

Submission
No 75

INQUIRY INTO ARTS AND MUSIC EDUCATION AND TRAINING IN NEW SOUTH WALES

Organisation: Dance Educators Professional Teachers Association Incorporated
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Preamble

This response to the *Joint Select Committee on Arts and Music Education and Training in New South Wales' Inquiry into Arts and Music Education and Training in New South Wales* is submitted by the Dance Educators Professional Teachers Association Incorporated (DEPA NSW) on behalf of students and teachers of dance in NSW schools. The response will focus on Dance Education as a fundamental component of Arts Education, as indeed the Inquiry also focuses on Music Education.

Dance Educators Professional Teachers Association Incorporated (DEPA NSW)

DEPA NSW (hosted by the Professional Teachers Council NSW) was originally established in 1999 to support the teaching of Board of studies NSW (now NESA) devised dance syllabuses (K-12). Following a temporary hiatus the association was rebooted in 2016 with the following goals:

Foster Teaching and Learning in Dance

- Promote quality dance teaching.
- Encourage effective student learning in dance.
- Share information on quality classroom practices.
- Develop networks of information on dance.

Assist with Professional Development.

- Provide professional development courses in dance for teachers and students.
- Develop regional networks.
- Encourage cooperation and understanding between teachers in various Key Learning Areas.
- Promote mutually beneficial activities between schools, tertiary institutions and others involved in dance.
- Provide dance professionals with a forum for discussion.

Act as an Advocacy body

- Represent the Association's views on dance education on various boards and committees.
- Make submissions on issues relating to dance in education to various organisations.
- Encourage links with state, national and international bodies with interests in dance in education.

Arts Education in an International Jurisdiction:

The goal of an Education in the Arts in California is Artistic Literacy

Artistic literacy requires understanding that each arts discipline has a unique language—a language that developed through the historical practice of the discipline and continues evolving through contemporary practice. These languages are complex and multifaceted. Learning the languages of the arts disciplines through in-depth immersion and training, an artistically literate person understands and employs the unique symbol systems of the arts disciplines in order to convey and interpret meaning (California Department of Education, 2021 p:4).

This is why, for over 40 years, California Education Code has recognized that the arts are a core component in every child's education. California understands that students need arts education throughout their TK–12 schooling to become citizens who communicate powerfully and diversely; create and innovate personally relevant work; connect to culture, history, and society; feel a sense of well-being, and actively participate in their communities. This recognition, which emphasizes the inclusive nature of the arts, stipulates the following:

Education Code Section 51210:

(a) The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study: ... (5) Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.

Education Code Section 51220:

The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study: ... (g) Visual and performing arts, including dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression. (California Department of Education 2021:5).

Why Dance?

Dance is an embodied way of knowing and understanding one's self, others, and the world. As such, dance provides unique and unparalleled ways of knowing and expressing. Dance education in California's public schools enriches students' lives by providing challenging, engaging, personally fulfilling, accessible, diverse, and creative learning experiences. The study of dance develops lifelong

creative and artistically literate individuals. Dance enables the individual to actualize abstract ideas, express feelings, and inquire into and investigate how to solve problems.

*Students become artistically literate in dance by creating dance, responding to dance, performing dance, and connecting to dance. **The California Arts Standards in dance** articulate learning expectations that support students' development of artistic literacy by illustrating the actual processes in which dancers engage as creative individuals. A sequential, standards-based education in dance, delivered throughout the TK–12 years, allows students to become increasingly fluent in dance as they engage in the creative practices of dance and benefit from opportunities to perform and respond to dance. Students connect, synthesize, and combine dance knowledge and personal experiences with disciplined practice in ways that deepen their understanding of the world as inquisitive self-motivated lifelong learners. (California Department of Education, 2021:109).*

The value of an Education in Dance

Dance provides a powerful context within which to develop general competencies that are considered essential for the acquisition of effective, higher-order thinking skills which are necessary for further education, work and everyday life.

Through the study of Dance, students are challenged to think critically, creatively and reflectively through the engagement in higher-order thinking skills. Students manipulate abstract ideas, draw on previous learning, analyse and synthesise solutions and also test and evaluate their solutions. The subject acknowledges the cultural diversity within the Australian community and offers students opportunities to reflect on their own and others' life experiences as part of the course content (DEPA NSW).

Dance Education in New South Wales' Schools – Background

Prior to 1989, the teaching of dance in NSW secondary schools was largely constrained to a mandatory component in the *Physical Education Syllabuses*¹. Dance was taught as a separate elective subject only in those schools that had interested students, specialist trained staff and a school devised (as distinct

¹ From at least 1974 (the starting point of this research), dance, along with games, gymnastics and sport, has been a mandated component of the Years 7-10 Personal Development, Health and Physical Education syllabus.

from Board of Studies devised) Board of Secondary Education approved curriculum², a supportive school community and appropriate facilities.

The educational movement that led to the development of *Dance* as a subject within its own right, sited in the *Creative Arts Key Learning Area*, can be traced to the 1974 Australia Council [For the Arts] and the Schools' Commission wide-ranging national inquiry into the place of the arts within the education system. *Education and The Arts*, a status report of arts education in New South Wales that was published in conjunction with the *National Report* (Schools Commission and Australia Council, 1977), noted the following in relation to dance education: 'Dance is not taught as an arts subject in its own right as music and art are in secondary schools (1977:102). Further that:

The study of dance as an art form involving aesthetic, critical and compositional aspects, as well as a wider range of models for the teaching of dance at all levels of education, has been largely neglected in this state.

(Schools Commission and Australia Council, 1977: 105).

In compiling the *Report*, the NSW Sub-Committee undertook a series of teacher surveys at both the primary and secondary level. Three questionnaires were prepared. For secondary schools the following surveys were returned:

- **Survey A (Groups of Arts Teachers:** 27 responses from the 30 schools surveyed, involving 191 teachers). For this group their response to **'the factors most supportive of teaching effectiveness in the arts in secondary schools'** (Schools Commission and Australia Council, 1977:163), indicated (in priority order): ***school administration support, adequate resources and trained specialist teachers; small classes; adequate finance; individual teacher's work/initiative; and good facilities.*** The priority list of **'factors most obstructive to teaching effectiveness in the arts in secondary schools'** (Schools Commission and Australia Council, 1977:170), in addition to the above, included: ***syllabuses; lack of community interest; insufficient teaching time; and the rigidity of the school timetable.***
- **Survey B (Principals and/or Deputy Principals:** 27 responses from 30 schools, involving 27 teachers) identified: ***adequate funding; good equipment; adequate accommodation;***

² School Courses were an initiative of the Board of Secondary Education (became the Board of Studies NSW, in 1990) whereby a school could write a course that met the needs of a particular group of students in Years 7 - 10, submit it to the 'Board and have it approved for the award of the School Certificate. A similar mechanism 'Other Approved Studies' was created for courses for senior students (Years 11 - 12).

creative staff; and school administrative support (Schools Commission and Australia Council, 1977:166). The list of '**obstacles**' included: **teachers' limited training and skill; the limitation of the organisation of the timetable; exam pressure; poor staff attitude; and lack of suitable training** (Schools Commission and Australia Council, 1977:166).

- **Survey group 'C' (Individual Teachers:** 30 responses from 30 schools involving 94 teachers, saw **the greatest obstacles** in implementing effective programs in the arts in secondary schools as being: **shortage of money, timetable and equipment; class sizes; lack of facilities and time; apathy – absence of tradition; society's poor attitude to the arts; accommodation; lack of skills and the need for advanced study; deficiencies in the syllabus; and lack of integration** (Schools Commission and Australia Council, 1977:170).

In February 1984 a committee was formed by the Board of Secondary Education, at the direction of the Minister for Education (NSW), to make recommendations concerning the direction of the study dance in NSW schools. The impetus for this action by the Minister was a request from parents of students studying classical ballet examinations in private dance studios to have these 'external studies' accredited for the award of the Year 10 School Certificate. As a precursor to any decision being taken, the Committee distributed a questionnaire to 600 schools (347 responded) to determine the state of dance teaching in secondary education. The respondents were mainly coordinators or assistant teachers without specialist dance qualifications. [Of the 38% who responded as having obtained dance qualifications, the majority were holders of the bronze medallion in Ballroom and Latin and American dance or proficiency awards, which were gained as an outcome of their Physical Education training].

The *Report* found that while 80% of responding schools had a dance program, in 71% of these cases it was simply the mandatory dance component of the *Physical Education Syllabus*. In only 57% of cases had the program extended beyond five years. The fact that 20% of schools did not have a dance program, even as part of the mandatory physical education core studies, was seen as being symptomatic of the problem at large. Physical education teachers (62% of the respondents without any specialist dance training), reported being uncomfortable about teaching dance to the point where it was neglected despite it being a mandatory area of study in the *Physical Education Syllabus*.

The Committee recommended the development of a dance syllabus for secondary schools (Years 7-10) as separate course of study in its own right, as with music and visual arts. The aim of the syllabus (1987:5) was that students 'compose, perform and choreograph in dance'; and 'appreciate dance as a performing art'.

In 1996 a *Dance 7-12 Syllabus Advisory Committee* (Board of Studies NSW, 1997:2-3) noted that at the time there were 1,555 students studying *Dance in Years 7-10* in New South Wales' schools, relative to a total Year cohort of 82,047 (in 1994 that number was 1,194 students out of a candidature of 75,959). Of those schools offering *Dance in Years 7-10*, 66% also offered the *2 Unit Dance HSC Syllabus Years 11-12*. Of the respondent schools in 92% of cases, between one and three teachers taught dance, 38% were supervised by Head Teachers of PDHPE (Personal Development, Health and Physical Education), and 42% by Head Teachers/Coordinators of Performing Arts or Creative Arts.

In 1996 the NSW Government commissioned the first review of the HSC since its implementation 20 years previously. The review (McGaw, 1997) led to a series of recommendations which were seen to offer '... a new curriculum structure, new approaches for assessment and reporting of students' results and redefined links between secondary and further education' (McGaw, 1997: preface).

McGaw (1997), in his final report on the structure and range of courses to be offered for the 'new' HSC, recommended the continuation of both *Dance* and *Classical Ballet*. The Board of Studies NSW decided however that *Classical Ballet* as a course in its own right should be removed and its outcomes, where relevant, incorporated into a revised *2 Unit Dance Syllabus*:

The Dance 2 Unit and Classical Ballet 2/3 Unit courses have both undergone HSC Subject evaluation, and as a result the Board has decided that Classical Ballet will be incorporated into the Dance syllabus. (Board of Studies NSW, 1998:2).

The revised *Stage 6 Syllabus - Dance, Preliminary and HSC Courses*, was approved in June 1999. The *Preliminary Course* was implemented in 2000 and the *Higher School Certificate Course* examined for the first time in 2001. In the syllabus' *Rationale* it stated that:

The *Dance Stage 6 Syllabus* emphasises dance both as an art form in its own right as an exciting medium for learning that fosters students' intellectual social and moral development. The art form of dance has a theoretical base that challenges the mind and the emotions, and its study contributes to the students' artistic, aesthetic and cultural education...Through the study of dance as an art form, students learn the skills of dance, to perform and create dances, to critically analyse, respond, enjoy and make discerning judgments about dance, and to gain knowledge and understanding. (Board of Studies NSW, 1999:6).

Dance Education in New South Wales' Schools – Dance Syllabuses Years 7-12 key dates

1985: The K- 12 Dance Statement was launched by the Minister for Education

1989: Dance 7-10 Syllabus was implemented

1991: 2 Unit Classical Ballet Syllabus was implemented.

1992: 2 Unit Classical Ballet Syllabus was examined for the HSC (as a Category 'B' subject: the subject would appear on the HSC but it would not count towards an ATAR)

1992: 2 Unit Dance Syllabus was implemented

1993: 2 Unit Dance Syllabus was examined for the HSC (as a Category 'A' subject: the subject would appear on the HSC and the result count towards the award of an ATAR)

1999: The 2 Unit Classical Ballet Syllabus was discontinued and merged with the 2 Unit Dance Syllabus as relevant and appropriate.

2003: The Dance 7-10 Syllabus was revised.

2023: The Revised Dance 7-10 Syllabus was released. Its first full revision in 20years. It is to be fully implemented in 2026

2024: Revised K-6 Creative Arts Syllabus to be released for full implementation in 2027

2025: Revised Dance 11-12 Syllabus to be released for full implementation in 2027, and examined for the HSC in 2028.

The Study of Dance Years K-6

Currently the study of Dance as a subject K-6 in NSW Schools is sited in the Creative Arts K-6 Syllabus. As of the writing of this submission the final version of this revised syllabus has yet to be released.

In its response to the **draft Creative Arts Syllabus K-6** released for 'Have Your Say' (September 2023) DEPA raised the following concerns:

Draft Creative Arts K-6 Syllabus (2023)

DEPA identified 'problems' with the 2023 Draft Creative Arts Syllabus K-6 that were attributed to trying to make four art forms fit one model, framework or common language. The result being that the focus area of Dance's '*distinct body of knowledge, creative and critical practices*' is compromised.

A Philosophical Disconnect between the Dance Strand of the Creative Arts K-6 Syllabus and the Dance 7-10 Syllabus.

The Creative Arts K-6 Syllabus states that Students engage in Composing, Performing and Appreciating *as interrelated practices in Dance*. DEPA is strongly opposed to this view. DEPA believes that Performing, Composing and Appreciating are in fact discrete and explicit practices, and which are clearly identified as such in the Dance 7-10 Syllabus, rather than some form of hybridisation.

DEPA has major concerns with the *Outcomes* in the Draft Creative Arts K-6 Syllabus (September 2023).

- outcomes across all of the art forms have been written with a common language and framework which is inconsistent with the statement in the Rationale that *each discipline has a distinct body of knowledge, creative and critical practices*. While it may be argued that using a common approach supports the generalist teacher, however **when that ‘common approach’ does not in fact simplify, declutter, or enable intrinsic and explicit knowledge and understanding, or support the public perception of the art form, then it needs to be reconsidered.**
- the relationship or non-relationship between the ‘content groups’ and the outcomes and content points.
- **in the focus area of dance the Early Stage 1 to Stage 3 outcomes fail to recognise the complexity of the content and the time that it takes to develop knowledge, understanding in skills in the practices relative to the age and stage of development of the students.**

DEPA believes that the Draft Creative Arts K-6 Syllabus Outcomes and Content (September 2023):

- **fail to demonstrate an understanding of current dance practice;**
- **fail to acknowledge *the intrinsic and explicit knowledge and skills* in dance referred to in the *Rationale* by adopting a common framework and language;**
- **are over-complicated and unrealistic; and**
- **do not align with the Dance 7-10 Syllabus (DEPA September 2023).**

The Study of Dance Years 7-10

DEPA NSW strongly supports the revised Dance Years 7-10 Syllabus (2023) and Dance Years 7-10 Life Skills Syllabus (2023) which are to be fully implemented in 2026. **DEPA believes that these Syllabuses reflect best practice in Dance Education.**

The Study of Dance Years 11-12

A revised Dance Years 11-12 Syllabus and a revised Dance Years 11-12 Life Skills Syllabus are currently being developed by the NSW Education Standards Authority (NESA) and have not yet been released for public comment. Prior to the release of the new syllabuses DEPA believes that the study of Dance Years 11-12 (1992-2024) to be best practice.

The public Profile of Dance in Education in NSW' Schools

Co-curricular Dance Programs in NSW Schools have very strong public support. In addition to the 2,300 dancers K-12 who perform in the Schools Spectacular each year (over the 40 years of the Schools Spectacular this equates to 92,000 dancers K-12), there are 7 regional dance festivals (Synergy Dance Festival, Sydney North Public Schools Dance Festival, South Coast Dance Festival, Riverina Dance Festival, In the Spotlight Dance Festival, Central Coast Dance Festival and the Far North Coast Dance Festival)

The longest running dance festival in NSW is the Sydney North Public Schools Dance Festival (SNPSDF). Established in the early 1980s its expansion, outreach and impact over more than 40 years has proven it to be an outstanding exemplar for Arts Education organisations. It is conservatively estimated that in its history, over 75,000 students have prepared for and performed on the SNPSDF Dance stage and that they have been watched by more 250,000 audience members.

- The 2023 Sydney North Dance Festival: 77 primary schools with 2,520 K-6 students performed in 120 items.

- The 2024 Festival at the Glen St Theatre involved 3125 students from 90 schools (74 Primary schools and 16 Secondary Schools). Students performed in 152 items in 28 separate shows over 12 days.
- Just on 10,000 seats were sold (in a 400-seat theatre) over the 12 days of the Festival. For many of these student participants and their attending audience members, this is a first and significant experience of the professional, live theatre and the arts in action.

The 2024 season of the Sydney North Public Schools Dance Festival once again demonstrated how important Dance Education is to our school communities.

The 5 pillars of the **SNPSD Mission Statement** are -

- **Inclusivity:** to serve students of all ages, genders, dance experience, teachers and schools across our region.
- **A reflection of the ethos and standards of public education:** with particular reference to age-appropriate and gender-appropriate values.
- **An understanding of Dance as a performing art** – within the curriculum, guided by the spirit and fundamentals of the K-to-12 Dance syllabuses.
- **An appreciation for the collaborative endeavour** – of students, teachers and parents in experiencing learning in Dance and realising and presenting Dance performances.
- **An aspiration for excellence** – in all aspects of teaching and learning, performance and production.
(Sydney North Region Public Schools Dance Festival 2024).

The preceding points address relevant aspects of the terms of reference of the inquiry:

- a. **the quality and effectiveness of arts education, with a particular focus on dance education including:**
 - (i) progress towards a long-term goal of quality arts education (in Dance)*
 - (ii) the present level and status of formal arts education including primary and secondary levels (in Dance)*
 - (iv) the role of arts organisations in the development of creative skills across the arts (in Dance)*
 - (vi) the efficacy of the current primary and secondary school curriculum in delivering learning outcomes in the arts (in Dance)*
 - (xii) notable approaches to arts in other jurisdictions (California Arts Education Framework).*

Concerns that impact on equitable access and the ongoing delivery of quality dance education in NSW Schools K-12.

Prioritising the study of Music and Visual Arts over the study of Dance and Drama which consequently refutes the equal value of each of the arts and equality of access.

Despite the wealth of evidence supporting the unique identity and equal value of each of the art forms in education, NESA remains largely alone in Australia (The National Curriculum The Arts F-10 places equal value on each of the arts) and indeed world education jurisdictions in prioritising the study of Music and Visual Arts over the study of Dance And Drama.

- **ACARA: *The Australian Curriculum: The Arts* offers students the opportunity to study all five subjects in the primary years of schooling, and to specialise in secondary school.**
- **NSW: Education Act 1990 Secondary – 11 (a) states that courses of study in each of the 8 key learning areas for secondary education are to be provided for each student.**
- **NESA ROSA requirements (current) Creative Arts 7-10: Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. The 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.**

In addition to the mandatory requirements (above) student may also elect music and visual arts as elective studies in Years 7-10, further limiting the opportunity for students to study dance and drama. This demonstrates a failure to provide students with equitable access to all art forms.

- **California Arts Education Framework: A standards-based arts education in all five disciplines with equitable arts learning experiences available to all students furthers students' academic goals, increases student engagement, enhances parent and community engagement, and improves school culture and climate. The intention of the arts standards is that they are equitable and accessible to each and every California student. (California Department of Education, 2021).**

Indeed it is ironical that the terms of reference of this inquiry: *That a joint select committee be established to inquire into and report on arts and music education and training in New South Wales* targets music education and refers to dance, drama and visual arts in the collective term 'arts'. This particular focus is potentially prejudicial to the study of dance, drama and visual arts and raises the question as to why there is this specific focus on music education? Should the conclusion be drawn that 'music education' is indeed not one of the arts and that it should be prioritised?

Declining student numbers in Dance Electives Years 7-12.

Dance in NSW Schools has a strong public presence. This is evidenced in the number of students performing in high public profile dance events such as regional dance festivals, state dance festival, the schools spectacular and Dance Callback (the public performance of exemplary HSC Works). However as with the arts and entertainment profession and industries generally there has been a significant decline in the number of students electing to study Dance in Years 7-12 (2020-2024). While the following potential causes remain untested it is reasonable to assume:

- **NESA's prioritising the study of Music and Visual Arts 7-10** devalues other art forms, limits their availability as subjects of choice, and has a flow-on effect to their study in Years 11-12.
- **NESA's prioritising of Music and Visual Arts in Years 7-10** forces school principals to allocate scant resources to those mandated subjects rather than supporting dance and drama. A result has been the closure of several high profile and successful dance programs in secondary schools.

Students currently electing to study dance in years 7-10 with the intention of continuing that study to the HSC may be prevented from doing so if the Principal or delegate decides that there are insufficient numbers to form a class in Year 11.

A school with an outstanding record of achievement in Dance and Drama will not offer those subjects in Year 9 and Year 11 2024, for the first time, on the basis of so determined 'small numbers' (9 students).

- **The ongoing public promotion of STEM subjects over STEAM** seemingly as a means to redress Australian students lower than expected academic results in world-wide testing.
- **Covid 19** had a significant impact on dance students HSC results. Further in response to the pandemic parents appear to have encouraged students' subject selection to a more specific ATAR career orientation.
- **The 'perception' of the negative scaling of arts subjects at the HSC** with a belief if that students do not receive a high band 6 score in HSC Dance it will reduce their overall ATAR. While this may be misinformation and NESA may refute the valuing/devaluing/messaging of particular subjects and their results, such view will hold sway while the results process remains clouded in secrecy.

DEPA in response to the perception of the devaluing of arts subjects at the HSC produced a resource for parents and teachers to help students make informed subject selection choices:

When it comes to subject selection, students are often thinking about the impact of their subject choice in relation to their future career prospects. In selecting dance there are the more obvious dance specific career opportunities including Professional Performance or Production roles, Primary and Secondary Education, Physiotherapy, Occupational Therapy, and many

Fitness and Health-related teachings including (Pilates, Yoga, Movement Therapies) or even moving into Arts Administration.

But more frequently, marks achieved in Dance contribute to students' prospects in more diverse (and not necessarily Dance related) careers in Science, Education, Law, Business, Economics and Technology.

Dance is a wonderful meld of Humanities and Sciences, which ultimately facilitate well-rounded, disciplined, goal-oriented young people with great interpersonal skills, characteristics which are high on any employer's ultimate wish list. Dance, the subject, is unique in the school curriculum. Students learn the physicality, mastery of artistic concepts and creativity required to produce moments of human-to-human connection and communication and experience the satisfaction and joy that is associated with the trained, moving body. But more importantly, Dance helps to create healthy, happy, adaptably intelligent, empathetic, and resilient young people. (DEPA NSW).

- **Students are encouraged by outside agencies to leave school to study dance with private providers who place more value on speculative success in the arts industries rather than the proven value of the wider outcomes available to students in a school setting.**

Teacher Training in Dance in NSW

From 1992 to July 2014 Dance Teacher training in NSW was available through The University of New South Wales, The Australian College of Physical Education and the Wesley Institute (as of 2014 the Australian College of Music and Performing Arts).

The UNSW Bachelor of Arts (Dance), Bachelor of Education 4 Year Program was accredited with the then NSW Institute of Teachers (now NESI). It provided graduates with the knowledge and skills to teach Dance as a subject in NSW' schools. The program also provided graduates with a second teaching area (Drama and English the most popular). The program was discontinued in June 2014. While the reasons for the closure remain conjecture it is suggested that: the low number of students by university standards (20-30 per year); that it was a practice driven with a specific career orientation; and that its courses crossed over two Schools (School of the Arts and Media and the School of Education) with neither having sole jurisdiction. This situation eventually led to its closure. The majority of teachers of dance in NSW Schools are graduates of this Program. Its closure has had a significant impact on the number of graduate teachers of dance in NSW and career opportunities for HSC Dance graduates.

ACPE and AMPA are private providers. ACPE currently offers a 3yr Bachelor of Dance Practice and a 4yr Bachelor of Dance Education. The Academy of Music and Performing Arts offers a 3yr (2yr

accelerated study) Bachelor of Dance. Graduates of the AMPA Program may seek to become teachers of dance by undertaking a Masters' Degree in Education at another Tertiary Institution.

While NSW has NIDA (affiliated with UNSW) and the Sydney Dance Company has a pre-professional training program, there remains a significant issue with the provision of dance in education at a tertiary level in NSW with consequences for teacher training and student pathways.

Concluding remarks

DEPA believes that the *Joint Select Committee on Arts and Music Education and Training in New South Wales' Inquiry into Arts and Music Education and Training in New South Wales* is indeed a timely and fortuitous opportunity to raise and hopefully see addressed areas of great concern pertaining to arts education at primary, secondary and tertiary levels. While DEPA recognises that the *Inquiry* is broader than simply Dance Education that is the area where we are most equipped to provide an informed response.

DEPA wishes the Inquiry every success in attaining its goals and looks forward to its report and recommendations.

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