



Australian
Society for
Music
Education

Australian Society for Music Education (ASME)

Joint Select Committee Inquiry on Arts and Music Education and Training in New South Wales 2024

About ASME

The Australian Society for Music Education (ASME) is a professional association that aims to support, represent, and advocate for music education at all levels and sectors in Australia as an integral part of education and community life. Our approximate 1,000 members are music educators in early childhood settings, primary and secondary schools, tertiary institutions, and community and professional music organisations across the country.

The Aims of ASME are:

- to support the right of every person in Australia to access a quality music education
- to promote continuous, sequential and developmental music education experiences
- to foster the development and extension of professional knowledge and skills in music education
- to seek to improve the status of music education in all learning contexts
- to provide opportunities for the exchange of ideas and research
- to encourage Australian music and composers
- to promote the rich diversity of musical traditions within Australia
- to encourage the use of emerging technologies in music education
- to recognise and encourages innovative pedagogies in music education.

As an Australia-wide organisation, ASME operates under a National Executive and representative National Council who work in Chapters in Australia's States and Territories. All ASME committee members work in a voluntary capacity and are primarily music educators working at school and tertiary institutions.

ASME facilitates the Music Teachers Association Roundtable (MTAR) which represents Australian non-profit and member-based professional associations consisting of the Australian Band and Orchestra Directors' Association (ABODA), Australian National Association of Teachers of Singing (ANATS), Australian National Choral Association (ANCA), Australian National Council of Orff-Schulwerk (ANCOS), Australian Strings Association (AUSTA), Dalcroze Australia, and Kodály Australia. We are a member of the National Advocates for Arts Education (NAAE) and the Australian Alliance of Associations in Education (AAAE).

ASME New South Wales Chapter Submission

The ASME National Executive fully supports the submission provided by the ASME NSW Chapter Council and endorses their recommendations. The ASME NSW Chapter submission has been developed with direct consultation with NSW members.

Alberts Tony Foundation: Music Education Right from the Start Submission

ASME also wishes to acknowledge and thank the Alberts Tony Foundation: Music Education Right from the Start initiative for their support of ongoing, sequential and quality music education. The ASME National Executive also endorses their submission.

Background

The value and benefits of music education are unquestionable, though the provision of music education in schools requires urgent government support. Primary schools present the most viable option to give students the best start to life through sustained and sequential class music education, however, its provision is currently hindered by a range of complex problems. These include the lack of system-wide policy and resources to implement class music education in primary schools, the absence of primary school initial music teacher education in universities, and a lack of funding and support for music teacher professional development. Broad key recommendations are made below that speak to these issues and the inquiry's terms of reference.

Key Recommendations

1. ASME recommends that the NSW government invests in a broad and large-scale music education strategy. Such a strategy would include and expand on the points that follow.
2. ASME recommends that NSW schools commit to a 60-minute weekly time allocation for class music education in primary schools.
3. ASME calls for an ongoing commitment to the compulsory time allocation to class music in NSW lower secondary schools.
4. ASME recommends the government works with NSW universities to develop options to specialise in Music in initial primary teacher education courses.
5. ASME recommends that funding is provided to support generalist primary teachers to engage in professional development and further study to become specialist music teachers.
6. ASME recommends that professional learning funding is provided to support specialist music teachers in the continual development of their practice, particularly those who are new to being music specialists.
7. ASME recommends that sustained funding is directed to music teacher professional associations to assist with operational and project costs. These non-profit organisations are the main providers of music teacher professional learning in the State and are often run by volunteer music educators. These organisations include the NSW chapters and branches of ASME, ABODA, ANATS, ANCA, ANCOS, AUSTA, Dalcroze Australia, and Kodály Australia.

8. ASME advocates for a specialist music curriculum for all year levels that prioritises creative and culturally responsive music making and listening that is flexible to allow for equitable and inclusive context-driven learning experiences that is developed in careful consultation with NSW teachers.
9. ASME recommends that sustained funding is provided for Indigenous-led music education projects to support non-Indigenous teachers to meaningfully, appropriately and respectfully include the Aboriginal and Torres Strait Islander histories and cultures through music in their classrooms.
10. ASME advocates for increased access and opportunities for instrumental and vocal music tuition and ensembles in all NSW schools and regional conservatoriums.
11. ASME advocates for the development of consistent and fair pay and working conditions and models for instrumental and vocal music educators working in schools and community organisations.
12. ASME advocates for further funding to NSW families to increase access to co-curricular and community music programs which offer valuable and life-enhancing opportunities to young people beyond the school curriculum.

Authors

This submission has been developed on behalf of the Australian Society for Music Education National Executive and led by Dr Jason Goopy (President) with contributions from Dr Rachael Dwyer (Vice-President), Dr Emily Wilson (Secretary), Dr Jennifer Rosevear (Treasurer), and Professor David Forrest (Publications Officer).

Contact

We are happy to speak to this submission further. Please direct further inquiries to contact@asme.edu.au.