

QUESTION 11

AT TERTIARY LEVEL IN EACH STATE, HOW MANY HOURS OF INSTRUCTION ARE PROVIDED IN MUSIC/MUSIC PEDAGOGY TO STUDENTS OF PRIMARY SCHOOL TEACHING?

11.1 Australian Capital Territory

There is only one accredited primary school teacher-training course in the ACT. This is the Bachelor of Education - Primary Teaching course offered by the University of Canberra. Details of the music component of this course for the years 1981, 1991, and 2001 are indicated in the table below.

Table 11.1

Music Components in the BEd(Prim), University of Canberra

Year	Unit Description	Total Hours
1981	2 units of 4 hours per week, for one semester during 3 rd year <ul style="list-style-type: none">• <i>Creative Arts Curriculum</i>• <i>Music A</i>	104
1991	2 units of 4 hours per week, for one semester during 3 rd year <ul style="list-style-type: none">• <i>Music A</i>• <i>Studies in Music Education</i> 2 elective units of 4 hours per week for one semester, entitled <i>Music and the Microcomputer</i> , were also available.	104
2001	3 rd year students receive instruction in music pedagogy for 1 hour per week for one year, as part of an Arts KLA unit. This is part of a 3 hours per week unit shared with Visual arts; the hour in between the two teaching hours may be used for practice or occasional individual tutorial sessions.	26

Primary teacher education students may currently also take music as a 12 credit-point major in their degree, receiving three hours per week of instruction for six semesters (total 234 hours). At present there are eight primary school education students undertaking music majors, the highest number to date in the course at the University of Canberra. In 2003, the 12 credit-point Music Major component in primary school teacher training is being reduced to an 8 credit-point minor, i.e. three hours per week of instruction for four semesters (total 156 hours).

Recent graduates from this course have suggested that the current curriculum is 'overcrowded'. There are also reports that there are presently no relief music teachers on the DEFYS roster available for substitute teaching in government schools.

11.2 New South Wales

In reports into arts education in Australia since the 1970s (Schools Commission and the Australia Council, 1977; Task Force on Education and the Arts, 1984; Australia Council, 1990; New South Wales Ministry of the Arts 1999; Australia Council, 1991, 2000), problems have been identified which affect primary teachers' effective implementation of Creative Arts programs in schools. These problems include lack of teacher confidence, lack of resources, and lack of training and skills. In each report, one of the one major recommendations to overcome these problems has been to increase the number of teacher education hours for student teachers in the arts. Russell-Bowie (1992, 1993, 2002) compiled research data on the compulsory music education hours in NSW universities in primary teacher award programs, shown in the table below. Any discrepancy with Russell-Bowie's information has been adjusted with further information from universities. It is disturbing that this data confirms that the recommendations of the arts education reports have not been followed.

Table 11.2
Core music education hours in NSW university primary teacher education award programs

Institution	1980	1987	1992	2000	2002
University of Newcastle	130	130	96	40	21
University of Technology Sydney	60	60	66	30	30
Charles Sturt University (Riverina CAE)	64	68	52	48	48
University of New England	52	64	60	39	15
University of Wollongong	111	91	45	15	15
University of Sydney	48	48	36	40	40
Macquarie University	107	60	28	8	8
Australian Catholic University	n/a	108	24	36	36
Charles Sturt University (Mitchell CAE)	n/a	39	24	*	*
University of Western Sydney (Bankstown)	68	60	16	20	9
University of Western Sydney (Penrith)	117	n/a	22	9	9
University of New South Wales	n/a	52	4	n/a	n/a

* = No response

n/a = No longer applicable—UNSW no longer offers primary music education. It is only available within the training of secondary music educators.

While there was a decrease in core music education hours in most universities in recent years, several universities provide elective courses in primary music education or training in primary music education as part of other courses. There are significant numbers of students who pursue elective study in each of the universities named in Table 11.2. At the University of Newcastle for example, students in the primary program are able to study up to 3 electives in music over and above the core requirement. All subjects are worth 10 credit points. The core requirement is a semester of music foundations (3 hours per week) and a semester of 'arts' methods—again 3 hours per week, shared between music and visual arts. In addition, students can choose up to three electives in music. These electives are all one semester, 3 hours per week. It is possible the primary graduates from University of Newcastle could have 50 credit points of their final 270 that are music related. At Macquarie

University, music hours are integrated with the other creative arts, although the hours shown in Table 11.2 are those which are in music. At Macquarie University and the University of Sydney, students can elect further music study in additional courses. Sydney University offers extra accreditation to students who take a music elective in their final year of study. Primary education is included as part of other courses at the Sydney Conservatorium of Music, University of Sydney. At this institution, students have 2 hours per week over one semester.

11.3 Northern Territory

Most teacher training in the Northern Territory occurs at the Northern Territory University, but indigenous students can also gain tertiary qualifications at the Batchelor Institute of Education.

At the NT University, the Bachelor of Education degree comprises 24 units, one of which, the 'Arts in Education' unit, runs over one semester of second year of the course. The unit includes thirty hours of lectures and workshops in arts education—three hours a week—subdivided into 4 hours of Drama, 4 hours of Dance, 12 hours of Visual art, and 10 hours of music. Students may also choose to do two units from Music Faculty courses as electives, spread over three years or undertaken in their third year.

At Batchelor Institute, indigenous teacher trainees can graduate with a 3-year Diploma of Teaching, or a four-year Bachelor of Education degree. There is no specific music education component in the course, but the first three years include an 'Expressive Arts' Course, which is covered in two hours per day over a two-week period. The course includes aspects of story-telling, dance and music, meaning that very little actual music skill development or music pedagogy training occurs. (Source: Harry Brown, Lecturer in Expressive Arts, Batchelor Inst. Pers. Comm, 30 July.).

11.4 Queensland

Music teacher education is provided by a number of Queensland universities. Most students elect a joint degree (music and education) or undertake a post-graduate education qualification after completing a Bachelor of Music degree or equivalent. A smaller number pursue music majors through pre-service undergraduate degrees in education. Primary school teachers are provided with core music instruction, although the amount of this in contact hours is dwindling, often in conjunction with other areas of the arts, because of the opportunity to be a music specialist in Queensland primary schools, most institutions offer a specialist pathway of additional music education instruction.

Table 11.3
Number of students enrolled in music or music education courses in Queensland

Year	Institutions offering music related courses	Number of enrolments for music courses	Number of enrolments for music/education courses
2001/2002	8	267	63
2000/2001	7	324	72
1999/2000	7	282	77
1998/1999	7	272	110
1997/1998	7	236	72
1996/1997	7	247	100
1995/1996	6	281	52
1994/1995	5	240	3
1993/1994	5	264	2
1992/1993	6	300	8

Source: QTAC

The above table does not include students who were permitted by the institution to transfer to a different course internally or those who were offered, for example, a Bachelor of Arts and who subsequently did a music major (Dianne Keene, QTAC).

Table 11.4
Hours of primary teacher music education instruction in Queensland

Institution	Course	Year	Enrollment	Core tuition hours	Specialist tuition
University of Queensland	B.Mus/ B.Ed	2001/2 002		474 hours over 3 years	104 hours over 2 years
QUT	Primary General	2002	300	9 hours per week	
QUT	B.Ed	2002	100	18 hours per week	Optional KLA?
Griffith University	Primary music	2002		3 x 12 hours	4 x 9 hours

11.5 South Australia

University of Adelaide: At the University of Adelaide, which now includes the Elder Conservatorium, there has been no component of primary school music education within any syllabi of the last 10 years; the new Bachelor of Music Education, initiated in 2002, is focussed on secondary school music specialist preparation and does not have a primary school unit.

Flinders University: At Flinders University, degrees are offered in a Bachelor of Education for junior level primary and primary school teachers available at graduate and undergraduate level. One curriculum topic in the course is The Arts for Primary Schools where students choose from Music, Art or Dance. The course totals 20 contact hours. There is one unit of combined arts for junior level primary teachers. The time allocation for this course is 20 hours and there is no music specialist staff to support this course. There is an absence of any music study unit in the Bachelor of Education for upper primary school and lower secondary. The courses at Flinders University have been the same for the last seven years and prior to that the School of

Education's Administration Officer did not know. In previous times, it is believed Flinders University had a large music section, which focussed on developing students as performers rather than preparing teachers for the classroom.

Magill Campus, University of South Australia: The Bachelor of Education for junior level primary and primary is a four year course. In the first year, a core curriculum subject includes 26 hours of Technology and the Arts, the Arts component being Music. The course assumes students who have had no previous knowledge of music and familiarises them with Orff and Kodály methodologies with the first weeks being devoted to a study of music by the components of melody, rhythm and harmony. There are two assignments—one being research into references and resources, and the other being to plan a four-week work unit for a particular year level in music. The BEd course is now under review and a further push towards the lessening of time for Music and the Arts is predicted, probably in the direction of combining all the Arts in a one semester unit. In second year of the Bachelor of Arts degree, it is possible to take music as a General Study subject to audition, but there is no education component to this subject. Ten years ago was similar, with music taken for two hours a week for one semester. Fifteen years ago, in addition to the two hours a week for one semester, there was one lecture per week.

Underdale Campus, University of South Australia: Underdale has a BEd course for junior primary and primary, which is also of four years duration. There are two compulsory units which may deal with music if there is any staff member in the Faculty of Arts for that year who is a music specialist. The unit varies from year to year, depending on the available staff. The first unit is entitled 'Technology and the Arts' and is for 26 hours in duration. There is a unit called 'The Arts' for second year students which is also 26 hours in duration. Ten years ago, Music was compulsory with 26 hours of music and 26 hours of Drama in the first year, and one could choose either Music or Drama for the 26 hours in second year. John Holmes, Head of School of the Arts, predicts that more content will shift to the Arts in general, effectively lessening the time spent on any specific art form.

Elizabeth Silsbury produced an illuminating document detailing the total number of contact hours for tertiary institutions in music across Australian tertiary institutions in 1977 which is summarised below.

Table 11.5
Music/Music Education Contact in Teacher Education Courses in South Australia, 1977

Total Hours	Core music/music ed. (no. of colleges)	Elective music/ music ed. (no. of colleges)
0	7	2
0-40	8	2
40-60	9	0
60-80	16	1
80-100	5	2
100-150	9	2
150-200	1	10
200-300	0	11
300-400	0	18
Over 400	0	7

	55	55
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From the available data, there are currently, therefore, no music subjects being offered beyond second year tertiary level to trainee teachers destined for junior level primary or primary school teaching in South Australia. Training in The Arts appears to be the general direction of courses in future, with music as a component being demoted.

11.6 Tasmania

The University of Tasmania is the only training institution in Tasmania for primary school teaching.

There are two pathways for graduation as a primary school teacher:

1. Bachelor of Education

This course includes 4 years of study for early childhood/primary generalist classroom teacher preparation. Music units in this course include a minimum of 12 hours in year 2 and electives are available in years 3 and 4 of 12 hours each. Currently, two thirds of students complete 24 hours of instruction in music consisting of 12 hours compulsory unit plus one elective of 12 hours, and one third of students complete 36 hours of instruction in music consisting of 12 hours compulsory unit and 2 elective units of 12 hours each.

2. Bachelor of Teaching

This course includes 2 years of study for students with a degree in another area. These students must complete a 12-hour unit in both years in Music for a total of 24 hours. Until recently, a full time year of study involved 36 points with units counting as 3, 6 or 9 points. Currently, units are based on percentages; 100% comprises a full time year with units counting as 12.5% or 25%.

11.7 Victoria

The following data has been provided to the Department of Education, Employment and Training, by the Deans of Education in Victoria, the Dean of Education at Charles Sturt University, and the other Departments at the Universities of Ballarat and RMIT which prepare secondary physical education teachers. Prior to 2000, these data were collated by the Standards Council of the Teaching Profession.

Preparation for Secondary School Teaching in Particular Subject Areas

Universities were asked to provide the number of final year students enrolled in each secondary teaching method (or information about secondary teaching methods taken in previous years by final year students). Most intending secondary teachers prepare to teach two subject areas, so the number of 'subject enrolments' is roughly twice that of the number of students enrolled. Note that Table 11.6 provides a 'head count' rather than EFT enrolments. Table 11.6 provides an indication of the number of graduates likely to be available in 2002 and qualified to teach in various areas (with

the proviso above of attrition during 2001 and ‘leakage’ from teaching career). This figure also provides a comparison with past years.

Table 11.6

Secondary Teaching Methods: Enrolment Comparison, Victoria, 1994-2001

	1994	1996	1997	1998	1999	2000	2001
Music	67	98	55	80	89	120	100

Figures for 1994 and 1997 were provided by R. White (Oct. 1997 compilation)

Figures for 2001, 1999, 1998, and 1996 were collated directly from universities by the DEET/SCTP.

Figures for 2000 were partly collected directly from universities, partly provided by D. Lloyd.

Approx 65 RMIT B.Ed. Students not included in 2001.

11.8 Western Australia

Three tertiary institutions in Western Australia currently offer teacher education degrees which include music/music pedagogy for students intending to become primary school teachers (specialist and/or generalist)—the University of Western Australia, Murdoch University and Edith Cowan University.

The University of Western Australia in collaboration with Murdoch University is currently the only tertiary institutions to offer a combined (BMus/BEd) degree which qualifies graduates to seek employment as both generalist primary teachers and specialist music teachers in primary schools. Music units are studied at the School of Music (UWA) and the education units are taken at Murdoch University’s School of Education. The degree is taken over a minimum of 5 years and a total of 36 points per year are taken in music/music pedagogy. Additional units may be taken for the student to graduate with honours.

Students at the University of Western Australia enrolled in the BMus degree are required to complete a total of 36 points per year (for 4 years) in music/music pedagogy. Graduates are qualified to seek employment as primary music specialists, secondary music teachers and/or as primary/secondary instrumental teachers (employed through the School of Instrumental Music for government schools).

At Edith Cowan University, primary teacher education students all undertake a compulsory 4 hours per semester (15 weeks) unit in music pedagogy. Those who wish (about 10% of the cohort of approximately 400 students [2002 data]) may elect to do one, two or three additional 3 hour semester units. About 10% elect to study two music units (theory, history, performance)—each 3 hours for 1 semester.

11.9 Summary of State Findings and Indication of State and/or National Trends

11.9.1 State Findings

Australian Capital Territory

There is only one primary teacher education course (and no specialist secondary music teacher education course) in the ACT. The primary teacher education course is offered by the University of Canberra and statistics from the last twenty years shown that there has been a decrease in the time allocation for core music education studies within the course from 104 hours in 1981 and 1991 of 104 hour to a mere 26 hours in 2001.

As in other states, the most likely reasons for this are the combination of firstly an increasing crowded primary school curriculum for which primary teacher education must be prepared for teaching, albeit inadequately, and secondly, the increase in what is considered to constitute the Arts in schools with the introduction of the National Curriculum Statements and Profiles for The Arts in 1995—music is now one of five arts strands instead of previously being one of two art forms (Music and Visual Art).

New South Wales

Having the largest population of the Australian states, there are more institutions offering primary teacher education courses in New South Wales than in other states (the number is currently ten). Statistical evidence is that, like the situation in ACT, there has been a significant decrease in the time allocated to core music education courses within primary teacher education courses in these institutions. The average number of course hours allocated to core music curriculum studies across ten institutions offering such courses in New South Wales was 75.7 hours in 1980 compared with 23.1 hours in 2002. The reasons for this decrease are similar to those identified in other states—namely an increasingly crowded primary school curriculum and the expansion of The Arts from Music and Visual Arts to a five arts areas. One more positive aspect commented on in relation to New South Wales is that elective music studies are available at many institutions and that these are undertaken by a significant number of primary teacher education students.

Northern Territory

There are no longitudinal data available for the Northern Territory. The present situation is that there are two institutions offering primary teacher education courses in the Northern Territory. In the primary teacher education course at Northern Territory University, ten out of the thirty hours allocated for the one unit in Arts Education are available for music curriculum studies. At Bachelor College (the indigenous tertiary education institution in the Northern Territory), 28 hours of course time are allocated to a unit of study entitled ‘The Expressive Arts’ but there is no specific allocation with this unit for music curriculum studies —although music would normally be included.

Queensland

Although no longitudinal data are available for Queensland, the State Investigator made the general comment that the number of hours allocated within primary teacher education courses for music curriculum studies were ‘dwindling’. In relation to the

education of specialist secondary music teachers, the number of enrolments in undergraduate music courses (BMus or equivalent courses which provide a discipline base for prospective music teachers) has remained fairly constant with an average of 271.3 enrolments per year for the period 1992/93 to 2001/02. The number of enrolments in music/music education courses (secondary music teacher education courses) have certainly increased significantly from 8 students in 1992/93 to a high point of 110 in 1998/99, with the most recent figure for enrolment in such courses being 63 in 2001/02.

South Australia

The information provided for South Australia was a series of descriptions of current offerings of presumably primary teacher education courses at South Australian universities. From the available data, there are currently no music subjects being offered beyond second year tertiary level to trainee (generalist) teachers destined for junior level primary or primary school teaching in South Australia. Again the inference here was that curriculum studies in The Arts now cater for a much wider range of art forms (in line with the 1995 National Curriculum Statements and Profiles for The Arts) to the detriment of music curriculum studies. Longitudinally, given figures provided for 1977, there has been a sharp decline in the number of hours devoted to music study now (2002) compared to then—the *maximum* time allocated to music in these courses is currently 26 hours (note that this time may only be The Arts in general and not necessarily music). This compares quite unfavourably with the majority of courses available in 1977 that far exceeded that current core or elective time, with *core* music being offered at sixteen tertiary institution courses in the vicinity of 60 to 80 hours. It should also be noted that specialist training for secondary school specialist music teachers is being provided at the University of Adelaide.

Tasmania

Only the current primary teacher education courses and the core music curriculum studies offered by the University of Tasmania were described.

Victoria

From the Principal Researcher's perspective of over twenty-five years teaching at the same institution in Victoria, and also observations of developments in other Victorian institutions offering primary teacher education courses, the time allocation for music curriculum studies has decreased significantly over this time. However, on the issue of the availability of graduating music teachers in Victoria, the State Investigator provided evidence that, despite some fluctuations in the figures, there has been an overall increase in the number of secondary music teacher graduates from Victorian universities from 67 in 1994 to 100 in 2001.

Western Australia

Only the current primary teacher education courses and the core music curriculum studies offered by the three universities in Western Australia were described.

11.9.2 Indications of State and/or National Trends

Despite the limited data available, statistics from the ACT and New South Wales indicate a significant decline in the amount of music curriculum studies in course of generalist primary teacher education. Reasons for this decline have already been outlined— an increasingly crowded primary school curriculum and the expansion of The Arts from Music and Visual Arts to a five arts areas with a consequent decrease in time allocation for music curriculum studies. This situation is likely to be uniform across all primary teacher education courses in Australia. The result is that generalist primary teaching graduates, unless they have undertaken elective music and/or music education units within their courses, are unlikely to be sufficiently competent or confident enough to teach music to their classes.

The situation regarding the preparation of specialist secondary music teachers is somewhat more optimistic. There is evidence from Queensland and Victoria that there has been an overall increase—presumably meeting the demand for secondary specialist music teachers—in the number of secondary music education graduates. The implication here is that, despite the rhetoric included in primary curriculum framework documents in some states that music is an integral part of primary arts education, if music is not being effectively taught at the primary level because of a lack of skills and knowledge among generalist primary teachers and there is not adequate provision for music specialists in primary schools, there may be a shift towards music being taught as a specialism at the secondary school level.