

Inquiry into the Extent, Benefits and Potential of Music Education in Victorian Schools

SUBMITTED BY: Name, Address, and Phone (email?) Date	Miss Eve Macleod [REDACTED] [REDACTED] 12/02/2013
Job Title: Instrumental Tutor	Music Coordinator -Concert Band Director (Junior and Senior) -Woodwind Teacher (Flute, Piccolo, Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, Baritone Saxophone)
SCHOOLS OF EMPLOYMENT:	Mordialloc College 1 Station Street Mordialloc 3195

Terms of reference 1,2 and 3:

Evidence supporting music education in schools;

(1) benefits to society and to individual students wanting to pursue music as a career

- Music is a creative subject that enables students of all ages to unite in a welcoming and respectful environment. Students have lessons and band sessions on a weekly basis with one on one or group tuition with professional music teachers.
- Students are able to express themselves through their music. eg; if they have a learning difficulty like Autism, Aspergers.
- Many concert bands and ensembles consist of students from year 7 through to year 12 (Majority of these students are also involved in the annual musical.)
- Students are encouraged to guide their own learning by being provided with practice journals and ongoing feedback about their progress.
- Ongoing encouragement to join community bands and orchestras.
- Networking with local schools in the region; Aspendale Gardens Primary School, Chelsea Heights Primary School, Parkdale Secondary College, Cheltenham Secondary College.
- Regular musical performances including Fetes, Soirees, Lunchtime Concerts, Art Shows, School Musical, Band Festivals, Sports Days.
- Annual Music Camps involving students from local schools which encompasses 3 days of music making. These camps encourage students to; make friends, share their knowledge of music, rehearse with like-minded musicians and staff, perform music for their peers, broaden their knowledge of music in a fun and friendly environment.

(2) general benefits to students as a result of music education;

- I have taught many students with 'special needs' and I have found that at times where words fail 'music speaks.'
- After learning from their individual music teachers students develop their own individual style and many students will continue to develop their technique over the years.
- Students are taught to be creative, organised, focused, motivated, confident, diligent and respectful. However, they are always influenced by the music itself and encouraging them to be involved in every musical outlet is very important for the future of music education. Music is about sharing the experience of 'creating' and 'sharing' whether this is rehearsing, performing, composing, arranging or even just listening to music. Students develop strong listening skills and are always taught about team work in ensemble situations.

Terms of reference 4,5 and 6:

Current provision of music education in Victoria:

(4) music education provided through specific funding for music education;

- All music teachers are paid for their 35 hour week, any extra rehearsals, meetings or performances which take place outside these hours are not paid for. Music and ensemble lessons take place during class-time and lunchtime as well as afterschool. Many performances occur on weekends and also in the evenings particularly the school musical and the awards night.
- There are 3 teaching spaces in the music department. 2 classrooms and a studio. Concert Band/s, Vocal Group, Guitar ensemble, Percussion ensemble, Year 9 Classroom Music, Production Rehearsals and Lunchtime music all take place in these 3 spaces on a weekly basis.
- The instrumental staff are funded by the College and or the Region with the time allocation of;

Percussion – 0.2
Guitar/Vocals/Piano (Head of Contemporary) – 1.0
Woodwind (Music Coordinator) – 0.8
Brass – 0.2
- Music instruments are available to hire for all students learning an instrument
excluding guitars and percussion
- Mordialloc College funds approved PD sessions to enable staff to network, broaden their knowledge and further develop their teaching strategies.
- Mordialloc College provides funds for student involvement in music workshops/performances with professional musicians.

(6) music education provided through parent contribution

- Parents pay for music levy and instrument hire. The pricing system varies for the different instruments however all parents pay a levy fee of \$60 for their son/daughter's involvement in the music program.
- Students purchase reeds, drum sticks and valve oil from the music department.
- Parents pay for students to attend music camps on a yearly basis which encompasses 3 days of music making with students from local schools. These opportunities for students to play music together in larger bands, vocal groups and ensembles encourage students to continue learning their instrument and to seek more opportunities to perform.

Terms of Reference 7 - the extent and quality of music education provision in Victorian schools; (This may be a mix of opinion and fact)

Please describe your views particularly to the school you're in contact with. Comparisons to provisions you have seen interstate or overseas can be made.

- At Mordialloc College we have 4 Instrumental Music staff that provide weekly music lessons on Woodwind, Brass, Percussion, Guitar, Bass, Piano and Vocals. Music lessons are available for all students from year 7 -12 and there is now a year 9 elective classroom music (introduced in 2013.)
- My involvement in music is extensive and ongoing with a strong focus on developing my technique and broadening my knowledge of music and my teaching practice. I am a musician and music teacher and I am very passionate, enthusiastic, reliable and strong willed. As a teacher at Mordialloc College I involve my students in a wide range of musical ensembles and I promote music as an art in the school. I enjoy sharing my knowledge of music with my students and I have a very approachable nature.
- As a member of several musical ensembles in the community including Big Bands, Orchestras and Musical Theatre Companies I am regularly networking with teachers from other schools and sharing teaching strategies.
- I have been involved in several Professional Development sessions to enable further development of skills, expertise and teaching capacity including regular attendance at scheduled staff meetings, instrumental repair workshops, conducting courses, anaphylaxis training, first aid training, QIS training, conferences, guest speakers, involvement in musical productions and community bands.
- My teaching practice demonstrates a clear understanding of the College ethos by incorporating Quality in Schools Tools and Restorative Practices in my band sessions and music lessons. QIS tools enable me to assist students to guide their own learning. Combined with Restorative Practices, a process which promotes constructive conversations towards dispute resolution, ensures I not only improve student outcomes but also contribute to the ongoing development of the College ethos.

Terms of reference 8, 9, 10 and 11:

Future optimum provision of music education in Victorian schools:

(8) optimum governance and oversight arrangements

-

Suggestions -

Please consider:

- I feel that if funding for our music department is reduced it will have a negative impact on not only the school as a whole but also the community. Even a slight decrease in funding would have a section of our music department disappear (brass, woodwind, percussion, contemporary). Our musicians perform regularly both in and out of the school where there is a great appreciation from the wider community. This would not be able to happen without funding that supports the staff that works together to create a musical program. If anything, greater funding would allow us to employ extra staff to be able to accommodate the great interest students have in our music department.