



National  
Dance  
Teachers  
Association

# Annual Report 2006-2007

National Dance Teachers Association  
[www.ndta.org.uk](http://www.ndta.org.uk)

# National Dance Teachers Association

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## EXECUTIVE COMMITTEE 2006-2007

<b>Chair</b>	Veronica Jobbins <i>Head of Professional and Community Development, Laban, London</i>
<b>Vice Chair</b>	Carolyn Woolridge <i>Learning and Teaching Consultant, Conservatoire for Dance and Drama (Staffordshire)</i>
<b>Treasurer</b>	Suzanne Priest <i>AST Dance, GCSE Dance Advisor</i>
<b>Secretary</b>	Judy Evans <i>PE, Dance &amp; Arts Education Consultant (Berkshire)</i>
<b>Committee Members</b>	Lucy Pocknell <i>AST &amp; Manager for Dance, Davison High School, Worthing</i>  Kate Beveridge <i>Teacher of Dance, St Bartholomew's Business and Enterprise College, Newbury</i>  Penny Perrett <i>AST Dance, Advisory Teacher for Performing Arts, Worcestershire</i>  Rachael Jefferson-Buchanan <i>Lecturer in PE, Dance &amp; Primary Professional Practice, Bath Spa University College</i>  Andrew Cox <i>Drama Teacher &amp; i/c Dance, Lordswood Boys School, Birmingham and Community Dance Practitioner, Staffordshire</i>  Laura Shepherd <i>AST and School Sports Coordinator for Dance, North Tyneside LEA</i>  Yvette Jarvis <i>Head of PE and Dance, St. Angela's Ursuline School, Newham, London</i>  Fiona Smith <i>Programme Leader for Physical Education and Dance, Chelsea School, University of Brighton</i>
<b>Co-opted Members</b>	Alison Saridogan <i>Senior Lecturer in Dance, University of Greenwich, London</i>  Chris Stenton <i>Development Director, Foundation for Community Dance</i>
<b>Executive Trainees</b>	Jane Woolley <i>Freelance Dance Artist and Educationalist, Brighton &amp; Hove</i>  Stephen Mason <i>Dance Development Officer, Learning and Access, The Place, London</i>
<b>Dance Matters</b>	Martin Hargreaves (Editor) <i>Laban, London</i>  Sue Cottam (Assistant Editor) <i>Freelance, Dorset</i>  Rachael Jefferson-Buchanan (Assistant Editor) <i>Lecturer in PE, Dance &amp; Primary Professional Practice, Bath Spa University College</i>

# Introduction

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The NDTA Conference at Laban in November 2007 *Changing Times* will be looking forward to the future for dance education. It reflects the considerable changes that will have impact on dance in schools, many of them having started over the last year.

During 2006/07 the NDTA has had the considerable challenge of responding and being pro-active to many government initiatives and education policy changes, to ensure that there is an authoritative voice for dance in schools. It has been a very busy year, which has included the QCA Curriculum Review, changes to the GCSE Dance specification, Tony Hall Dance Review and others mentioned later in this report.

In addition to the direct dance education focused activities of the NDTA, the association has finally completed the process of incorporation and becoming a company limited by guarantee, with charitable status. Thus the AGM in November at Laban is the second AGM and this annual report is the first of the new association.

The report is organised under the following headings and reflects the format of the first Strategic Plan for the association, a major area of work recently completed by the NDTA Executive Committee, the main strands and key objectives are of which are included at the end of the Report.

- Dance Education
- Governance, Management and Strategic Leadership
- Communications
- Systems

In 2008 the NDTA will be twenty years old. In the autumn, we will see the 50<sup>th</sup> issue of *Dance Matters*. It seems that it is time for us to review the role of the NDTA and reflect on how it can function most effectively on behalf of dance in schools. It is essential given that the NDTA is run by a voluntary Executive Committee with only part-time administrative and management staff, that the association had clear priorities and work plan to support ongoing developments. The new Strategic Plan, led by the Vice-Chair Carolyn Woolridge provides a sound basis for future planning.

The NDTA continues to be a very active and respected subject association due to the continued effort and commitment of many people; mostly in addition to their “busy day jobs”. I would like to thank all the Executive Committee, Executive Assistants and employees for their continued support and considerable hard work on behalf of the NDTA.

**Veronica Jobbins**  
**NDTA Chair**

## Dance Education

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### National Debate and Initiatives

A key aim for the NDTA is to make a full contribution to the national debate on education and dance in schools. This year has been particularly busy as we contributed to a number of QCA initiatives including the on-going QCA Futures debate. We were pleased to see two quotes from our response to the request for *1000 words to shape the future* included in the subsequent QCA publication *Futures: Meeting the Challenge* (2006).

Following a consultation meeting in March between members of the executive committee, regional representatives and other invited members of the dance education community, we made a full and very detailed response to the draft proposals for Physical Education for Key Stages 3 and 4. Although very few changes were made to the consultation documents in the final documents (published in July), there appears to be a few amendments that reflect some of the changes we suggested. However, we remain very concerned at the lack of emphasis on the, artistic and cultural nature of dance within the document and the lack of emphasis on a broad and balanced curriculum. We are apprehensive as to the potential impact of the new proposals on timetabled provision for dance, which we see as an entitlement for all pupils.

Members will be aware that as the numbers for GCSE Dance have increased significantly over recent years, the subject is now able to have its own subject specific criteria. In February, the NDTA made a very full response to consultation by QCA on the first draft of the subject specific criteria for GCSE dance and a further response to the document published for wider consultation between May and September. The QCA took considerable note of our first response and we hope that our further comments will be as well regarded.

The shortage of specialist dance teachers in schools remains an ongoing issue for our members and we were very concerned when the Teacher Development Agency (TDA) announced a cut to reduce the number of PGCE numbers in most subjects including dance. In last year's Annual Report, we reported that we had arranged a meeting with the TDA to discuss the reduction of places for dance. In the meeting, we were able to put forward the argument for maintaining teacher training numbers based on the NDTA research and evidence from members.

We reported last year on the DfES<sup>1</sup> initiative to develop a closer working relationship with subject associations. Following considerable work undertaken by the Subject Association Steering Group during the summer of 2006 and a subsequent report to ministers, Lord Adonis agreed to support two proposals arising from that work. The first is the formation of a Single Council for Subject Associations (CfSA) which we have been invited to join and, which should be in place before the end of the year. The second, still to be developed, will be a primary resource sent on a regular basis to all primary schools. The NDTA will be responsible for a primary package for dance. NDTA has been very much a part of these developments through its membership of the Subject Association Working Group. We have found it particularly useful channel of communication with other subject associations and look forward to this continuing through the CfSA.

During the last year Tony Hall (Director Royal Opera House) was asked by government to undertake a short and focused review of dance for young people in and out of schools. His report was presented jointly to ministers at the Department for Culture, Media and Sport and the then Department for Education and Skills. The government response is expected to be published in the autumn. The NDTA was consulted fully by Tony Hall in his preparation of the report and we look forward to hearing the outcome, which we expect to be significant for dance in schools.

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<sup>1</sup> DfES - now the Department for Children, Schools and Families

## **Partnerships**

The NDTA has developed a number of successful partnerships with arts, physical education and education agencies in order to facilitate dance development projects.

Following publication of *Dance Links – A guide to delivering high quality dance for children and young people* (DfES, November 2005) produced in partnership with Youth Dance England as part of the Dance Links initiative funded through PESSCL, NDTA has delivered the first year of Making Links on behalf of Youth Dance England as part of the Dance Links 2. Making Links aims to facilitate the development of high quality dance projects through promoting the best practice identified in the Dance Links guide. Two training and networking days took place in each of the nine YDE regions, one last autumn and one during the spring. The first day provided training for dance artists, practitioners and out of school providers and the second brought them together with those working in and with schools to promote out of school dance activities – specifically Partnership Development Managers (PDM's) School Sports Coordinators (SSCo's), dance and physical education teachers. Feedback has been very positive and the programme is being repeated in each region during autumn 2007 and spring 2008.

The Dance Network, a partnership now in its fifth year, between the Youth Sports Trust, Specialist Schools and Academies Trust (SSAT) and the NDTA, had a productive year, which saw the launch and dissemination of the Best Practice Dance DVD Toolkit and a range of projects involving 5 Schools Sports Partnerships and SSAT lead practitioners.

A major achievement for the NDTA, in partnership with the Association for Physical Education (afPE) was the joint publication of *A Practical Guide to Teaching Dance* written by Lucy Pocknell and Fiona Smith, both NDTA Executive Committee members. This excellent resource for KS3 teachers has been very popular and we have been pleased to extend our partnership with afPE to organise a national programme of professional development linked to the publication.

In addition, the NDTA has been part of a new initiative, the Dance Training and Accreditation Project funded by Nike, Arts and Business and Youth Dance England (YDE). Led by Laban, this major strategic project has brought together key national organisations in the education and youth dance sectors to address the significant barrier to increased access and participation in high quality dance for young people arising from the lack of appropriate and nationally recognised accredited training opportunities for those working with young people within and beyond the curriculum. Other organisations involved are the Foundation for Community Dance, Youth Dance England, Dance UK and the Council for Dance Education and Training. The first stage of the project has been an extensive research and consultation phase led by Suzanne Burns (Research Consultant) who will be reporting on the first phase of the project in autumn 2007.

## **Continuing Professional Development**

The 2006 annual conference *SHAPE up to Dance* was held at Elmhurst School of Dance in Birmingham and was attended by over 150 members an impressive number of whom made the early morning classes before the AGM. Workshops and seminars explored ways in which dance education can address the five outcomes of Every Child Matters and the keynote delivered by Jonothan Neelands, was followed by an exciting performance by children and young people the youngest of which consisted of a nursery class of three and four year olds performing their *Spiderman* dance.

A new programme of professional development has been planned for 2007/08 including a series of ten one-day GCSE courses with three different themes – developing GCSE dance, developing pupils' performance skills and developing pupils' choreographic skills. They are being delivered at different venues across the country and will continue until the summer term 2008.

As mentioned above, the NDTA, in partnership with the Association for Physical Education (afPE) has been delivering CPD for KS3 teachers based on the new publication *A Practical Guide to Teaching Dance*.

## **Resources and Publications**

During the year, 3 successful issues of *dancematters* have been published. Members continue to comment on how much they look forward to its arrival and that they particularly appreciate the resource pages, which refresh their everyday teaching and practical delivery ideas, the review pages which help keep them up to date with new dance resources and the meatier articles about education and dance in education.

From autumn 2007, Ian Bramley, a former Editor of *dancematters*, is taking over the role from Laban who have managed the publication of *dancematters* for a number of years. Ian's professional experience and knowledge will be a great help in producing a publication of which we can be proud. We wish to thank Laban, and particularly Martin Hargreaves assisted by Thom Shaw, for their editorship of *dance matters* and their valuable help in editing articles, compiling contributions and ensuring that the content is well presented. We are very grateful to Sue Cottam (NDTA) and Rachael Jefferson-Buchanan (NDTA) who have continued to work together as Assistant Editors supported by other NDTA Executive Committee members.

During the year, considerable work has been undertaken to update the NDTA Resource List for Teachers (last updated in 2004). The latest edition, supported by funding from the Specialist Schools and Academies Trust has been revised and extended. It is due to be published with a new title during the autumn term and will be sent free to all NDTA members.

Despite limited resources we have endeavoured to keep the information on the NDTA website [www.ndta.org.uk](http://www.ndta.org.uk) up to date. However, we are aware that there needs to be a review of the present format and organisation of the site. We are also aware that there is a need to develop the resources available for those teaching dance in schools. Whilst we have little money available for a major re-structuring of the site, we are aiming during the next academic year to extend the content.

## **Governance, Management and Strategic Leadership**

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In the absence of a paid director or other paid officers with dance expertise, the Executive Committee has nominated named officers to form the Strategic Leadership Group (SLG). This in effect acts as a senior management team with overall responsibility for safe governance, efficient management and long-term stability of the association. The Group also leads on core and strategic dance education activities focused towards enabling the NDTA to achieve its vision *to ensure that all children and young people in the United Kingdom have equal access to a high quality dance education*; these have been reported on in the first part of this Report.

In terms of its governance and employer responsibilities, the Executive Committee has continued to make progress with the development of various policies and procedures. We have implemented a staff appraisal system during the year and some support has been made for professional development. For the first time, we have a Strategic Plan with an accompanying action plan, which is helping us to focus on how we can prioritise and manage the work of a voluntary committee more effectively.

The NDTA office has continued to operate from the Staffordshire University Business Village in Lichfield but with two, rather than one, part-time members of staff. During the year, the General Manager has overseen changes related to NDTA's new company status and all other relevant issues arising from that change. She also oversaw the recruitment and induction process for a new administrative assistant something, which previously has been organised by individual members of

the Executive Committee. The advantages of having two people in the office have been considerable and we are endeavouring to find a way to maintain this position.

In March 2006, the unexpected level of response to an advertisement for regional representatives and the questions posed by those expressing an interest led, us to reflect that it had been quite some time since we had considered how we manage and support our regional network. In discussion with our existing representatives and through a subsequent survey, we have undertaken a review of the way in which we advertise and recruit representatives, their roles and responsibilities and, the way in which we support and communicate with them. A new recruitment process is now in place and we have also taken the decision to implement five-year terms of office but without a limit on how many terms of office, representatives can serve. We have always been very grateful for the support and dedication of our Regional Representatives but thought it important that it should not seem to be a 'job for life'. We also felt that we needed to provide opportunities for new people to come forward.

We are keen to strengthen our regional network and are delighted that Mandy Quill the current Regional Representative for the South Coast, has agreed to be co-opted to the Executive Committee to act as the Regional Representative Coordinator from the start of the new academic year.

## **Communications**

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Whilst nationally, we are well established within the education sector as the lead subject association for dance, there is a need to strengthen perceptions that we are the voice for dance in schools within the wider dance / arts world and within schools that do not have dance specialists. As a first step we have been working with Ian Bramley, to produce a new publicity / membership leaflet. During the year, we have established a number of strategic email groups, which has enabled us to circulate information to a wider audience regarding NDTA business and events. Judging by some of the responses, this appears to have had some impact in increasing awareness of who we are and what we do. In addition, we wish to strengthen the way in which we communicate with our regional representatives particularly regarding the core business of the association and have a number of ideas which will we explore at the Regional Representatives meeting in October 2007. In order to take forward the priority in the Strategic Plan of improving communications, we have established an External Relations Working Group.

## **Systems**

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During the year, work has been undertaken to improve our financial and administrative systems. The General Manager has overseen changes in the way the accounts are operated and the new accounting system makes it possible to provide a fuller picture of project costs. In addition, the accounts have been moved from the NatWest in Walsall to the Lichfield branch necessitating some changes in the bank accounts held by NDTA. It is now a priority to ensure that financial and administrative systems are fully documented.

## **Financial Report**

As explained earlier in the report, during the 2006/07 financial year, NDTA changed its status and became a company limited by guarantee which necessitated re-registering as a new charity. Operations under the association's original charity status closed at the end of September 2006 and the remaining funds were transferred into the new charity.

**Note:**

*The income and expenditure accounts for the 2006/07 are not presented in this version of the annual report but are available from the NDTA office on request.*

# NDTA Strategic Plan 2007-2010

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Main Strands & Key Objectives	Themes
<p><b>Strand 1 Dance Education</b></p> <p>To sustain and extend work focused towards supporting the development of high quality learning and teaching in dance</p>	<p><i>Contributing to national debate and policy development</i></p> <p><i>Sustaining current partnerships and developing new partnerships where appropriate</i></p> <p><i>Improving the availability of appropriately trained teachers teaching dance in schools</i></p> <p><i>Providing high quality continuing professional development opportunities</i></p> <p><i>Providing high quality resources and up-to-date information for those teaching in schools</i></p>
<p><b>Strand 2 Governance, Management and Strategic Leadership</b></p> <p>To consolidate and develop measures to ensure safe governance, efficient management and long term stability of the association</p>	<p><i>Policy and strategic development</i></p> <p><i>Improving and maintaining the efficiency and effectiveness of management structures, committees and working groups</i></p> <p><i>Strengthening the NDTA regional infrastructure</i></p> <p><i>Consolidating and improving staffing</i></p> <p><i>Monitoring physical resources</i></p> <p><i>Meeting legal requirements and embedding best practice regarding governance and employer responsibilities</i></p> <p><i>Implementing and sustaining business planning based on the Strategic Plan</i></p> <p><i>Income generation</i></p> <p><i>Strengthening risk management</i></p>
<p><b>Strand 3 Communications</b></p> <p>To improve internal and external communications</p>	<p><i>Improving and maintaining effective internal communications</i></p> <p><i>Strengthening external communications and perceptions of NDTA</i></p> <p><i>Improving publicity materials</i></p> <p><i>Increasing membership</i></p>
<p><b>Strand 4 Systems</b></p> <p>To ensure that operational systems and procedures are efficient, appropriate and effective</p>	<p><i>Refining and documenting administrative and financial procedures</i></p>