

MUSIC FOR A WORLD CLASS EDUCATION

Music Education Strategy 2019 to 2029



Government of South Australia
Department for Education



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Minister's foreword

Music is fundamental to who we are. Wherever we are in the world the performance of music in one form or another is intrinsically linked to both the sharing of culture and individual expression.

Musical performance is an important part of our history and heritage, and our community. For many, including First Australians, music and song is a way of creating and sharing history, beliefs, and identity.

Here in South Australia, hundreds of thousands of people experience live music every year – in small venues in suburbs and regional towns. Settings range from the Symphony Orchestra in the Adelaide Town Hall to Generations in Jazz festival performances in rural settings outside Mount Gambier, and everything in between.

Our state is recognised internationally for our Festival of Arts and the Fringe Festival, WOMADelaide and a range of other festivals. And Adelaide is the only UNESCO City of Music in Australia – an acknowledgement of the unique and central place music holds in South Australian society, culture and economy.

Music education in South Australia also has a long and proud history. The Elder Conservatorium is the oldest tertiary music school in Australia, dating back to 1883. The first Primary Schools Music Festival was held in 1891, the same year that a draft of the first music education curriculum was published. South Australia's Instrumental Music program was established in the 1960s, followed by four special interest music centres in the mid-1970s.

This strategy builds on that strong foundation. It reflects that learning and appreciating music is part of a high-quality education. Music education increases language and literacy skills, encourages cross-disciplinary learning and improves health and wellbeing.

Music enables and inspires learning across the curriculum. It builds the skills and experiences young people will need for a future world that is global, increasingly complex, and connected – creativity, communication, critical thinking and collaboration.

We want our students to have access to the best education system in the nation, that supports every child, in every class, in every school, to achieve their very best.

Investment in excellent music education is critical to this endeavour, and I am delighted to launch this Music Education Strategy for our government schools here in South Australia.

We are privileged to have had the close involvement of Professor Graeme Koehne AO, Director, Elder Conservatorium of Music and Vincent Ciccarello, Managing Director, Adelaide Symphony Orchestra, along with a range of other educators, cultural leaders, students and others who have contributed to its development and we are grateful to them all.

I am confident that in the years ahead the work undertaken as a result of the Government's Music Education Strategy will be enormously beneficial to tens of thousands of South Australian students and to our State.

Hon John Gardner MP
Minister for Education



VISION

Throughout their education, all children and young people in South Australia have access to high-quality music education that is valued and inspires learning.



GOALS

Everyone involved in children and young people's learning understands the value of music education.

Every child and young person has access to music education activities that start early and support the development of musical knowledge and skills over several years.

Music education decisions across the public education system support children and young people in a way that is responsive and inclusive.

WHAT WE HEARD

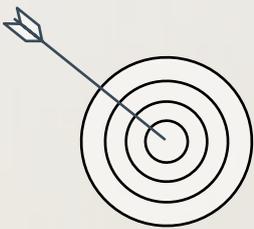
The Music Education Strategy reflects what we have heard from young people, families, teachers, experts, musicians and the creative arts industry.

Research



Literature review

Research was informed by over **70** articles, reports and reviews, supplemented by research commissioned from experts in the department and in the field.



Commissioned best practice advice

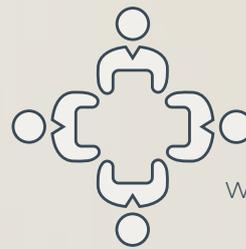
Cross-national study: Marco Susino, Empirical Musicology Research Group, School of the Arts and Media, University of NSW.

Best practice research and advice on desired state: Dr Anita Collins, Muse Consulting Pty Ltd.

Site visits **12**



school and pre-school site visits to gather in-depth case study information.



Workshops **4**

workshops testing vision, goals and policy ideas.

850 surveys and submissions

169
department staff



269
community and industry



381
students and families



31
written submissions





'As we approach 30 years since the commencement of neuroscientific research into the impact of music education, there is a substantial and compelling research base to view music education as a tool to support cognitive and learning development for every child.'

Dr Anita Collins, neuro-musical educator

'Music can be a bridge to community relationships and it can help to create a stronger brand and greater trust in the school with surrounding communities.'

Principal, Oakbank Area School

'Without the proper foundation in music education at primary school, students starting high school can be intimidated by the more talented or experienced students and can't keep up.'

Participant, student workshop

'Specialised music teachers don't always teach music and general primary school teachers are taught only a small amount to get by.'

Participant, student workshop

'Children who are involved in music are often confident communicators and music works well to engage and develop the learning capabilities of children with different backgrounds or disabilities.'

Principal, Rose Park PS

'Develop programs and communicate or be a conduit to put people in touch with each other. Do the research for local bands, groups etc and develop an online resource that is regularly checked and updated - that schools can access.'

Submission response, survey for children, young people and families

'[Music] helps you get through everyday struggles.'

Participant, student workshop

'Learning music should be seen as a 'normal' part of school life and learning.'

Teacher, Playford International College

'Some students do not have opportunities to learn music at primary school and may lack confidence.'

Participant, student workshop



KEY THEMES



We distilled what we heard into four key themes.
These themes are the foundations that guide this strategy.

Value

The value of music education needs to be articulated and understood.

'Building the value of music starts with the school's staff and community, and once music is publically normalised, the work becomes about responding to demand rather than creating it.'

Principal, Central Yorke School

'In an ideal world all schools would deeply value a curriculum rich in creative experiences and opportunities, and music education would be expected by the community as fundamental.'

Submission response

Continuum

Music education should be a continuum.

'The key to retaining children in music education throughout their schooling is to ensure that music is available to all students, especially in primary school.'

Senior leader, Blair Athol North Children's Centre

'The biggest current dilemma in music is the lack of music education in primary schools.'

Participant, student workshop

'Children should have the opportunity to learn and try music as early as they choose. That includes play groups, childcare, preschool and right through high school.'

Response, survey for children, young people and families

Connections

Connections between people and supports in music education are critical.

'Be innovative: deliver a coordinated system of music education experiences to ensure children are exposed to diverse music learning and teachers to excellent and ongoing development opportunities.'

Submission response

'The success of a music program relies heavily on supportive leadership and having the right teachers with diverse music skills, leadership attributes and the passion and drive to develop networks and inspire students and the community.'

Principal, Murray Bridge High School

Achievement

Music education should recognise and respond to barriers to children achieving success.

'Music helps children engage and communicate, build confidence and self-esteem, helps with literacy and numeracy and helps teach them to self-regulate as well.'

Principal, Errington Special School

'All kids deserve an opportunity to try something new – kids may not know they enjoy music until they give it a go.'

Participant, student workshop



Why music education matters

Music education is an essential part of our journey to becoming the best education system in Australia.

Music learning supports and reinforces the development of literacy, language and other academic skills. Research shows that musically trained children perform better in standardised tests on language, and they acquire and use language more effectively, and earlier. Music education is also a critical driver of a child's social development and emotional wellbeing; it can build confidence, promote creativity and help students develop emotional and behavioural awareness and skills.

Many of the benefits of music education are embedded within the creation and performance of music, which can be explored and expressed in different ways to suit different learners.

Within the right environment, every child and young person can reap the benefits of music education. Their success will be reflected in their musical achievements, across their schooling and throughout their personal lives.

The benefits of music education extend throughout a child's education. A high-quality music education starts early, and allows children and young people to develop their skills through regular, consistent and developmental music experiences that both celebrate their achievements and challenge their abilities.

Research tells us that globally, many high performing education systems prioritise music education within their curricula.

The study of music responds to global education goals, such as the OECD Education 2030 project, which aims to identify the knowledge, skills, attitudes and values that today's students need to thrive and succeed.

As the global economy continues to evolve, students entering the workforce will increasingly need a broad and transferable set of skills that foster critical thinking, problem-solving, creativity and innovation – all of which are supported through quality music education.



‘Students who engage in music learning perform better academically, contribute to their communities, form positive relationships, continue their education into university, earn more through their lives and age better, physically and cognitively.’

Dr Anita Collins, Neuro-musical educator

Music exists in every culture and is a fundamental form of human expression. It is a vehicle to connect and celebrate the diversity within our schools, recognising and embracing children and young people of all cultures, experiences and abilities.

Music and ‘songlines’ are important parts of the deep connection Aboriginal people have with their lands, languages, beliefs and cultural practices.

By strengthening the relationship between Aboriginal students and music we support the development of their cultural identity and encourage the sharing of culture within schools. This is important to the wellbeing and engagement of all students.

The case for music education is clear. A growing body of evidence supports the developmental benefits of music learning. This music education strategy is an opportunity to promote and celebrate these benefits for all children and young people, and to build a shared understanding of its value.

South Australian context

Music is an important element of educational frameworks from birth to year 12.

The Early Years Learning framework recognises music as a contributor to and indicator of children’s wellbeing. Music promotes learning in other areas, such as communication and literacy. The Australian Curriculum entitles all young people to engage with the five arts subjects, including music, and outlines the content and expectations for music education. Stage 1 and Stage 2 music subjects are offered to senior secondary students through the South Australian Certificate of Education (SACE).

Many South Australian students have access to quality music education, but opportunities exist to strengthen the quantity and quality of engagement for all children and young people. While several resources and programs are dedicated to supporting music education in South Australia, they are not always used effectively or available across our schools and early childhood services.

The South Australian government funds the Instrumental Music program, which is offered through 19 government schools and their outreach schools across the state.

Four of these schools are also funded as Special Interest Music Centres, and offer unique opportunities for selected secondary students to undertake specialised studies in music. While the Instrumental Music program caters to more than 7,500 students across the state, it is not universal and there is no system-wide model supporting general classroom music education.

Establishing a strong music education program in a school often relies on the presence of an enthusiastic and experienced music teacher or musician. In primary schools in particular, music education is typically delivered by non-specialist teachers. Many of these teachers are motivated to deliver a quality music education program, but lack the confidence, skills and resources.



'I think it's important for everyone at every school no matter where they live to be able to study the same level of music.'

Participant, student workshop

Students in upper primary school may choose to participate in the Primary Schools Music Festival. While this is a rich and rewarding experience for students, participation in this event is not the same as a musical education. Often the kind of music education students receive in primary school does not allow for a smooth transition into secondary school.

There are many examples of schools across the state delivering high-quality music education, leading to exceptional student outcomes. There are also organisations, philanthropists and volunteers who devote their time to giving children and young people opportunities to experience high-quality music education and the benefits that come with it.

This Music Education Strategy builds on our existing successes and responds to challenges within the system. It is an opportunity to harness the benefits of music to enrich learning experiences across the curriculum, recognising the diversity of school contexts and the need to provide music learning opportunities for all children and young people.





How we will achieve change

The vision and goals set out the 10-year aspirations for music education in South Australia. This strategy puts in motion the first steps to be taken to achieve those aspirations.

The strategy invests in the areas that will have the greatest impact on long-term outcomes, and it provides a roadmap for improvement to lift music education outcomes across our system.

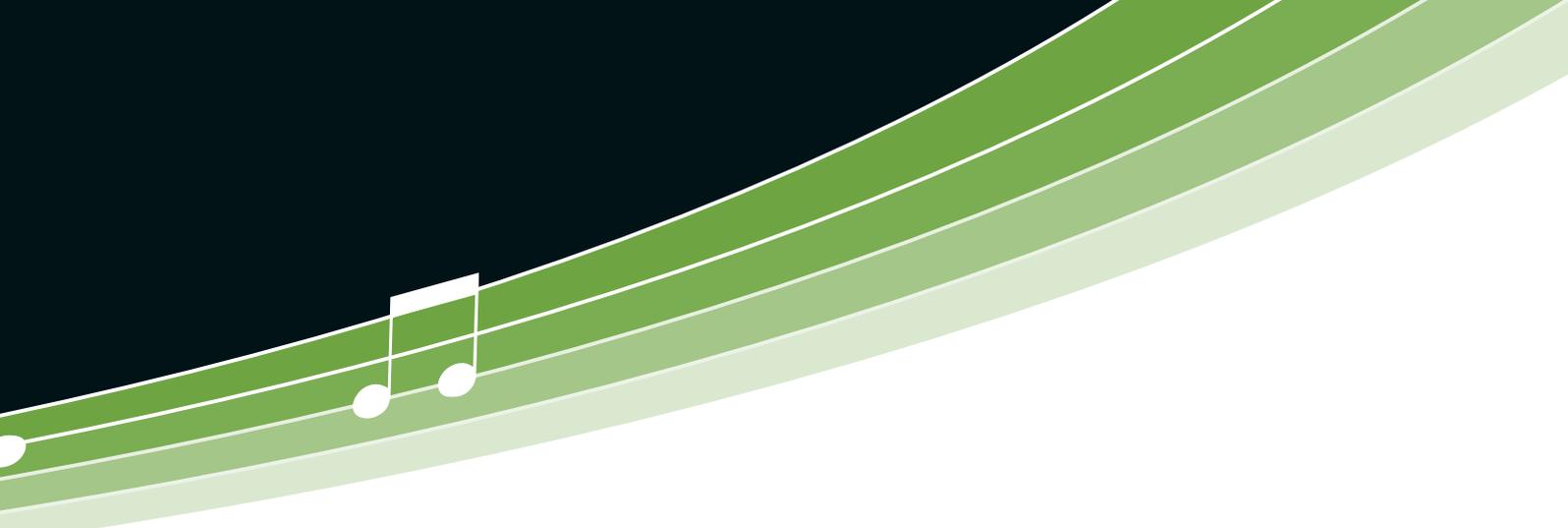
It fosters partnerships with music education providers, creative industries, music associations and non-government organisations to provide the best resources and tools for teaching and learning.

It prioritises investment in early years and primary school. This is where music learning has been found to have the most impact and teacher upskilling and resource development is easier. It is here that reforms will have the most profound effect on student development.

These investments lay the groundwork for a high-quality music education system that will support South Australia's goal of building the best education system in Australia.

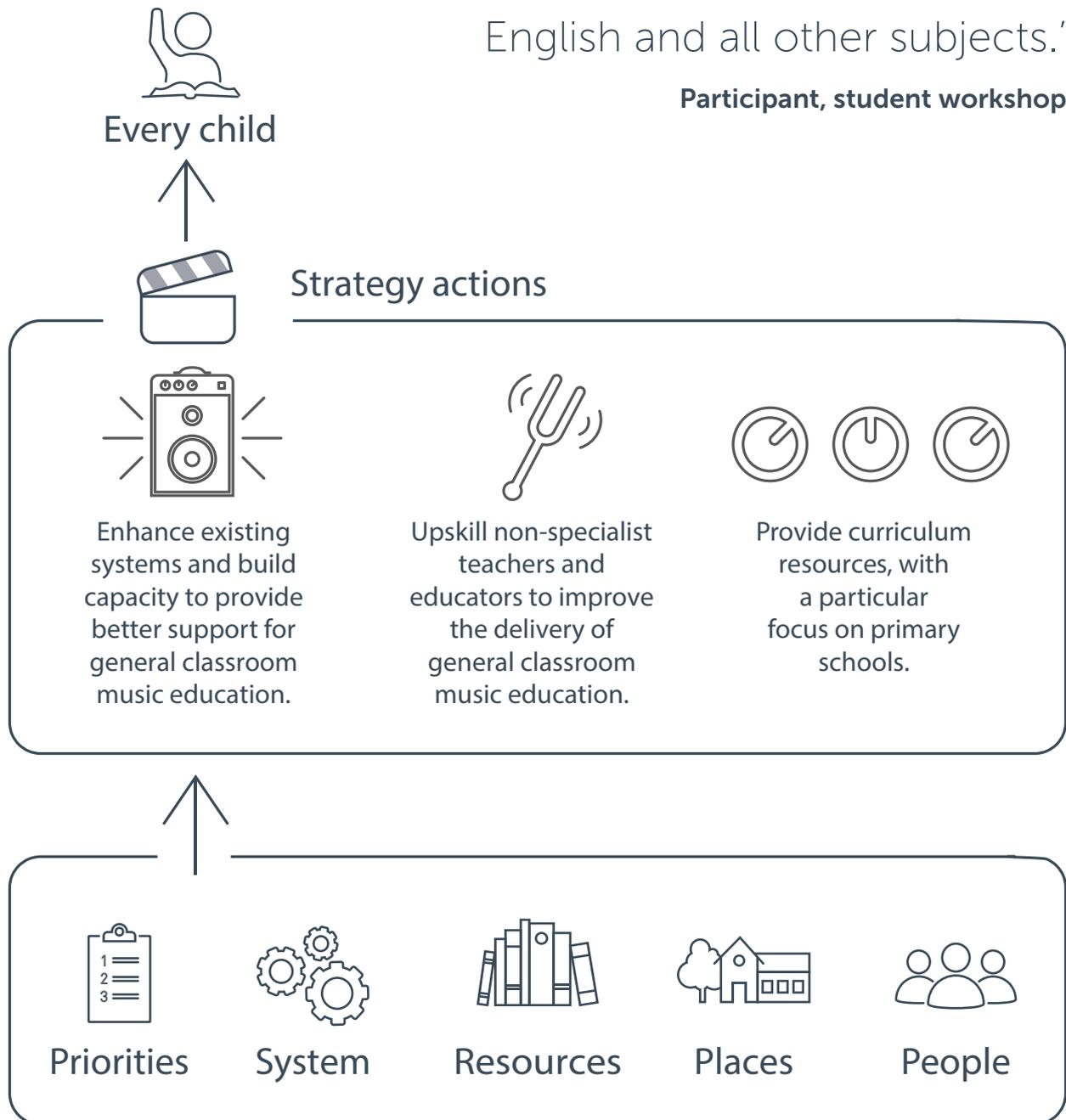
We have identified three main areas for action. Over the next four years, we will work with music education partners to:

1. enhance existing systems and build capacity to provide better support for general classroom music education
2. upskill non-specialist teachers and educators to improve the delivery of general classroom music education
3. provide curriculum resources, with a particular focus on primary schools.



'Music is a language – it helps students understand maths, English and all other subjects.'

Participant, student workshop

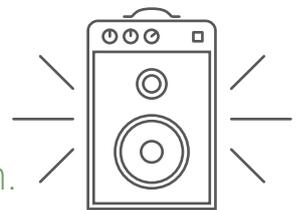




First steps to achieving our aspirations

Enhance

Enhance existing systems and build system capacity to better support general classroom music education.



We will establish a music engagement network across schools to:

- promote the vision and goals of the Music Education Strategy and lead its implementation
- support teachers, leaders and schools to create and sustain high-quality classroom music programs in the early years and in primary school
- support teachers, leaders and schools to help students continue their music education at critical transition points (such as when they move into secondary school, and when they leave school)

- work with music education partners, creative industries, music associations and non-government organisations
- collect and evaluate data to track and monitor music education outcomes.

We will establish a music education fund to encourage investment in innovative practices, partnerships and programs that support schools to create and sustain quality music education programs.

We will develop a resource to guide teachers, leaders, staff and partners as they make decisions about, and invest in, music education.

Upskill

Upskill non-specialist teachers and educators to support high-quality classroom music education.



We will:

- work with external providers to deliver professional development for early years educators and primary teachers, to improve the delivery of music education
- work in partnership with all education sectors to explore opportunities to elevate music in tertiary and pre-service training for early years and primary teachers.

Resources

Provide tailored and targeted curriculum resources.



We will:

- give all primary schools access to a music education curriculum and pedagogy package to support teachers to deliver high-quality music education programs
- establish a central point of access for music education teaching and learning resources for schools, teachers and leaders
- work with music education providers, associations and creative industries to develop tailored resources to support teaching for:
 - early years learners
 - Aboriginal education
 - students in rural, remote and regional areas
 - students with a disability or learning difficulty
- work with music education providers, associations and creative industries to develop a suite of resources to support:
 - students and families to identify and engage with music education career pathways and higher education opportunities
 - students and families to recognise the benefits of music education as a contributor to non-music career ambitions
 - schools and teachers to plan for, and support students through, the critical music education transition points, including between primary school and secondary school.



Our 10-year aspirations

South Australia will lead the nation in music education that improves outcomes for all children and young people.

Children and young people engage with music education in preschool, remain engaged through primary school, and can choose to pursue music education in secondary school and beyond.

Leaders and educators value and promote the benefits of music education, and share and celebrate achievements in music within the school, with each other and with the wider community.

Preschools, primary schools and secondary schools embed music education in teaching practices, and engage with each other to drive growth and improvement.

Confident musical educators enter the workforce, maintain and update their expertise through professional development, share their expertise and engage with music education support services to drive growth and improvement.

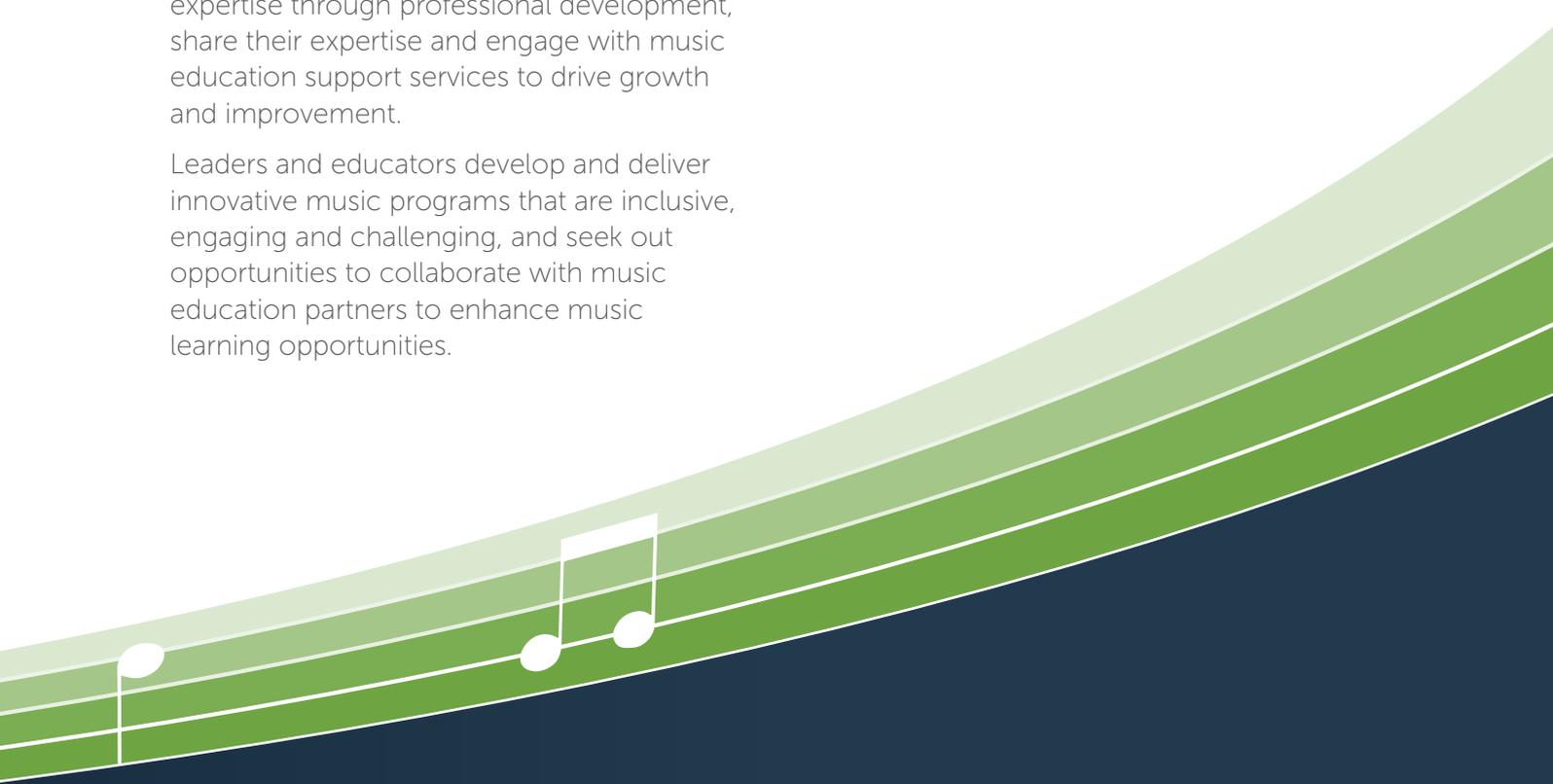
Leaders and educators develop and deliver innovative music programs that are inclusive, engaging and challenging, and seek out opportunities to collaborate with music education partners to enhance music learning opportunities.

Music education partners engage with the department and schools to support music learning for all children and young people, and promote and celebrate music education.

Families and communities engage with music education services to support children and young people, and promote and celebrate music education.

Decision-making in music education aligns with whole-of-government priorities, and supports the department's broader strategy goals.

Our system supports delivery of high-quality music education activities to all children and young people.



MEASURING SUCCESS





This strategy establishes our 10-year aspirations for music education in South Australian schools. The Department for Education will implement the initiatives progressively over the next four years.

Implementation will be monitored and evaluated through the collection and analysis of participation, retention and achievement data.*

We will engage with teachers, leaders and the community to drive action locally.

We will establish a strategic group of senior educators and music experts to monitor outcomes and provide oversight and guidance for the life of the strategy.

By 2022

By 2022, all sites providing primary education receive, and are supported to use, a music education curriculum and pedagogy resource.

Activities undertaken through the strategy deliver tailored music education support and resources:

- for disabled and special needs learners
- in rural, remote and regional areas
- as an enabler of cultural identification and understanding.

Decision-making in music education is guided by a new model that is based on evidence and is transparent.

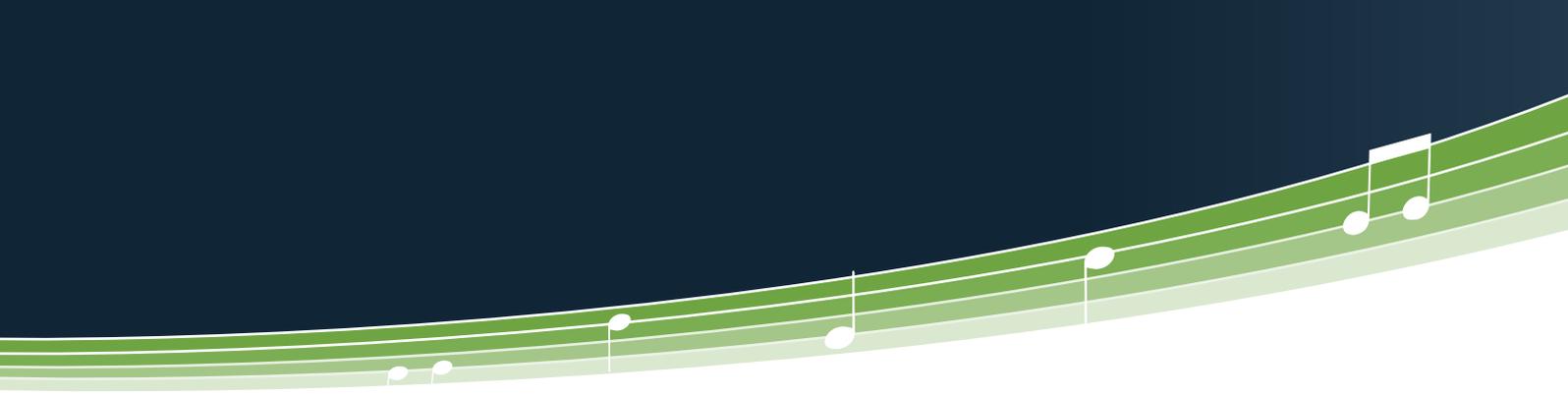
2022 and beyond

In 2022, we will undertake a whole-of-strategy review to assess progress and outcomes.

We will evaluate the strategy's impact on educational outcomes and wellbeing, and on how schools and the community perceive the value of music education.

We will use our findings to make any necessary adjustments to our approach. We will continue to improve our policies and practices, so that music becomes an enabler of performance in schools, across all academic areas, including numeracy, literacy, and student wellbeing.

*The data collection project that forms part of the strategy will identify additional music education success metrics.



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