

# **Dancetrain Professional Learning Activity**

Dancetrain Issue: **JanFeb 2022** *Adjudication* **p34 & 35**

Activity Name:	Adjudication	Activity Type:	Elective PD: <i>Professional Reading &amp; Self-evaluation/observation</i>	
Accreditation Level:	Proficient, Highly Accomplished & Lead	Duration:	1 hr	
Teaching Standards:	1.1.2 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.		3.1.2 Set explicit, challenging and achievable learning goals for all students.	
	3.6.2 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.		4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	
	5.3.2 Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.		6.3.2 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	
How did this activity address the Standard Descriptor/s?	Teachers have the opportunity to evaluate the benefits of dance eisteddfods and competitions within their teaching context and students' context. They connect and discuss with other dance teachers to find the most suitable competitions that are inclusive, fair and ethical for academic dance students.			

## **Task**

1. Read the Interview with Adjudicator "*Christina Di Giuseppe*" article on p33 & 34 of JanFeb 2022 issue of Dancetrain
2. Teacher identifies the benefits they see in eisteddfods and competitions for their students and reflect on any Positive and negative experiences they had as teacher at these events.
3. Review previous group performances you have on film and any past eisteddfod papers you might have. Put your "Adjudicator Hat" on. Consider the criteria that the Adjudicator might be using and mark these pieces as they might be in a competition, not in your classroom/syllabus or assessment criteria.
4. Revise the competition criteria and evaluate if the competitions are providing suitable outcomes for your students in their context.
5. Conduct some research within your dance teacher network to gather information about eisteddfods that are suitable for Academic Dance students