

Dance Teacher interview questions

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What to expect

Interviews for Dance Teacher roles usually combine a conversation about your teaching philosophy with a practical demonstration or sample class. Employers want to see how you plan, instruct and manage a room, so expect a mix of process, behavioural and scenario questions.

- **Process:** Questions about how you plan classes, structure a term, or prepare students for exams.
- **Behavioural:** Questions asking for examples of how you have handled student behaviour, parent communication or performance pressure.
- **Scenario:** Questions that put you in a hypothetical situation, such as a student injury or a difficult class dynamic, to test your judgement and safety awareness.
- **Technical or practical:** Questions or demonstrations that assess your dance technique, ability to break down steps, and knowledge of safe dance practice.
- **Client-facing:** Questions about how you communicate with parents, students and studio management.

The interview often starts with an informal conversation about your dance background and teaching experience. You may then be asked to demonstrate a short warm-up or teach a mini-class to a small group. After that, the panel will ask a series of behavioural and scenario questions. For school-based roles, there may be an additional panel with the head of department and a focus on curriculum and assessment.

1. Walk us through how you plan a term of classes for a mixed-ability group.

Why they ask

This shows how you structure learning over time and cater to different levels.

How to structure your answer

Use a step-by-step walk-through: start by assessing the group, set term goals, then break the plan into weekly focus areas. Mention how you build technique, choreography and performance skills, and how you adjust for varying abilities.

Example answer

"I start by running a short informal assessment in the first week to see where everyone is. Then I set two or three term goals, like improving pirouettes or learning a full routine. Each week I focus on a different element: warm-up and conditioning, then technique drills, then choreography. For mixed abilities, I give modified versions of steps so beginners can join in without feeling lost, and I offer extra challenges for more advanced students. I also build in a performance at the end of term so they have something to work towards."

2. Tell me about a time you had to manage a student who was disrupting the class.

Why they ask

Behaviour management is a core part of teaching dance, especially in group settings.

How to structure your answer

Use STAR: describe the situation, the task (what you needed to achieve), the action you took, and the result. Focus on calm, respectful strategies.

Example answer

"I had a student in a hip hop class who kept talking over instructions and distracting others. My task was to keep the class safe and focused while still keeping her engaged. I pulled her aside after class and asked if something was going on, then explained how her behaviour affected the group. I gave her a leadership role in the warm-up, which gave her positive attention. Over the next few weeks, her disruptions stopped and she became one of the most helpful students in the room."

3. A student twists their ankle during a rehearsal. What do you do?

Why they ask

This tests your safety awareness and first aid response, which are critical in dance teaching.

How to structure your answer

Give a clear sequence: stop the activity, assess the injury, provide first aid, and follow up. Show you know when to escalate.

Example answer

"I would immediately stop the rehearsal and ask the student to sit down. I would check for swelling or deformity, and if it looked serious, I would call for first aid or an ambulance. If it seemed minor, I would apply the RICER protocol: rest, ice, compression, elevation and referral. I would also notify the parent or guardian and document the incident. After that, I would review the warm-up and rehearsal space to see if anything could prevent a similar injury."

4. How do you adapt your teaching for students with different learning needs or physical limitations?

Why they ask

Inclusive teaching is important in dance, where bodies and abilities vary widely.

How to structure your answer

Describe your general approach, then give a concrete example. Show you plan for differentiation.

Example answer

"I always ask about any injuries or limitations at enrolment, and I keep an eye on how students respond in class. For a student with a knee issue, I would offer a modified version of jumps, maybe focusing on arm and upper body work. For a student who is visual rather than verbal, I would demonstrate more and use mirrors. I also use peer support, pairing students so they can help each other. The goal is that everyone can participate and feel challenged at their own level."

5. Can you demonstrate a short warm-up sequence for a contemporary class?

Why they ask

This is a practical test of your technique, musicality and ability to lead a safe warm-up.

How to structure your answer

Talk through what you are doing as you demonstrate, explaining the purpose of each movement. Keep it brief and clear.

Example answer

"I would start with a gentle spine roll and neck release to warm up the upper body, then move into some leg swings and hip circles. Next, I would do a series of pliés and tendus at the barre or centre, focusing on turnout and alignment. Then some gentle lunges and a few minutes of across-the-floor movement like walks and skips to raise the heart rate. Throughout, I would explain that the warm-up prepares the muscles and joints for the jumps and floor work later in class."

6. How do you communicate with parents about student progress and upcoming performances?

Why they ask

This assesses your client-facing skills and ability to build trust with families.

How to structure your answer

Describe your communication methods, frequency and tone. Mention specific tools if you use them.

Example answer

"I send a term newsletter outlining what we will cover and any performance dates. For individual progress, I use a simple app like Mindbody or Jackrabbit Dance to send updates, and I make time for a quick chat at pick-up if a parent has concerns. Before performances, I send a detailed email with rehearsal times, costume requirements and what to expect. I try to be proactive and positive, so parents feel informed and part of their child's dance journey."