

Dancetrain Professional Learning Activity

Activity Name:	Designing Strategies to Engage Boys in Dance	Activity Type:	Reflection activity & Professional Reading
Issue:	Jan/Feb 2020	Pages/Article:	Schoolies <i>Facilitating Dance in Boys Education</i> P72-73
Accreditation Level:	Proficient Teacher	Duration:	1.5 hrs
Teaching Standards:	<p>1.1.2 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.</p> <p>2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.</p>	<p>1.2.2 Structure teaching programs using research and collegial advice about how students learn.</p> <p>3.4.2 Select and/or create and use a range of resources, including ICT, to engage students in their learning.</p>	<p>1.5.2 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</p> <p>3.6.2 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</p> <p>4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</p>
How did this activity address the Standard Descriptor/s?	<p>Teacher use the reading to establish a context and cohort of students. Teachers then consider the context within their school/students and identify potential strategies to build engagement of boys in Dance.</p> <p>Other readings that may be useful to extend this professional reading: Torzillo, Miriam (2016) <i>Dancing around the edges: dance in primary school classroom</i>. EdD thesis, James Cook University Available from: https://researchonline.jcu.edu.au/50994/</p> <p>Garrett, Robyne & Wrench, Alison (2016) Redesigning pedagogy for boys and dance in physical education. Research article. Available from: https://doi.org/10.1177/1356336X16668201</p>		

Activity

Read the article in the **Schoolies** section – *Facilitating Dance in Boys Education* P72-73

1. Consider the current level of engagement of boys in dance in your school. It may be useful to study the number of boys involved in dance elective or extra-curricular programs.

Key Questions:

- How engaged were the students?
- Did they continue/maintain their involvement/enrolment in the dance program
- What do you think contributed to this?
- What resources did you use?
- What did your performance opportunities look like?

- How have you modified your classroom management or pedagogy to cater for styles of learning preferred by most boys?
2. While each school has its own curriculum restraints, consider how you could increase engagement of boys in dance or how you could increase retention rates of boys.
- Key suggestions:
- Survey male students about their interest/needs in Dance
 - Researching pedagogy to cater for boys and the practical classroom (see suggested readings above)
 - Excursions to performances that demonstrate men in dance
 - Build a resource bank relevant to male dance (Billy Elliot, Shawn Parker Dance Company, Black Grace Dance Company etc)
 - Establish an all-male dance ensemble
 - Proposing stage 4 compulsory dance program within your school – if this is not already established
 - Whole school productions
 - Lunch time Dance battles
 - Develop a document that outlines the benefits of Dance in Boys education to include in newsletters or to present to executive staff.
3. Select 1 or 2 of the above identified strategies which you believe would work for your context. Allocate your time to completing these tasks.
4. Plan and set some goals around your research/proposals through out the year. Repeat your reflection task at the end of the year.