

DANCE

SUBJECT EXPERT GROUP RESPONSE FEEDBACK TO PHASE 1 MATERIALS

The Dance Subject Expert Group (SEG) would like to thank those who took the time to review the Dance subject content. We received 28 responses to the online survey.

It was encouraging to read the overall positive responses to the proposed subject content. There was strong support for the Learning and Assessment Matrices, as well as for how Mana ōrite mo te mātauranga Māori is reflected in the materials.

Your feedback indicated a need for clarification of the Assessment Matrix and more specificity regarding assessment. Further consideration regarding the inclusion of mātauranga Māori was also recommended to ensure that learners from all cultures and backgrounds feel welcome and included within the Dance learning environment. You also offered valuable comments and suggestions for refining the proposed subject content as we move into Phase 2 of the Review of Achievement Standards (RAS) project.

The feedback has been collated into main themes that the SEG have now discussed and responded to. All feedback was documented and will continue to be considered as we move into Phase 2, with the following three themes emerging as the most significant amongst the comments and suggestions received.

Theme One:

Further clarification and specificity of assessment

Response

Assessment will be clarified in detail when Phase 2 subject content is published in August. Phase 2 products include the Achievement Standards, Internal Assessment Activities with Assessment Schedules, Conditions of Assessment and associated materials. Further guidance including exemplars of student work will be provided after the pilot in 2022.

The Phase 1 Dance content currently published and consulted on is foundational subject content, with an indication as to the direction of assessment. This is published early in the development process to give you the opportunity to comment on the proposed teaching and learning at a formative stage. The SEG is currently using the compiled Phase 1 survey feedback to refine the subject content.

There is also ongoing discussion regarding the credit weighting of the Achievement Standards. It was felt that giving the more performance-based Standards (namely 1.1 and 1.4) a slightly higher credit value would place more emphasis on the practical aspects of the subjects while still offering the opportunity to undertake written work under 1.2 and 1.3. Further consideration of the credit weighting will be undertaken, and clarification given around this in the publication of the draft Achievement Standards.

There will also be continued development and refinement of the Course Outlines, to be republished as part of Phase 2 of the RAS project. These refined Course Outlines will give

further examples of what teaching, learning, and assessment may look like throughout the year and will offer suggestions and general guidance to kaiako on how to teach using the proposed Learning Matrix and assess their students under the new Achievement Standards.

Theme Two:

Consideration of how mātauranga Māori has been included

Response

The SEG and the Ministry have noted the points raised around the inclusion of mātauranga Māori within the proposed Dance subject content. The inclusion of this content is part of the wider RAS project's goal of mana ōrite mo te mātauranga Māori. As we work towards the second drafts of these materials, discussions will continue between the SEG and our advisors in the Ministry as to how to incorporate this content appropriately with emphasis on inclusivity for ākonga of all backgrounds and identities.

For example, the Assessment Matrix was designed to be broad in scope so it could be adapted to a variety of cultural contexts. Being able to offer subject content that can be shaped to meet the diverse needs of all dance students throughout Aotearoa New Zealand will continue to remain a primary focus for the development of the Dance subject content.

Finally, there will be continued discussion with the Ministry's Ākonga Māori team in order to ensure that the diversity of Ākonga Māori is also acknowledged, and that mātauranga Māori can be included in an enriching way that is welcoming of all students. The guiding principle of Dance under the RAS project is that the students' cultures are valued and have a place in their learning within the subject.

[A response from the Ministry regarding PLD can be found here.](#)

Theme Three:

Learning Matrix and TLAG need further refinement

Response

While there was a positive response to the Learning Matrix overall, it is understood that there is still room for improvement and further refinement. Work will continue on the Learning Matrix throughout Phase 2 of the RAS project to ensure it stands as a robust and intuitive guide for all NCEA Dance educators. Discussions have already begun amongst SEG members in regard to the sixth Big Idea:

Dance fosters the growth of a holistic set of knowledge, skills, and dispositions.

Feedback suggested that this Big Idea could either be incorporated into the other Big Ideas, incorporated into the Significant Learning, or removed altogether. This decision will be made by the SEG as a group and the Learning Matrix updated accordingly.

Furthermore, there were a number of helpful comments about specific wording and suggested changes to the Significant Learning. The Ministry has documented these

suggestions and will be using them to rework and refine the Significant Learning for the next draft of the Learning Matrix, which will be published at the end of Phase 2.

As with the Learning Matrix in Theme Three above, work is already underway to reword and refine the Teaching, Learning, and Assessment Guide (TLAG) in order to make it clearer and easier to engage with. This is in response to feedback from the online survey that suggested the TLAG content was in need of further development. There is ongoing collaboration between the SEG and the Ministry to reword and refine this content overall during Phase 2 of the RAS project.