

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

SUBMITTED BY: Name, Address, and Phone (email?) Date	Sue Cook <div style="background-color: black; width: 150px; height: 15px; margin-top: 5px;"></div>
<b>Job Title:</b> <b>Instrumental</b> <b>Tutor</b>	Please list the instruments you teach. Instrumental music teacher Trumpet, Trombone, Euphonium, Tuba, French Horn and Saxophone
<b>SCHOOLS OF</b> <b>EMPLOYMENT:</b>	For ease of reference you may like to create an abbreviation for each school: e.g. school 1. You can add or delete cells to this table.
SCHOOL 1	NAME: Mentone Girls' Secondary College ADDRESS: cnr Balcombe and Charman rd. Mentone PHONE: PRIVATE OR STATE: State Head Of Music: TIME FRACTION: .6
SCHOOL 2	Koonung SC .2[state]
SCHOOL 3	Brentwood SC .2[state]
SCHOOL 4	
SCHOOL 5	

### Term

#### s 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

Suggestions –

Please consider:

I have individuals that have gone to have a professional music career in the armed forces, alongside several ex students who have become music teachers.

- It's important for student's wellbeing to be part of a team, have a sense of belonging and a sense of achievement by belonging to a school ensemble. This fact was highlighted when the stage band [predominately senior students performed at a SMR Teachers 'Wellbeing' conference. The students I teach were asked what they got out of performing in a school music ensemble. The main responses included a sense of achievement and a sense of belonging.
- Students perform at community events, including fundraising; SMR sports awards, Jazz clubs, as well as school events. Music creates atmosphere including ceremony [e.g. brass ensemble at presentation evening, bands performing the national anthem for ceremonial occasions]. Performances give students a sense of community contribution and achievement.

- A positive transformational change occurred at Mentone a number of years ago with the introduction of band classes within the main timetable. Many more students learn music as a result of this and the band classes have a good reputation among staff across different various subject areas, as being generally motivated capable students. [This relates to many studies on how music develops the brain etc.]
- Having travelled overseas and visited schools in the US, I feel the structure of our music programs, whilst it has some shortfalls is far superior. Our state school program teaches students in small groups with a specialist teacher as well as giving students an opportunity to play in a range of ensembles [depending on where one attends school]. The overseas programs I visited only provided large ensemble learning, where students would have to be very lucky to develop good instrumental skills.
- Music is lifelong learning and involves people within the community throughout their lives.

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

- Students who learn a musical instrument develop good problem solving skills, as they have to consider how to practice sophisticated varied tasks in order to able to play an entire piece correctly. [There have been many studies that say students who learn music develop their intelligence more than those who don't study a musical instrument]. The instrumental music student also develops good team skills including negotiating working with others, including students in different year levels, as they have to blend with one another in an ensemble situation. Not to mention the organization and team work of setting up and packing up after a performance.
- Several students who haven't fitted in within the Secondary School Environment, have thrived by studying music, due to more individual attention with positive outcomes that builds their confidence, interaction with thoughtful, happy to be involved student population and a sense of belonging. I have received a lot of positive feedback from parents re this.

**Terms of reference 4, 5 and 6:**

Current provision of music education in Victoria:

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

I am a salaried instrumental music teacher [on the same teams and conditions as classroom teachers] with DEECD and I'm in a government superannuation scheme.

The schools I teach at mostly run ensembles at lunchtime or after school. As I stated before Mentone GSC runs timetabled year 7 and 8 bands, which is a highly successful program.

- Some schools offer the ensemble program during class time; others are at lunch or outside regular class time. This is directly due to resource allocation.
- All my ensembles rehearsals are outside the regular timetable.

- My ensemble time is remunerated and is included in my face to face teaching time. However, all Concerts, Music Camps and performances are done outside normal working hours, for which I receive no remuneration. I would attend approximately 25 music evenings a year, plus a weekend camp.
- Each of my schools has an allowance to purchase sheet/band music, we are able to buy approximately 4 items for each band each year and rely on our band library for the remainder of the year. For larger items [as for instruments] a budget is submitted something like 6 months before the start of the calendar year.
- Facilities: The facilities vary vastly from school to school. One school I teach at, the rooms aren't sound proof and the sounds of various lessons travels between rooms. This is a very difficult situation to teach in. This is contrasted at Mentone, where the music Centre, including the instrumental teaching rooms has been purpose built and works well.
- I work both within a team situation and on my own.
- There are instruments available for hire at each of the schools I teach in.
- I have access to PD funds, I'm not sure where the funds come from.

## (6) music education provided through parent contribution

Suggestions -

Please consider:

As I stated before I am salaried instrumental music teacher [on the same teams and conditions as classroom teachers] with deecd and I'm in a government superannuation scheme.

All the programs I teach in currently charge a substantial music levy. I feel it's unfortunate that parents are asked to pay substantial fees to learn instrumental music within the state school system, where a number of years ago the instrumental music levies was comparable with other school levies. I feel charging high levys is not providing an opportunity for all students, to at the very least have an opportunity to learn a musical instrument. I feel more funding is desperately needed in instrumental music.

Parents donate their time at most schools, at front of house for concerts and pay for various excursions and incursions

## **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.

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- I believe music is valued at the schools I teach at, but it seems like it's in competition with sport and a crowded curriculum.
- The schools I teach at, have a year 7 and 8 classroom music program and are taken by highly qualified music teachers.
- Basically I adapt my methodology for the environment I teach in and the groups I teach. For example, if students are new to a band or have ensemble goals I'll concentrate on that aspect of playing, or if I have multi instrumental or multi-level groups I cater for that.
- I have a B.ED [majoring in music]
- I work collaboratively with other ensemble leaders for special events.
- There an appointment of a music coordinator or director of performing arts in each school I teach at.
- There opportunities to extend beyond the school events such as the Victorian State Schools Spectacular, regional concerts, workshops, PD and the Billy Hydes Bands festival , Dizzys etc.
- 2 out of the 3 schools I teach at offer senior orientated groups, which can accommodated more advanced students, the 3<sup>rd</sup> school doesn't have the resources to offer this option.
- As an 'itinerant', I do you feel part of a team. This situation hasn't always been the case and at times thorough my career I have felt isolated. I feel the more time you spend in school gives you more opportunity to be involved in that school community and develop a music program that makes a difference.
- I currently use AMEB, as I find students like a goal to work towards.

### 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:

All the programs I teach in currently charge a substantial music levy. I feel it's unfortunate that parents are asked to pay substantial fees to learn instrumental music within the state school system, whereas number of years ago the instrumental music levy was comparable with other school levys. I feel charging high levys is not providing an opportunity for all students to have an opportunity to learn a musical instrument.

**I feel more funding is desperately needed in instrumental music, as even more successful programs seem to need to top up the funding[therefore it's not an opportunity for all students], not to mention schools who wish to develop a program or further develop an existing program.**

**From my observations and discussion re other instrumental programs overseas, I believe we have the bases for an excellent system which I believe should be administered at a regional level. Music teachers within the programs work very hard to promote music within these programs.**

**The introduction of music ensemble classes within the timetable would have a very positive outcome for students and music programs in schools.**

Here are the other three terms listed: You can chose whether or not this is relevant to your concerns.

(9) optimum use of targeted funding;

- I believe instrumental music should be administered, 'centrally' by Regions
- (10) optimum balance of central mandates and supports;

(11) optimum balance of music specific funding, non-music specific funding and parent contribution.

I believe that funding should be mainly music specific with an element of non-music specific funding. I believe that the parent contribution should be comparable to other school levys and needs to be inclusive of all state school students.

[I feel it's unfortunate that parents are asked to pay substantial fees to learn instruments within the state school system, where a number of years ago the instrumental music levies was comparable with other school levys. I feel charging high levys is not providing an opportunity for all students to have an opportunity to learn a musical instrument.] Having parents contribute a higher levy for instrumental music than other school subjects creates a user pay situation that really compromises educational outcomes.

FURTHER COMMENTS:

