

## Dancetrain Professional Learning Activity

Dancetrain Issue: **SepOct2020 Dance Teacher Interviews p18, 22 & 32**

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|--|--|----------------|------------------------|
| Activity Name:   | <b>Teacher Perspective and reflection</b>  | Activity Type: | <b>Self-reflection</b> |
| Accreditation Level:                                     | <b>Proficient, Highly Accomplished &amp; Lead</b>  | Duration:      | <b>1 hr</b>            |
| Teaching Standards:                                      | 7.4 Engage with professional teaching networks and broader communities   |                |                        |
|  | 6.1 Identify and plan professional learning needs  |                |                        |
| How did this activity address the Standard Descriptor/s? | <b>Teachers read a series of interviews with accomplished Dance teachers and take the opportunity to ask themselves similar questions. This should then inform the programming, teaching strategies and decision-making process in their teaching practise</b> |                |                        |

### Task

1. Read the following teacher interviews:

Paul Boyd p18-20

Brett Morgan p22&23

Gillian Revie p32

2. Teachers ask themselves to answer the following questions

- What skills are developing in your lessons that will assist students beyond school? This may be dance related or non-dance related
- Big picture and bottom line - What do you want students to take away from the Dance courses you deliver?
- Describe how your teaching style or strategies have changed over the course of your career. What instigated these changes?
- Identify your main guiding values as an educator. Consider some examples that demonstrate how these values guide your practice, e.g. with students, programs you initiate, problem solving etc, then link these examples to the Australian Teaching standards. You may like to format this into a table or subheading

e.g.

| Teaching Value  | Example of the value in practice  | Relevant teaching standard   |
|---|---|--|
| Every student should have access to the dance curriculum, despite their level of experience | Developing differentiated tasks that allow students to succeed at different stages – giving choices in complexity of movement sequences | 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities<br>4.1 Support student participation |
|   |   |  |

3. Use the table to identify which standard you need to consider more in your practice and consider how you can begin to include these more in your practice.
4. Use your responses to the questions in part 2 to write your **professional mission statement** as dance educator.