

VET Teacher Training (VTT) Entertainment Industry

Application Form

(Supporting documentation to be attached)

Title	First name	Last name
Do you have a disability, impairment or long term condition		
Basic description of disability		
Assistance required		

TEACHING QUALIFICATIONS						
Detail your relevant teaching qualifications. Must supply copies. (Masters, Post graduate diploma, Degree, Diploma, Associate diploma, Certificate IV, etc.)						
Name and Institution	Qualification level	Year completed	Copy attached			
Graduate Certificate in Education	Graduate Certi	2019	Yes			
Bachelor of Arts/Bachelor of Teaching	Degree	2009	Yes			
TEACHING EXPERIENCE						
Your relevant teaching experience. (Drama, Music, Entertainment etc.)						
Subjects taught	2024	2023	2022	2021	2020	Years prior to 2020
<i>Example: Drama</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	3
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	10
Drama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9
Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6

ENTERTAINMENT INDUSTRY RELEVANT QUALIFICATIONS			
Detail your relevant entertainment industry qualifications. Must supply copies. (SOA, Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced diploma, Degree, etc.)			
Name and Institution	Qualification level	Year completed	Copy attached

EVIDENCE TO SUPPORT YOUR APPLICATION FOR ENTRY INTO THE TRAINING PROGRAM

The 300 hour Entertainment course includes **8** mandatory units (165 hrs) and an additional 145 hours of elective units. The units covered in the training programs are listed in the table below.

To assist in identifying your existing qualifications and experience you are required to map your experience and/or qualifications to each of the following areas, addressing the units of competency, and provide appropriate evidence. You should include reference to any recent industry specific experience or qualifications you may have. Refer to <https://training.gov.au/Training/Details/CUA30420>

The term “**recent**” refers to within the last **five years**. This may include:

- **Formal training** through a registered training organisation (validated by transcripts, certificates)
- **Employment** in the industry (duties should be verified by letters from employers, community organisations)
- **Experience** from extra-curricular school activities, public performances etc, (activities and role should be verified by letter from school principal)
- **Other experience or skills** relevant to this nomination. (Verified by appropriate person).

INDUSTRY EXPERIENCE		
Core Units and Title	Describe school or industry experience related to this unit of competency	List documents attached supporting your experience
Safety		
CPCWHS1001 Prepare to work safely in the construction industry	School based productions and events require understanding of duty of care and applicable WHS legislation and risks, particularly knowledge of processes regarding fire safety, evacuation, first aid and reporting procedures. Across roles in school and community theatre productions I have learnt the importance and value of work health and safety procedures. These have included safe placement, securing and tagging of leads and cables; safe and correct use of ladders, harnesses, lifting and carrying fixtures; correct, maintained and safe use of power tools.	Letter
CUAWHS312 Apply work health and safety practices		
Industry		
CUAIND311 Work effectively in the creative arts industry	Through wide variety of experiences I am aware of the policies surrounding entertainment industry. My experience on committees have given me insight into the processes that are involved in a applying for and obtaining rights to a show. I'm also aware of the requirements production companies have to put on shows such as insurance and public liability. Directing children productions has given me insight into actor's rights and the regulations that exist around working hours. Collaboration is inherent and fundamental to live production. In particular, the Musical theatre productions and school MADD nights require team planning on timelines, goals, sharing of creative concepts and skillsets, ensuring responsibility and reliability within allocated roles. In the last fifteen years I have undertaken the roles of Production Manager, Director, Stage Manager, Crew, Lighting(design/operation), Set/Costume Design, Publicity and Promotion and Front of House.	Letter Photos Program
CUAPPR314 Participate in collaborative creative projects		
CUASTA311 Assist with production operations for live performances		
Audio		
CUASOU331 Undertake live audio operations	Primarily school based, I have a basic understanding of installing and operating different audio components (amps, line, pick ups, wireless receivers, core, mixing desk, equalizer, FX units, different microphones, balancing FOH/foldback monitors) and managing and responding to the dynamic nature students in live performances. I am able to operate and monitor a sound system to manage appropriate signal levels and equalisation appropriate to the acoustics of the space, whilst managing the decibels and frequency to avoid high gains and tonal imbalances. I can use basic effects like delay.	Letter Program
CUASOU306 Operate sound reinforcement systems		

Lighting		
Core Units and Title	Describe school or industry experience related to this unit of competency	List documents attached supporting your experience
CUALGT311 Operate basic lighting	Originally trained in pre DMX rigs, with knowledge of PAR cans, Fresnels and gels. I can however now select, rig and operate LED and moving heads, including addressing fixtures and operating a few different brand desks. Including recording scenes, chases and stacks. I have also run one production assisting using Jands Vista (visualiser/CAD), Working with amateur theatre companies and students in a school setting I have installed and operated a follow spot, including using Comm-set communication with SM as part of following cue sheet. This included technical run through and monitoring throw, focus and colour field.	Photos Program Letter
CUALGT314 Install and operate follow spots		
Vision		
CUAVSS302 Operate vision systems	In recent school based music and presentation events I have been working on integrating CAD and shader based visualisations like Synaesthesia, as well as switching between live feed camera sources to projection/screens.	Photos
Staging		
CUASTA212 Assist with bump in and bump out of shows	I have assisted and managed many bump in and bump outs. As such I have had to organise the day, including managing when each part of the bump in/out would occur, organising vehicle and equipment hire appropriate for the design, laying the floor, rigging lights, rigging cyc/scrim, hanging tabs and constructing sets. I have also run technical rehearsals. I have had numerous experiences working backstage either as a crew member or as a Stage Manager. As a crew and stage manager I have had experience in planning and attending rehearsals prior to bump in and writing notes on the show; doing preset and set changes during a show, preparing various documents used or managed by crew such as running sheets, attendance sheets; fulfilling the specific responsibilities of stage manager such as calling cues, writing show reports and communicating with FOH. I have assisted with numerous set constructions, which have included the safe and appropriate use of power tools. This has included using personal protective equipment like gloves, eye and ear wear, and appropriate securing of materials. It has also involved safe, standard operating procedures, as are covered in the OnGuard training we complete at school.	Photos Program Letter Cue sheets
CUASMT311 Work effectively backstage during performances		
ICTTEN202 Use hand and power tools		
CUASTA314 Maintain physical production elements		
RPL		
CUAIND314 Plan a career in the creative arts industry	Managing school based productions and events are almost always extracurricular activity and as such have required my ability to monitor and assess my work load on top of being a full time teacher and mother. This has required my monitoring my own performance and learning, which includes seeking feedback from colleagues. This was most evident in the 2019 school musical where I experienced a family loss on opening night and was required to manage the stress and continue with operating the lighting. As part of Front of House (I have worked as an usher and in the box office. I have also assisted in managing front of house staff) I have learnt the importance of communication, efficiency, problem solving, complaint handling, presentation and accommodation of customers with special needs (i.e. elderly, hearing impaired, accessibility needs etc).	Program Letter Photos
BSBPEF301 Organise personal work priorities		
SITXCCS006 Provide service to customers		