

ABSTRACT

The topic of my dissertation is “The current issues in professional dance teacher education”. The purpose of my research is to provide a thorough critical analysis of the professional dance teacher (dance pedagogue) education system in Poland. The main focus is put on its legal, organizational and curriculum-related issues. Limelight is also cast on the dance educator teaching skills and teaching methods, especially in the context of lifelong learning.

The dissertation consists of six theoretical and empirical chapters. Chapter one discusses dance from four different point of views: anthropological, historical, artistic and pedagogical. Chapter two contains a comprehensive description of arts public education system in Poland, history of dance and dance education in Poland, organizational structure of public dance education in Poland (contrasted with selected examples of dance education systems in other countries) and state of research on dance education in Poland. Chapter three focuses on the art teacher and dance teacher skill sets. Chapter four presents in detail the scope and methodology of my research (document analysis, structured and unstructured interview).

Chapter five discusses the results of the conducted research. It starts with the critical analysis of the publications concerning dance teacher education system and dance teacher work (case studies, reports, statistical data) and legal aspects affecting aforementioned areas. Then I proceed to the examination of Arts Education Centre (Centrum Edukacji Artystycznej) policy. Next, I analyse the widely held stereotype of a “good dance teacher” and review the core curriculum of dance teacher academic education in context of acquiring pedagogical (behaviour management) and content-related (teaching methods) skills. I look over the differences between the “real” dance teacher skill set (based upon my research) and the skill set suggested by the modern pedeutology. To sum up the results of my study, I discuss the dance education as a part of the “arts in education” (learning through the arts) framework.

Chapter six contains the final conclusions and comments: the list of the most important issues in professional dance teacher (and dancer) education (outdated model of teaching, lack of the overall vision of development and changes, low professional self-esteem, falling interest in dance studies) and the potential solutions (less classical dance classes, more modern dance classes, introduction of dance “specializations” in public dance education system, promoting dance as a vital part of the “arts in education” in public (and private) education system, conducting regular evaluations) and recommendations/proposals for future

research directions (causes of low professional self-esteem of dancers and dance teachers, development of coherent methods of measuring the effectiveness of dance teaching in public dance education system, comparative study of public and private dance education system).