

GUIDELINES FOR STATE INVESTIGATORS

Version 2 (June 26, 2002)

This version of the Guidelines for State Investigators has been amended after feedback from Dick Letts as well as State Investigators (both email responses and phone consultations held June 23 and 24).

As with version 1 of the Guidelines, please let me have any feedback ASAP so that any necessary changes can be made and circulated to all State Investigators.

1. Aims and Objectives of the Project

The project will aim to collect factual information to demonstrate trends in the provision of school music education in Australia with possible use of this information in a national campaign in support of music education in Australian schools.

The principle type of information which will help to answer the questions below will be statistical data, although you should also look for statements by education officials and other anecdotal evidence in official reports, etc. which indicates trends related to the research questions.

You should aim to collect statistical data in relation to the research questions initially at ten year intervals for the last twenty years (e.g. 1980/01, 1990/91 and 2000/01); if this information is not available, you should aim to collect statistical data for as much of the last ten years as possible. The objective will be to ascertain as accurately as possible trends in the provision of school music education in each of the states and territories.

2. Research Questions

As outlined in the project's Scoping Document, you should aim to collect data that addresses the following questions. The questions may need to be modified if they are inappropriate to your state or for other reasons. Please consult with me if you come up against any problems with lack of data or other difficulties. The questions to be addressed are:

- (i) What are the numbers of primary and secondary schools in each of the three systems (public [i.e. government], independent, Catholic)?
- (ii) In each of these categories and at each of these levels, what are the total numbers of students?
- (iii) In each of the categories, what are the numbers of specialist music teachers? It would be worthwhile to ascertain (if possible) the number of specialist primary classroom teachers, the number of specialist secondary school teachers, the number of specialist primary school instrumental teachers, and the number of specialist secondary school instrumental teachers. One the most important and yet uncertain issues in the primary school sector will be the extent to which generalist primary teachers actually implement music programs. Even if you

cannot ascertain the extent of actual teaching here, it would be useful to know if generalist primary teachers in government schools are required—even if only in a nominal sense—to teach classroom music, or if music may be taught to fulfil the requirement to teach an area such as Performing Arts. From the phone consultations, there appears to be a need for more precise definition of ‘specialist’. Most people felt that the definition of a music specialist teacher in the secondary school context was fairly straight forward—a teacher with appropriate specialist academic/teaching qualifications engaged in teaching classroom music and/or instrumental/vocal/choral music. At the primary school level, it is likely that some ‘specialist’ music teachers may in fact have no specialist qualifications, but may simply be designated to undertake the role of music teacher for the school because of their interest in or ‘non-credentialed skills’ in music. In your state reports, please qualify your reporting of the number of specialist music teachers in primary schools to this effect.

- (iv) In each of the categories (public [i.e. government], independent, Catholic) and at each level (primary and secondary), what are the numbers of students receiving music instruction? This may not be easy to establish but information on both classroom music and instrumental music should be aimed for.
- (v) If possible, what is the breakdown of the number of music students by grade (year) level? —Again this information may be difficult to obtain but, depending on differences between states, it could be possible to establish that Music is mandated as a subject of the core curriculum for the years 7 and 8 curriculum and to locate information on the number of students enrolled at these year levels.
- (vi) What is the number of students sitting for examinations or undertaking other forms of assessment in music subjects at the end of their secondary education or at an equivalent level of Vocational Education and Training? This information should be relatively easy to locate. The ‘end-of-secondary school’ assessment authority (Board of Studies, Assessment Board, etc.) should be the best source of information here. You should aim to obtain statistics over as wide a span of years as appropriate and across the range of year 12 (or VET) studies offered; there will often be two or more subjects available at this level—for example, a music performance subject and a music history / styles subject.
- (vii) In each system, what is the (average) number of hours per week of music instruction offered in each year level? In government schools, this will often be mandated if music is part of the core curriculum at any year level and in the case of years 11/12, the number of hours per week/term/semester for subjects taken by students may be stipulated.
- (viii) Of those hours, how many are devoted to core (mandatory, where it exists) curriculum and how many to music electives? This may be difficult to ascertain but please check on the situation in your state. The comment here applies to both questions vii, viii and ix—again from the phone consultations, it appears that in some states there are possibly three types of music education in schools. (1) core curricular music (most usually classroom music is included in normal class times, but in some schools, instrumental music may be part of the core curriculum at some levels), (2) extra-curricular music (most usually instrumental music [including voice/singing] tuition in individual or small group lessons and/or school ensembles [orchestra/band/choir] held outside class time), and (3) co-curricular music (perhaps best illustrated by choral programs in SA, NSW, WA and NT where, particularly in primary sector, schools

commit to a choral program that involves children from a number of year levels in preparing a repertoire of choral pieces for performance at a combined schools choral festival; this sometimes involves teachers being provided with in-service PD to implement the choral program and is sometimes viewed by principals and others as being a substitute for classroom music instruction. Some people felt that the latter scenario was more participatory/experiential than developmental, but was not strictly extra-curricular. Any additional thoughts? Another related form of music education which some people thought best fitted in with the notion of co-curricular music was the type of program offered by Musica Viva where touring groups visited schools with performances and often supplied classroom teachers with program notes and lesson plans for pre- or post-performance teaching.

- (ix) In each system, how many hours of instruction/participation are devoted to extra-curricular music activities? This can only be an estimate but, in the case of perhaps the independent school sector, you may be able to arrive at an estimated average from teacher professional associations such as, in Victoria, the Association of Directors of Music in Independent Schools.
- (x) Compared to the previous period (i.e. a decade ago or a previous government or administration), are school music programs constrained or supported by: a) availability of trained music teachers, and b) adequacy of music facilities, equipment, teaching materials? You may be able to ascertain this from sources such as an annual Ministerial report to State Parliament (often available on State Education Department web sites) or from reports by Education Department KLA Managers, etc.
- (xi) At tertiary level in each state, how many hours of instruction are provided in music/music pedagogy to students of primary school teaching? A source information for this could be your State Council of Deans of Education or possibly Teacher Registration Boards, etc; a comparison of the requirements in each state could be useful in gauging the extent to which likely to be taught in an efficient and effective manner.

3. Potential Sources of Data

The following are recommended as potential sources of relevant data.

- One of the best sources of information is the Internet — i.e. World Wide Web sites. Using the Internet can save you an enormous amount of leg work and enable you to make immediate contact with appropriate people. Aside from undertaking searches using ‘search engines’, an excellent site which has information about and links to a variety of education agencies is the EdNA (Education Network Australia) Online web site at <http://www.edna.edu.au> or, more specifically in relation to school education, try the following web site <http://www.edna.edu.au/go/browse/0:schooled:schoolauth:schlagency#resulttab> This site also includes information about and/or links to a variety of teacher professional organizations which could be of help to you.

- Many of the state Education Departments and end-of secondary school assessment authorities (Boards of Studies, etc.) have relevant statistical information which is available online, often via downloadable pdf files. Before making direct contact with appropriate people in these agencies, it would be well worthwhile checking out their web sites to see what information is available online.
- a) Statistical and other data will sought from the following agencies:
- i. Australian Bureau of Statistics — I am currently following up with the ABS to see if I can get data for each state from each of the last few National Census statistics.
 - ii. State government school education departments After undertaking a web search, make contact with the person with responsibility for The Arts or specifically Music in your State’s Education Department. There have been ministerial reviews into music in schools undertaken in a couple of states at least. It would be well worth checking on this with contacts in your state education department—these may contain some worthwhile statistical details and/or qualitative data.
 - iii. State Catholic Education Offices departments Again, after undertaking a web search, make contact with the person with responsibility for The Arts or specifically Music in your State’s CEO.
 - iv. State Associations of Independent Schools/Association of Heads of Independent Schools of Australia/National Council of Independent Schools — a good initial point of reference would be the EdNA web site
 - v. State associations of school principals — again, the EdNA web site at <http://www.edna.edu.au/go/browse/0:schooled:leadership:princassoc - resulttab> In at least one state, the principals’ association commissioned research into what its membership thought was the most pressing need in primary schools; it turned out to be the need for specialist music teachers. So making contact with principals’ associations could be well worthwhile.
 - vi. State Boards of Studies/Curriculum and Assessment Authorities (i.e. end-of-year 12 examinations bodies) — the first point of call would be the relevant State Boards of Studies / Curriculum and Assessment Authorities web site
 - vii. State music teacher professional associations - ASME Chapters, other state-based school music associations, studio teachers associations, etc. — try <http://www.edna.edu.au/go/browse/3830:3892:4541 - resulttab>
 - viii. External providers of music education services to schools such as Musica Viva, State symphony orchestras, State opera companies, etc.— make contact with the Education Officers of these organizations. Also refer to the comment under 2(viii) above.
 - ix. State Councils of the Australian Council of Deans of Education (I will liaise with the National Council in Canberra but an approach to the President / Chairperson or Secretary of the State Council would be worthwhile). I have enquired about any statistics at the National level.
 - x. The Australia Council (the Music Board and any other relevant Australia Council agencies) (I will look after this)
 - xi. Other state-based sources (please refer to Graham Bartle's *Australian Yearbook of Music and Music Education* for other possible sources; this

is a most useful reference source for local organizations which may be able to assist you with information or possible sources of information).

- xii. Public music examining bodies (such as the AMEB, ANSCA, etc.) as appropriate.
- b) Research studies (theses, etc.), journal articles, conference papers and official reports (these may be located via ACER's Thesis Search, Australian Education Index, BAMER, state education departments, etc.) relevant to the particular state. I will be undertaking searches for each state and emailing you details of any citations that look hopeful. When you get this list, please let me know if you are uncertain about where to locate these references and I will be happy to help with this. There has turned out to be less secondary source material available than I had hoped. Nevertheless, I will forward any citations that I have located to you in the very near future.

4. Working with ASME

I have received a message from Amanda Watson (ASME National Secretary) who has mentioned that the ASME National Council would like you to run your state report past the ASME State Chapter Council before submitting it to me in mid August. This seems a very sensible idea as we want to ensure that the report from each state represents a consensus that as much as possible of the available information relevant to that state has been included and also that it is represented in balanced way. Please call on your ASME colleagues as appropriate -- their role, even if in fairly minor, will help raise the profile of music education in both our own specialist area and the wider teaching profession as well as at the general community level.

5. Accuracy of Data

State Investigators must guarantee the accuracy of data provided to this study, or where there is doubt about the accuracy, must indicate as precisely as possible the nature of the uncertainty.

6. Copyright

State Investigators must inform the Principal Investigator immediately it is known that copyright clearance is required on data to be collected.

7. Schedule of Milestones for State Investigators

Project Milestones	Proposed date
Signing of Letters of Agreement between MCA and State Investigators.	During the week beginning June 3, 2002
Phone consultations between Principal Investigator and State Investigators regarding objectives of the project, areas of investigation, possible sources of data, etc.	During the week beginning June 10, 2002

Teleconference(s) between Principal Investigator and State Investigators to discuss data collection, reporting guidelines, etc.	Early in the week beginning June 14, 2002
State Investigators to collect and collate data and to prepare their State Reports. State Investigators to provide progress reports on a fortnightly basis to the Principal Investigator.	During the eight week period from June 17 to August 9, 2002
Submission of State reports and data by State Investigators.	August 12, 2002
Feedback the Interim Report (prepared by the Principal Investigator) to be provided by State Investigators.	September 20, 2002