



Submission by William Trott to the inquiry into the extent, benefits and potential of music education in Victorian schools.

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Instrumental Music band programs were extremely successful in Technical Schools from the mid 1960's till early 1990's when the Tech division was taken over by the Secondary division. The Tech division had a large pool of instrumental music teachers who were recruited by Bob Qualtrough (Inspector of Schools) who was overseen by Basil Cronin. Phil Thorn (ex marine bandmaster brought out to Australia to conduct The Vic Police Band and later the RAAF band) was recruited to co-ordinate the program in the Western Region. The criteria for Instrumental music teachers in the Tech Division was at least 6 years experience as a professional musician so consequently most of the IMT's came from the RAAF Central Band. Most Technical schools in the Western Region had separate music blocks mainly due to Phil Thorns tenacious lobbying and submission writing. These Tech School music blocks were well stocked with instruments due to a lot of submission writing to the Supplementary Grants Program and later the DSP (Disadvantaged Schools Program).

The IMT's (Instrumental Music Teachers) were funded by the Region and were all based at Tottenham Technical School. There was a Thursday morning meeting of IMT's at the Base school. In the early 80's we formed 2 ensembles called "Sound Ed" (a name which I created) which performed on Thursday mornings at various schools (mainly primary) in the Western Region. The concerts by "Sound Ed" would demonstrate the various instruments of the Brasswind and Percussion family and the performances were outstanding but specifically aimed at recruitment for the IM programs. When "Sound Ed" was first formed the number of students choosing trombone had dropped off significantly in the region so the performances were geared around the trombone for awhile and the result is that a number of professional trombonist performing today is a result of that program. The "Sound Ed" program was disbanded after amalgamation with the Secondary division because of the need for more IMT's for these schools. I was asked by the Western Region Music Working Party to look at re establishing "Sound Ed" but I found the task would be difficult to do now because of the changing nature of IMT employment. IMT's were mostly employed full time and were regionally based but now their employment has been taken over by individual schools and now tends to be more of a part time workforce directed by individual schools rather than being co-ordinated more effectively at a regional level. It is worthy of note that Sandy Feldstein, renowned American Composer and music educator stated that this use of teachers' time was a unique innovation that he would be recommending as a model for adoption by educational authorities in the USA.

Employment status and career structure of IMT's.

The career path of an instrumental music teacher is virtually nonexistent in the government sector. There are many different modes of employment status for IMT's in the public sector some of them being:

1. Teacher trained IMT with a degree or diploma in music. Usually teachers with this qualification level would become classroom music teachers because they can then access a better career path.
2. Teacher trained without a music degree or industry skills. I have an example of a humanities teacher who decided that they wanted to teach instrumental music. Such a person gets employment preference (full registration) over an industry experienced musician because of the teacher training component and will access much higher salary levels.
3. Teacher trained IMT on a contract.
4. Ongoing IMI with at least 6 years Industry experience funded by the Region. In the Tech division preference was given to industry skilled musicians over a teacher with a music degree. Since the Secondary division took over the Tech's salaries have gone from near the top of the pay scale over a 9 year increment period to below beginner teacher level after 33 years of teaching. I no longer can hold VIT registration and had to change to a working with children card. If I was to reapply for VIT registration again my position would have to advertised and preference would be given to a teacher with less experience as long as they had teaching qualification even though I am an ongoing employee. Fortunately my base school principal has excepted the Working With Children Card but I know of a number schools where they still require their IMT's to be VIT registered resulting in a number of IMI's losing their jobs even though there is no suitable replacements.
5. IMI with 5 year limited tenure.
6. IMT/I employed by school council.
7. IMT supplied by an outsourced company such as Musicorp or Wendy's Music
8. IMT/I who is paid by individual students within a school.

What working conditions (awards) apply to which IMT/I's?

Trade teachers who also were recruited with 10 years industrial experience were enrolled to do a Dip.Ed. and given paid study leave. Some IMT's managed to get into the Dip.Ed course with the tradies but that had stopped when I started teaching in 1980. I would like to see relevant teacher training provided for IMI's with ongoing status taking into account prior learning and experience. A course should have provision for the individual needs of instructors and have future recognition by the Union & DEECD.

Remuneration.

The pay scale has slowly been eroded away for IMI's since 1990 when they were near the top of the Technical Division pay scale. I believe that IMI's salaries have now dropped below beginner teacher

salaries. IMI's earn about \$160 per day and a private music teaching service was offering \$84 per hour. I think the private school rate for a one on one lesson is about \$65.

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Most IMI's are on instructor level 1 but there are two more levels of the Instructor class that IMI's are not able to access because they require a qualification and does not recognise experience and skills. However they seem to be able to bypass these rules for select sporting coaches. I would like to see some way for ongoing IMI's to be able to access some fairer pay outcomes.

IMT's that managed to get teaching trained in the 1970's have mostly taken the 54/11 package and usually came back to their jobs on higher salary than they were getting before plus their super. This option was not open to the Industry Skilled IMT's who were put in a separate super scheme (SERB) than the teachers Vic Super. A number of IMI's are now into their 70's but because of the lower salary and super they cannot afford to retire from teaching. It was estimated in the early 1990's that about 40% of IMT's were in this position.

In late 1997 after my teaching status was dropped to the Instructor Class with a limited 5 year tenure even though I was an ongoing employee I handed over the responsibility of developing the bands in the schools I was in to the classroom music teachers who got paid a lot more than I did and I concentrated on just teaching instruments but I have since taken over the band ensembles again because the classroom teachers do not have the skill set required for this duty.

As well as spending hours a week repairing instruments I have to look after the music library for these ensembles which is a fulltime job in itself. I am aware of a number of private schools where they employ fulltime music librarians and property stewards. I also have to do the purchase orders for reeds and other equipment as well as spend many hours arranging music for the said ensembles. As part of my load I do unpaid after schools rehearsals. The regional co-ordinator of music in the

Western Region suggested to schools a few years ago that IMT's receive a fee for taking bands, one of my schools took up the suggestion for about six months when the fee just disappeared one day.

One of my suggestions was that the Department is saving about \$30,000 by employing an industry skilled IMI's over an IMT, could that saving be put towards teacher training and study leave for ongoing IMI's.

The Tech IM program was particularly well staffed for example Sunshine North Technical School in about 1980 I was one of a team of IM specialist's that included 3 high brass, 1 lower brass, 1 clarinet, 1 sax, 1 percussion, 1 guitar, 2 string specialists. The string teachers although part of the Tech Division were mainly allocated to the feeder primary schools because it was felt that strings had to start at an earlier age.

Instrumental music has been on a steady decline in the Western region since the amalgamation of Techs with the Secondary division. A number of reasons can be attributed to this:

1. Secondary division had a very small pool of IMT's mainly due to funding, lack of vision and a qualifications bar and they absorbed the Technical schools the Tech pool of IMT's were then spread out into the Secondary sector who had the view that instead of one school having a team of IMT's it would be fairer to have one IMT per school. The Tech philosophy was if you can't staff the Instrumental program properly then don't do it at all. I have gone from being a trumpet specialist (one of many) to teaching the whole range of Brass and Woodwind instruments.

2. IM programs are a low priority in school funding. The Techs were successful in this area because of external funding ie: Supp Grants or DSP

3. There has been a big decline in IM funding with the introduction of computers in schools. The schools I am in said that the funding priority was IT and the establishment of computer pods. Now the priority is the replacement of these pods every couple of years yet some of the brasswind instruments I am using in my programs are over 50 years old.

4. The introduction of multi campus colleges has been a major contributor to the downfall of the music programs I work in. I have worked in a number of successful IM programs that went into a big decline when they were amalgamated to form multi campus colleges. In one instance where four schools were amalgamated into three they sold off the only campus that had a decent music block. I started out teaching in toilet blocks for a brief period until the Techs built a number of music blocks and now 33 years on I am back to teaching less than ideal facilities. Unfortunately when they do build a music facility they don't consult with the teachers who have to use the facilities and the outcomes can be worse than they previously were.

Instrumental Music Teachers and Instrumental Music Instructors should be managed as regional resource and allocated by the relevant region(s) to schools. All IMT's should be based in the one school or an a school should be set up for administrative purposes, this would give IMT's a chance to apply for higher positions and maybe a career path. IMT's a generally feel isolated in schools they

quite often are seen as outsiders and don't have a feeling of ownership in their work environment. I have been in a couple of schools for over nine years and got my new assignment to a new school on the last day of the school year as was the normal process of assignment for IMT's in the Western Region.

In general most schools in the Western Region cannot provide the high level ensemble experience required for a pathway into the tertiary sector.

The school I presently teach in has compulsory band classes for all Academic Achiever students on one campus. These students rent from the school or buy their instruments the pool of instruments available at the school has dwindled over the years and are ancient. At the moment there is about one class set of instruments for 3 classes consisting of a year 7, year 8 and year 9 class and because of this I have a situation where 3 students hiring the one instrument at any one time, which becomes a major problem when I put the classes together for performances. Despite being compulsory many of the students will not pay the music fee or purchase an instrument so they do not have access to an instrument at home to practice. Despite this situation these students have given impressive performances at a number of community and school events.

It is a very difficult job with little monetary reward made worse by the negative attitude of the VIT but I do it for the students and that has been very rewarding indeed although I try to steer them into more financially rewarding careers'.

A few questions that I feel could be addressed by this inquiry:

1/. Could Instrumental Music Instructors' (IMI) qualifications be upgraded in such a way that, for instance, experience be recognised and the process occur quickly?

2/. What percentage of IMT's are instructors' at the present time? Estimated at 40% in the 1990's but I have not seen nor has the Department been able to provide any concrete figures.

3/. Are Instrumental music teachers a State resource or a school resource?

4/. Would the provision of IM funding for three years (rather than one) make a difference?

5/. If a school is not able to continue a particular instrumental program, what happens to the money that came with the program.

Other issues that I have raised in other forums.

- A lack of a coherent implementation plan for music education in the State of Victoria.

- The importance of maintaining the IMP (Instrumental Music Program) as a statewide program in order to make the best available usage of scarce resources and ensuring accessibility to all students without regard to parental or community wealth.

- The importance of ensuring that schools are not forced to choose between "core" programs and instrumental music.
- The simple fact that some programs can only successfully operate when administered on a statewide basis and urging the maintenance of the status quo - i.e. that the statewide instrumental music program continue to be administered on a statewide basis with IMT/I's being supernumerary to the schools budget and staffing. Schools instrumental program numbers can vary over time within and between schools, IMT's should not be placed permanently on school counts with fixed time fractions. They ought to remain off the school establishment as supernumeraries capable of being placed where the demand for their services is greatest.
- Rejection of the philosophy of placing Instrumental Music Programs or of making such programs dependent on a college's ability to raise funds for salaries.
- A career structure which mitigate against teachers remaining as music specialists.
- Inadequate music consultancy support.
- A lack of systematic professional development opportunities.
- Inadequate numbers of IMT/IMI's.
- An uneven provision of music education at the primary level (Primary sector do not have access to the regional IMT pool) which creates curriculum and management problems for post primary teachers.
- Co-ordination and deployment of IMT's. At present some IMT's are deployed at a regional level and some by individual schools. A number of regional IMT co-ordinator positions were removed in past years. These positions were probably the only career pathway for IMT's.
- Changes to funding of IM programs may result in Instructors being forced out of the system.
- Regulation now is that advertisement must initially be for an IMT. IMI's losing out because of this, IMT's get jobs over IMI's.
- Changes that were made to funding with the Student Resource Package means that funding will be decided at school level as the funding is within the overall "bucket of money" that each school receives. Experience has shown that funding IM programs at a school level is a very low priority say compared to IT for instance.
- Northern Metropolitan Region wrote a letter in 2005 to each school in the Region which appears to indicate that there will be no involvement of the Region in the IMT funding process. In the past the Region managed the money and the school managed the staffing matters. There have been some indication that Regions other than NMR are interested in what the NMR is doing.

- The outcome of the formal IMT working party that was set up at the time of the 2004 VGSA was that the provision of instrumental music and the associated funding was to be made more equitable across the State.

- Transfers of IMT's is now part of recruitment-on-line process. There are no more transfer rights to anyone in the employment of DEECD. This makes it difficult to redeploy IMI's who are regionally funded and need to be placed in another school because an existing IM program has folded. Ongoing IMI's are not eligible for advertised IMT positions but they were before they were changed into the Instructor Class from the Teaching class. I am not aware of any Instructor Class positions advertised within the State.

- Selection panels in schools often don't reflect/understand the expertise required for music teaching.

- IMT's feel that employment conditions of IMT/I's in schools are not necessarily in line with classroom teachers. If they are away due to illness

they are made to feel guilty because they are not replaced with a CRT. CRT funding is not included in on-cost. There are also employment issues when teachers are seconded to Regions. If the IMT is employed by the region for longer than three years then the IMT becomes the responsibility of the Region. IMT's usually take up positions of Region Instrumental Music Co-ordinator's but lose their old positions after three years.

- When an IMT is employed across several schools, each school has different demands: camps, before/after school teaching, lunchtime teaching, etc. Each school expects to get its 'pound of flesh'.

- Vacancies under 0.2 do not have to be advertised, IMT/I's hear of these vacancies by word of mouth.

- Music programs are often insular and this can be a weakness when action about employment conditions is required.

- Instrumental Music as a purely elective subject requires different administration arrangements to other subjects. Being an elective subject Instrumental Music is vulnerable to fluctuating numbers owing to a number of variables including

a. administrative support for the program

b. finance and resourcing available

c. commitment of teacher to program

A useful source for information on music education in the State of Victoria can be found in a report from the Committee of Review of Music Education in Victoria, chaired by Mrs Margaret Ray, MLA I believe the report was finalised in 1990.

For your information and consideration,

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