

## Western Metropolitan Region Instrumental Music during 2004 to 2012

As Instrumental Music Project Officer I submit the following information on the provision of Instrumental Music programs in the ex-Western Metropolitan Region (now amalgamated with Barwon South and the Grampians and known as South Western Victoria Region)

Up until 2012 the ex WMR region received an annual budget for secondary instrumental music. All funding allocated to ex WMR by central office for Instrumental Music was allocated to WMR secondary schools and all funding was spent on Instrumental Music teacher's salaries.

Annually all Secondary Principals were required to respond to the annual Instrumental Music questionnaire and provide data on Instrumental Music teachers, their time fractions, student numbers, ensembles, performances, VCE numbers, etc. Data including 14 criteria were analysed by the IMPO and the regional IM working party to determine the quality of the IM program and then make recommendations re allocations to the Regional Director.

Briefly most of the ex WMR secondary schools have good quality IM programs offering traditional concert band, orchestral and many with quality Rock band programs. The new VCE music performance subject is offered by the majority of secondary schools with 4 schools offering Music Investigations

A concern is for a small number of new schools in the growth corridor of Werribee that have not received an IM allocation as there has been no additional funding to provide for new schools.

In 2012 the Instrumental Music workforce consisted of:

1. 47 IM teachers ongoing paid through WMR IM budget, approx 28 EFT.
2. 23 IM contract teachers, paid through WMR IM budget, approx. 6 .0 EFT
3. 76 IM teachers who are paid by schools. (Instrumental Music Project officer did not have direct responsibility for this workforce but they were always included in all PL activities

Instrumental Music Project Officer (IMPO) responsibilities included:

1. Management of the IM budget including allocations to school SRPs
2. Management and growth of IM programs in schools through strategic allocations in conjunction with an IM working Party, which is a recommendation to the ARD/RD. (The responsibility is to ensure allocations are in line with the long term vision and plan for the school, while ensuring supportable equitable allocations.)
3. Negotiating and managing changes to the IM allocations, and IM areas for schools over a number of years. IM areas include: woodwind, percussion, brass, guitar, piano, keyboard, strings and voice
4. Negotiating changes with principals(due to excess)
5. Managing HR and union issues
6. Managing leave requests
7. Managing decrease of allocations to established programs or underperforming programs, and shifting funds to new schools in growth areas.

Other responsibilities include:

1. Provision of Professional Learning for Instrumental and Classroom Music staff in the different IM areas: woodwind, percussion, brass, guitar, piano, keyboard, strings, voice  
IM Music reading days for orchestras /concert bands/ small ensembles  
VCE Music workshops for teachers of string/voice/  
guitar/bass/kit/woodwind/brass (separate days for each music discipline )  
Trials assessments and master classes for VCE Music performance students (4 days)  
Network meetings for music coordinators, performing arts coordinators and teachers
2. Provision of Professional Learning for primary music teachers
  - a. Primary choral and percussion workshops
  - b. Ukulele training workshops
3. Director of Westside Arts P-12 performing Arts concert (2004 -2010) Concert was not held in 2011 and 2012 due to renovations to Hamer Hall.

### **The WMR Professional Learning program for Instrumental Music**

Provides professional learning for a dispersed and marginalized workforce to ensure delivery of quality Instrumental Music programs across the region. All events were free of charge as they were conducted by teachers and VCE assessors employed by our schools.

As part of the WMR E5QuiP Professional Learning program all Primary and Secondary school Principals received the booklet titled Professional Learning supplement for Instrumental Music including Westside Arts(details). This booklet listed all Music PD events and dates planned for each year.

### **Instrumental Music VCE Trial Assessments and Master Classes**

Instrumental music teachers assess and give verbal and written feedback to VCE students and other teachers—provides the opportunity to witness other teacher’s practise, work together as a team of assessors to ensure improvement in VCE student results.

### **Instrumental Music Reading days**

Instrumental Teachers participate in music ensembles to read and perform new Music in order to choose suitable repertoire for student ensembles for the coming year

### **VCE Music presentations to Instrumental Music teachers**

Improve VCE music outcomes by updating Instrumental music teacher’s knowledge of the VCE examination criteria, repertoire and examiners report.

### **Ukulele and Percussion Workshops for Primary Teachers**

To address the issue of the lack of music training in the pre service years for Primary teachers –(17 hours only across a 4 year degree. The aim is to assist non music trained teachers with basic tuition in order to gain confidence to teach music in the Primary general classroom.

**Network meetings for Music Coordinators, Performing Arts Coordinators, and teachers**

Participants are creating ongoing network support systems, sharing expertise and resources, generating professional discussion and needs relating to the teaching of Music in Primary schools

**Westside Arts Performing Arts concert**

Annual Regional concert since 2000 providing over 1000 students from 60 + schools the opportunity to perform in a world class venue, Hamer Hall –showcasing school and student achievement in the Arts which raises student’s aspirations.

In conclusion it is vital that the allocation of Instrumental Music continues to grow with the aim that both secondary and primary schools in all Victoria have access to this tremendous resource. It is well researched re the outstanding, lasting benefits that children receive by participating in the school IM program. Music requires ongoing, sequential and accumulative learning like Maths. It re engages students to remain at school and it is the very best example of collective efficacy=students working collaboratively for the best outcome.

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