is an opportunity to connect with other teachers, share ideas, receive important information on studio activities and processes, professional development.

Attendance at team meetings is paid at the administrative rate.

Regular teachers are required to attend all meetings unless there are extenuating circumstances. Substitute teachers are invited to attend meetings, but it is not compulsory.

Meetings dates are set at the start of the year to ensure everyone is available, and team members are expected to add these to their diary/calendar and ensure they are available to attend.

Class observations and participation

To enable us to work as a team, rather than individual teachers working in isolation, teachers are encouraged to attend the classes of other teachers, especially those teaching the same dance styles.

Teachers receive a complimentary Ultimate membership (unlimited classes) to enable them to do this, and to enjoy any class they want to be part of.

In addition to participating in class, teachers will regularly observe the classes of another teacher, which is part peer mentoring, and part professional development. There will be a checklist of things to observe, and teachers are able to provide feedback to one another and to learn from each other.

Annual review

Annual reviews are conducted in June/July each year.

The performance review is intended to ensure everyone is happy and satisfied with the relationship. The purpose is to:

- reflect on the year,
- discuss teacher's goals and aspirations and how their work with Dragonfly Dance first with that
- discuss studio goals and aspirations and the teacher's role in that
- refer back to the job descriptions and key performance indicators (KPIs)
- identify challenges where teacher may require extra support
- identify opportunities the teacher would like to be offered
- identify any areas where the teacher isn't performing well and develop strategies to address them
- provide feedback on what the teacher is doing well.

Communication

Other communications may be in person, by phone, email, or Facebook Messenger.

You are not expected to respond immediately to a message, but you are expected to respond within the timeframe requested in the communication or to at least acknowledge receipt of the communication and indicate when you can respond within 24 hours.

Time off

There will be times you will need time off, including those that are planned in advance and some that are on short notice.

1. Complete Time Off Request form (<https://forms.wix.com/r/7057487376133652775>)
 2. Organise a cover (via the Class Covers group in the Dragonfly WhatsApp community)
- When you fill in your time off request you can advise who is covering the class, but if you don't know, then you will still complete the form, and then advise Business Services via that group in the DApp community when you have organised a cover.
 - Dragonfly Dance reserves the right to organise another substitute if there is someone more suitable.
 - The cover must be someone able to fulfil the expectations of the role.

If the request for time off is less than 48 hours, please also send a text message to Jo at 0402 070 021 to let her know a form has been submitted.