

Building practitioner confidence in teaching dance

Best Outcomes

- Dance in every school
- Dance Academy in every local authority
- Dance recognised as university standard entry requirement
- Teachers confident to lead dance session
- Greatly increased uptake in NQ.
- Introduction of Advanced Higher qualification
- Young people more confident in their ability to express themselves
- Greater social, emotional and mental wellbeing
- Cultural awareness and development
- Gender balance equal
- Skills through dance transferred to other aspects of life (self expression, confidence)
- More training for dance in FE and HE
- School college partnerships delivering HNC
- Access to qualifications at all levels open to learners with additional support needs. Practitioners trained to deliver this



Acts to Enhance

- Accreditation for individual disciplines within dance
- Performance a regular part of children's experience
- Pupils taken to the theatre – not an add on, but raising aspirations for all
- Continue to re visit where dance sits across the curriculum
- Self-sustaining by inspiring courses in school. It is valued
- Dance as a context for cultural exchanges
- Technology used as a matter for course for self and peer evaluation
- E-twinning
- Dance celebrated nationally
- Higher Dance for film

Worst Outcomes

- No dance on the curriculum
- Subject status removed
- Small, niche subject
- Teachers having a negative experience and stop teaching dance
- Young people turned off dance through poor teaching
- Local progression does not exist
- Reinforced gender stereotype
- Decline in social dancing through not engaging in school – not developing confidence
- Young people not developing talents
- Only those who can afford can access
- Access to physical activity in teenage years removed
- Smaller uptake in PE as a number of young people choose PE to develop dance.



Acts to Recover

- Promote recognition that teachers' generic classroom skills can be transferred to dance teaching (for example, higher order thinking skills)
- Use dance as a context for learning
- Introduce creative and choreographic elements to dance
- Have dance teachers in school clusters
- PGDE certification – degree in dance/already qualified teachers
- Greater recognition of expressive arts as measure of a school's progress
- Promote dance through progression of skills
- Knowledge of developmental stages of movement delivered through initial teacher education
- CLPL is recognised as key to building teacher confidence and capacity
- Bigger budget to allow for training/partnerships
- Introduction of discrete dance courses – out with PE
- Time for practitioners to work across sectors
- Creation of a framework in which to be creative ('creative space' model)
- Creativity clearly understood by all