

SOUTH AUSTRALIAN QUALITY MUSIC EDUCATION FRAMEWORK

MUSIC FOR A WORLD-CLASS EDUCATION



Government of South Australia
Department for Education

Our vision for music education



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

In 2018, the Department for Education launched the Music Education Strategy 2019 to 2029, which sets out our aspirations, vision and goals.

To deliver a world-class music education in South Australia, music needs to be prioritised and well supported.

The South Australian Quality Music Education Framework defines quality music education, provides a decision-making guide for everyone involved in music programs and offers guiding principles and practical advice to deliver high-quality and sustainable music education in schools and preschools.



“We want our students to have access to the best education system in Australia and investment in excellent music education is critical.”

*Hon John Gardner MP,
Minister for Education.*

Get in touch

More information about the Music Education Strategy 2019 to 2029 and the South Australian Quality Music Education Framework can be found online. The music education strategy welcomes feedback and queries as the framework is implemented, refined and enhanced.

Contact us:
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<https://www.education.sa.gov.au/teaching/projects-and-programs/music/music-education-strategy-2019-2029>



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About this framework

This framework supports everyone involved in music education to make the best decisions for children and young people in South Australia.

Our 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.

Objectives

We want quality music education programs established, developed, enhanced and continuously improved.

This framework should be used by schools, preschools and community partners to support sustainable, responsive and inclusive music education.

This framework:

- » defines a set of characteristics for quality music education
- » provides clarity and guidance to a range of stakeholders involved in developing and providing quality, high-impact music education
- » describes best-practice approaches for making decisions about music education
- » emphasises co-design and partnership as ways to achieve consistent and sustainable outcomes that highlight the need to evaluate and monitor music education for continued improvement across the whole education system.

Audience

This framework is designed to help develop and improve existing music education programs.

You may be a teacher, preschool director, school principal, music organisation or other education provider. You may be an interested parent or carer, family member, student or community group. Everyone can use this framework to inform their thinking and decision-making around music education.

To deliver world-class music education in South Australia, everyone involved must make the best decisions possible for our students. This is a complex but worthwhile process of engagement with many people and groups with varying interests and degrees of influence, such as:

- » school and preschool teachers, educators and support staff
- » school and preschool leaders
- » Department for Education staff and other decision-makers
- » community groups, families, students, music/arts organisations and industry bodies.

Structure

This framework focuses on the 5 qualities of a world-class music education, as identified through extensive research and consultation: value, access, continuum, connections and achievement.

Each of these qualities is described in depth on the following pages, including:

- » specific case studies
- » explanations of how the quality should guide your decision-making
- » a checklist and the next steps to help ensure your music program is satisfying the aims of the framework.

How to use this framework

The framework can be read in its entirety for insight into the key considerations that influence each of the key stakeholder groups in the music education system. Alternatively, you can refer to the specific quality of music education that is of most interest to you. If you are starting a music program, it will help provide you with advice and inspiration.

This framework provides decision-making goals for all levels of the education system. Wherever possible, you should make decisions in a collaborative way, through consultation and co-design with all stakeholders. Decisions should ensure the appropriate people or resources are in place at the right time.

Your decisions will also need to align with key department for education strategies¹, as well as wider government initiatives². You will need to consider departmental policies and procedures, including ethical practices, work health and safety and child protection.

All decisions and investment in music education should:

- » be informed by the latest high-quality research and evidence
- » involve and be co-designed with all stakeholders
- » ensure access for all children and young people
- » prioritise sustained, long-term engagement opportunities with music education
- » prioritise early engagement with music education
- » build new and enhance existing partnerships with community.

¹ Including the school improvement model, Aboriginal Education Strategy and the International Education Strategy

² Including the South Australian Music Industry Strategy, Aboriginal Arts Strategy and Adelaide's role as a UNESCO City of Music.

3 steps to engage with the framework:

1

Use the 5 qualities to critically reflect on your music programs or to begin.



2

Review the case studies to gain a deeper understanding of effective practices currently occurring across the education system.



3

Apply the decision-making principles when you make choices about your music education programs.





Five qualities of world-class music education

We have worked closely with leaders and educators from South Australian schools and preschools, as well as local and national music education experts, the Department for Education's Music Education Advisory Panel, and music organisations to identify 5 qualities of world-class music education.

While music programs will vary across South Australian schools and preschools, the evidence gathered through extensive research and consultation demonstrates that these 5 qualities must be consistently present for music education to flourish.





VALUE

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

Schools and preschools with world-class music programs actively encourage and promote the value of music education to their staff, parents, families and community partners.

There is understanding in the value of and investment in music education supported by leadership, staff, parents/carers and the community through the continual improvement of in-class and co-curricular music programs. Schools and preschools assign dedicated learning spaces for music and storage space for music equipment. Processes and budgets exist for the ongoing maintenance of music equipment and instruments, as well as professional development of staff.

Where there is value, a broad range of stakeholders are involved in the implementation of music education, ensuring long-term sustainability of music programs, regardless of any future staffing or leadership changes.

Schools and preschools with quality music education:

- » make music education a daily occurrence and embed it in the school or preschool culture
- » develop site-specific music policies with stakeholders¹
- » allocate sustainable budgets, resources and functional learning environments to support learning about music and through music
- » allocate time for authentic performance based musical learning (in-class and co-curricular)
- » promote and celebrate participation in classrooms and in co-curricular musical learning activities.

¹ In line with the Australian Curriculum and the Early Years Learning Framework (EYLF).



Value decision-making goals

Whether you are establishing a new music program or enhancing existing music opportunities, shared values and the purpose of everyone involved is critical to long-term success.

World-class music programs require sustained investment over many years and involve a broad range of people contributing to music programs.

To align your decisions with value, make sure they:

- » have clear, measurable long-term goals that align with overarching improvement plans
- » establish opportunities that increase engagement with existing programs
- » facilitate sustained and scalable investment in people and resources
- » provide school and preschool teachers and educators with the best possible tools to deliver music education
- » foster broad support and awareness within the community of the value of music education.

Value decisions prioritise:

- » optimising the learning environment for new, established and developing music programs
- » sustained engagement opportunities with music education
- » innovative ways of enabling students to pursue higher music achievement throughout their education
- » improving the professional skills of generalist and specialist music teachers and educators.



“The songs we sing make me happy.”

*Student,
Enfield Primary School*

“The benefits of this program outweigh the resource input by the school including self-motivation, dedication of students and the building of resilience. Our students gain a deeper appreciation of music through the learning they do in this area.”

*Principal,
Woodville Gardens School*

VALUE IN PRACTICE: A CASE STUDY

Woodville Gardens School



The school has dedicated resources (staff, space and equipment) that support music education. By investing in a school owned instrument bank, quality equipment is accessible to all music students including those experiencing economic disadvantage.

Music is incorporated into the school culture, through initiatives such as the school song. A calendar of events, including an annual music showcase, engages families, students and staff, so all members of the school community can appreciate the enjoyment, the effort and development of students.

People

A specialist music teacher is employed full-time.

60+ students sing in the Year 4 to 7 choir.

Specialist music educators at the local high school share their knowledge and mentor primary school staff.

Activities

Students of all ages contributed to development of a school song, which is now the school bell starting each day.

An annual music showcase allows all instrumental ensembles and groups perform in front of 400+ parents and community members.

Resources

Funds for music education are allocated in the annual budget.

The school has invested in a library of instruments, with local policies and procedures in place to manage use and maintenance.

There is a dedicated music room for classes, with storage space for equipment.

Outcomes

Music students have several pathways to secondary school, with many students participating in secondary music programs, including the Special Interest Music Centre at Woodville High School.

There is strong engagement, consistent attendance and support from parents, carers, teachers, school councils and the wider community.



“Decisions I make should ...”

Teachers and educators

Make music part of my students’ regular learning, rather than a ‘one-off’ special activity.

Encourage cross-curricular opportunities to bring music into the classroom as a vehicle for other learning.

School and preschool leaders

Integrate music into school and preschool culture, ensuring it is widely valued and supported.

Ensure all students have the opportunity to access music education as part of regular school or preschool learning.

Refine and enhance music education programs to meet the department’s goal of world-class public education.

Department for Education

Create a culture where music education is widely recognised and valued.

Actively promote the benefits of a quality music education.

Encourage and support the inclusion of music education in tertiary generalist teaching courses, lifting the skills and confidence of graduates.

Community groups, families, music organisations

Align with the goals and vision of the music education strategy.

Place value on the benefits of a quality music education.

Actively promote and advocate music education and spread enthusiasm through the wider community.

NEXT STEPS

ASK YOURSELF



Does everyone involved understand and can they articulate the value of music education?

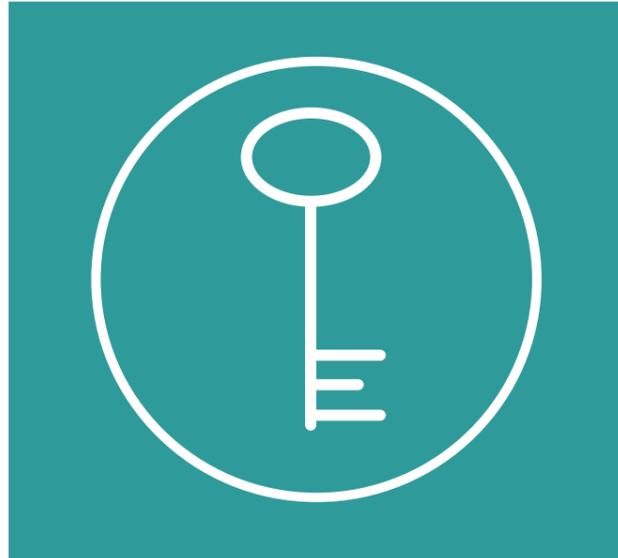
Does the school or preschool, have a dedicated budget and resources to support music?

Are there processes for the ongoing care and maintenance of instruments and equipment?

Do a broad range of staff contribute to the school’s or preschool’s music program?

Is there an appropriate learning environment, with sufficient resources and storage space, to enable quality music education?

Is music regularly celebrated at functions, including assemblies and school/preschool and community events?



ACCESS

Every child and young person has access to inclusive and relevant music education activities. Music programs recognise and respond to barriers to success.

Schools and preschools with world-class music programs ensure all students, at all age levels, can access a quality music education. Where music education flourishes, curriculum initiatives and programs promote opportunities for engagement.

Music education learning opportunities are socially and culturally inclusive of all learners, including Aboriginal students, students from culturally and linguistically diverse (CALD) backgrounds, students with disabilities or learning difficulties, and students from rural, remote and regional areas.

Music is used to support students' development of cultural identity and encourages sharing and celebration of cultures.

Schools and preschools with quality music education:

- » ensure music programs and learning activities can be accessed by students with a disability or learning difficulty
- » use music as a vehicle for teaching and learning from the early years onwards
- » provide all students access to classroom singing and instrumental learning opportunities, including students experiencing disadvantage
- » increase access to music education from birth to reception
- » adapt pedagogical approaches to the diversity of student needs.



Access decision-making goals

Whether starting or enhancing an existing program consider if it will be accessible for students from families experiencing financial hardship, or who live far from the school or preschool. Consider how your programs include students with a disability, learning difficulties or language barriers. Think about how you can incorporate and celebrate the cultural resources of all your students – and where opportunities exist for cross-curricular learning and collaboration.

To align your decisions with access, make sure they:

- » prioritise inclusivity of music education
- » focus on improving access where it is needed most.

Your decisions should be responsive to student needs. Consider how to make your programs sustainable, transferrable and scalable. Think about the difficulties students face at key transition points (for example, primary school to secondary school) and make decisions that facilitate access and break down barriers at those points.

Access decisions promote inclusivity by providing targeted support for:

- » Aboriginal students
- » students from CALD backgrounds
- » students with a disability and special needs
- » socio-economically disadvantaged students
- » students in rural, regional and remote areas.



“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 Primary School*

ACCESS IN PRACTICE: A CASE STUDY

Ngura Yadurirn Child and Family Centre



Ngura Yadurirn embraces and celebrates the cultural background of the children and wider community. Children, parents, carers and families are all welcome to participate in musical activities. Cultural mentors support the centre in programming culturally appropriate music activities. Songs are taught to families so that children are encouraged to 'take the music home'.

Outdoor and nature play introduces children to the music of their environments. Multisensory learning is supported and encouraged.

People

Parents, carers and family members attend music sessions, and strengthen music learning at home.

All staff participate in sessions to improve their ability to lead songs and music activities.

Aboriginal cultural mentors work with staff to develop a deeper understanding of the cultural needs of the community.

Activities

Community and family nights are held with local Aboriginal community elders.

Children perform songs they have learnt at community events.

The centre hosts weekly parent groups with music, movement and occupational therapy.

Children and families in the inclusive preschool program engage with the music program.

Resources

Children experience multisensory music learning through sounds, nature play and books.

Rotating outdoor exploratory play spaces feature musical instruments.

There is a separate learning space with musical equipment for the inclusive preschool program.

Outcomes

Music reinforces connections between family, community heritage and learning.

Programs are developed with cultural knowledge and appreciation.

Children are introduced to music in creative ways that engage all the senses.



"Decisions I make should ..."

Teachers and educators	School and preschool leaders	Department for Education	Community groups, families, music organisations
<p>Ensure all students can access music education as part of their regular day.</p> <p>Adapt programs to explicitly include and support students:</p> <ul style="list-style-type: none"> » from vulnerable or disadvantaged backgrounds » living in rural, regional and remote areas » from CALD backgrounds » with a disability or learning difficulties. 	<p>Ensure music is a regular part of the day.</p> <p>Ensure that all students, including those with a disability or learning difficulties, can participate in music lessons and activities.</p> <p>Allow for tasks to be adapted, so all students have the chance to achieve success.</p> <p>Ensure activities are accessible and meaningful to students from a broad range of cultural backgrounds.</p>	<p>Ensure that music programs and initiatives are developed and implemented with equity, accessibility and inclusion addressed.</p> <p>Create tailored resource materials to ensure initiatives cater for the needs of all students and learners, including those with a disability or learning difficulties.</p> <p>Identify and support schools and preschools with limited access to music education.</p>	<p>Seek opportunities for greater student engagement.</p> <p>Ensure programs and opportunities can be accessed or adapted for all students, including those:</p> <ul style="list-style-type: none"> » from vulnerable and disadvantaged backgrounds » living in rural, regional and remote areas » from CALD backgrounds » with disabilities or learning difficulties.

NEXT STEPS

ASK YOURSELF



- Is music embedded in the normal learning day?
- Are our music education programs accessible, relevant and responsive to the specific learning needs of Aboriginal students?
- Do music activities and experiences recognise the specific learning needs of students from different cultural backgrounds?
- Are music learning opportunities adapted to ensure equity of access for students with disabilities or learning difficulties?
- Are there school-based and supplementary learning opportunities for students who need them?
- Are programs appropriate and accessible for our community, particularly in remote and regional areas?
- Do socioeconomically disadvantaged students have equal access to music education opportunities?
- Are principles of equity, and inclusion accessibility addressed and actioned?



CONTINUUM

Every child and young person has the opportunity to engage in a sequential, developmental and continuous music education program, including through critical transition points such as primary to secondary school.

Schools and preschools with world-class music programs provide sequential and continuous learning opportunities for students. At the heart is a rigorous, developmental core music curriculum that gradually builds students' knowledge and skills.

These programs engage with students early and take a long-term approach to music education. They consider how their own programs relate to the broader system. This means connecting with feeder preschools and schools, destination primary or secondary schools, music organisations and tertiary and industry pathways as appropriate.

While not all students may aspire to study or have a career in music, world-class schools and preschools ensure this pathway is available and accessible to all students.

Schools and preschools with quality music education:

- » engage students continually (often daily) with music throughout the school year
- » ensure continuity of music learning across year levels
- » support continuity of music learning and pathways during transitions to higher levels of schooling (for example, primary to secondary)
- » connect learning to prior knowledge and experiences
- » connect learning experiences beyond formal schooling
- » promote a variety of musical careers and roles, pathways and involvement in community activities
- » support students' engagement with music education opportunities and pathways.



Continuum decision-making goals

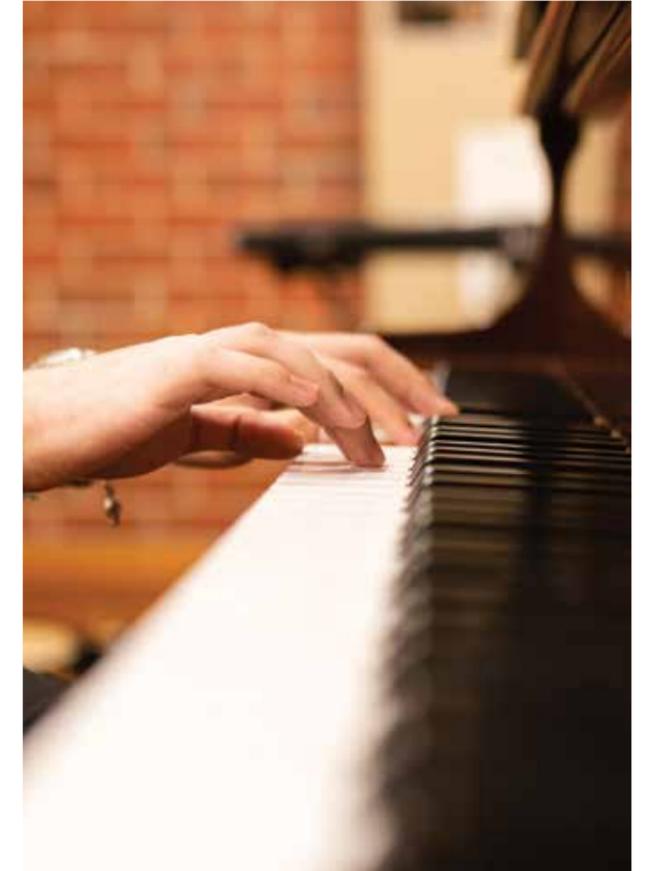
Your decisions should support the creation and maintenance of sustainable music programs with long-term goals in mind. For your programs to be effective, you need to consider how your learning programs fit within the broader learning continuum. Consider how to engage students early and how to retain them. Consider the difficulties students face at key transition points (for example, primary school to secondary school) and make sure your decision supports smooth transitions.

To align your decisions with continuum, make sure they:

- » increase engagement and participation in music for early years and primary students
- » create pathways to further student progress
- » focus on increased participation.

Continuum decisions prioritise:

- » increased participation of primary school students
- » long-term, continuous engagement and development of students
- » opportunities to increase engagement with existing music education programs
- » innovative ways to help students pursue higher music achievement throughout their school education
- » supporting students at key transition points.



"I believe in music, not just for schools, but music for life!"

*Teacher,
Murray Bridge High School*

"Music is viewed here as part of daily life."

*Principal,
Marryatville Primary School*

CONTINUUM IN PRACTICE: A CASE STUDY

Marryatville Primary School



Marryatville Primary School students are continuously engaging with music through programs that support sustained interest and sequential development. Students build on acquired skills from junior primary into upper primary, and later into high school and beyond. Robust feeder programs engage younger students, preparing them for future activities.

The impressive variety of opportunities helps students engage in music broadly, as well as in relation to their specific interests and technical skills.

People

The school employs a performing arts teacher and a dance teacher, with generalist teachers recognising the value of music to support literacy and numeracy programs.

The school maintains partnerships with the Adelaide Symphony Orchestra, Musica Viva and DreamBig.

Parents and community members work with the concert band as a guest conductor.

Activities

Strong partnerships with preschools and destination secondary schools exist, providing a clear line of sight for excellence in music.

The school supports a wide range of ensemble blends, including a concert band, ukulele ensemble, Primary Schools Music Festival and junior choir.

Students participate and perform in talent shows, major school events, cultural celebrations and musicals.

Resources

The school works with the community, staff and students to align policy and music learning with stakeholder interests and expectations.

The school provides and budgets for upkeep of a broad range of instruments.

Ongoing professional learning for staff keeps them up-to-date with the latest research and effective teaching methodologies.

Outcomes

Marryatville presents a strong, vibrant music community where music is viewed as an integral part of the learning structure.

Students' results and achievement in music are consistently high, and this success has been replicated across different cohorts.

Students suggest their music education has assisted their 'growth mindset' development and perseverance.



"Decisions I make should ..."

Teachers and educators

Consider a long-term approach and collaboration with other teachers.

Extend and challenge students with a high aptitude for music education.

Consider how music lessons or units can be multidisciplinary by seeking cross-curricular learning opportunities.

School and preschool leaders

Ensure music education programs delivered are continuous, sequential and developmental.

Ensure all students have a clear line of sight for excellence in music education.

Give every student the opportunity to engage in music education at all age levels.

Department for Education

Support a range of student pathways from preschool to careers.

Ensure that all students have the opportunity to learn music throughout their schooling.

Provide opportunities to enhance the relationships between feeder preschools and primary schools, destination secondary schools, tertiary institutions and creative industries.

Community groups, families, music organisations

Support and form part of the music education continuum.

Enhance and enrich the learning experience for students.

Support and/or open pathways to further learning or careers.

NEXT STEPS

ASK YOURSELF



Can all our students access continuous, sequential, developmental music education?

Do we actively encourage participation in extra-curricular music activities to further stretch our students' learning?

Can we adapt and implement our music curriculum to ensure continuous, sequential, developmental music education?

Do we understand what prior knowledge and learning experiences our students are bringing to our program?

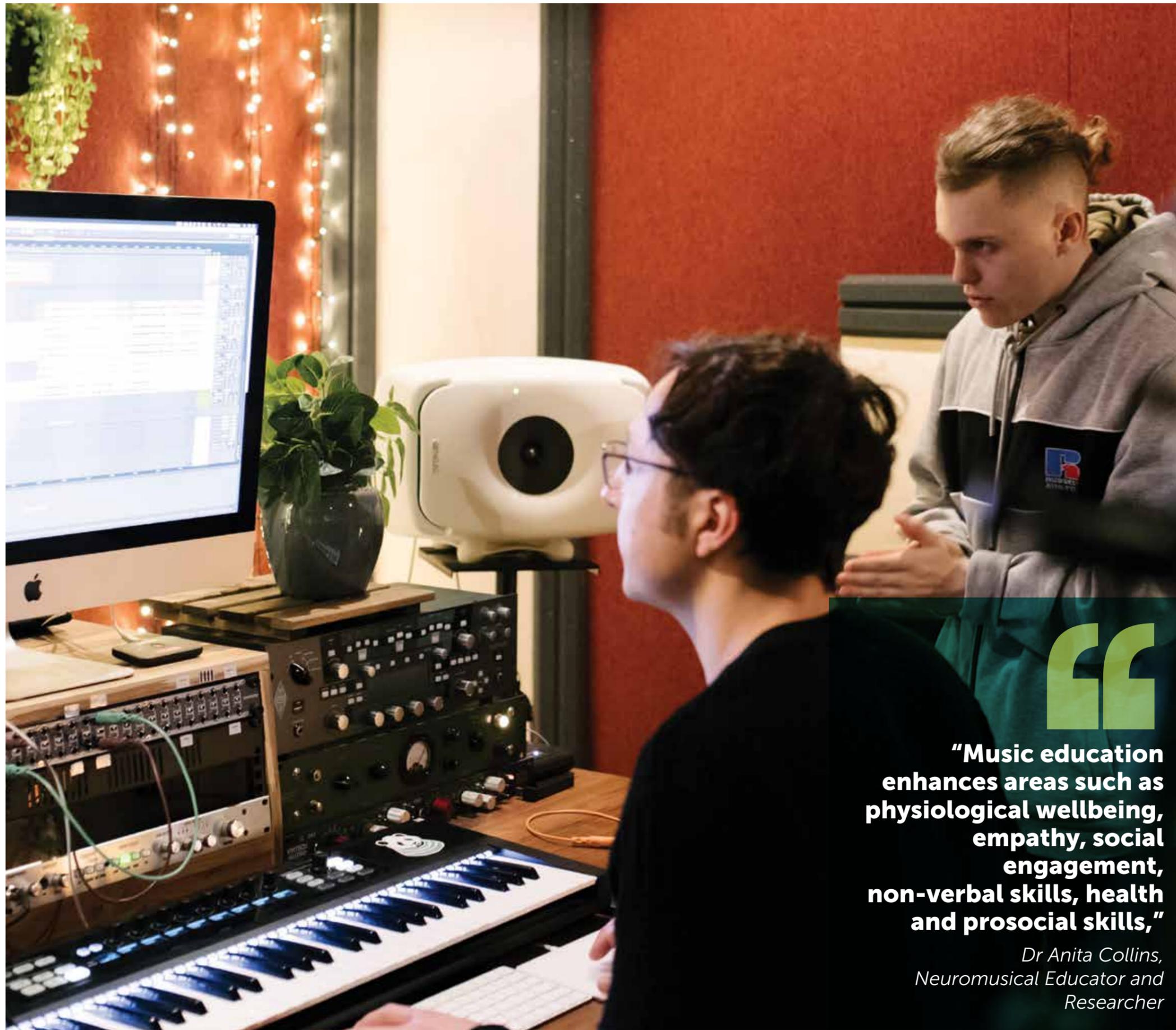
Do we provide singing and instrumental opportunities to our students as part of the learning continuum?

Do our music education programs and range of music repertoire draw on what children already know and extend their knowledge and understanding?

Are there opportunities to collaborate with local partners (such as feeder schools, community organisations and secondary schools)?

Do we offer elective or extension music-learning opportunities?

Are students, educators and families aware of post-secondary music education providers and/or creative industry partners?



“

“Music education enhances areas such as physiological wellbeing, empathy, social engagement, non-verbal skills, health and prosocial skills,”

*Dr Anita Collins,
Neuromusical Educator and
Researcher*



CONNECTIONS

Strategic, sustainable and long-term partnerships enhance music learning in the classroom. Music education involves parents, families, communities, schools, preschools and organisations.

Schools and preschools with world-class music programs establish and foster a broad range of relationships. Programs facilitated through partner organisations enhance and extend, rather than replace music learning in the classroom. Connections between educators onsite create better opportunities for cross-curricular learning.

Where there is quality music education, connections are strategic, sustainable and there are long-term relationships. Connections may include other preschools and schools, universities, businesses, community networks, industry partners or music organisations. All stakeholders, including parents and families, are encouraged to be involved.

Schools and preschools with quality music education:

- » develop and maintain partnerships with students, parents and the wider community, including music and arts organisations, to improve and extend student learning
- » help students feel connected to their communities through music
- » create music education professional learning communities within existing networks (partner preschools, primary and secondary schools)
- » use community partnerships and resources to enhance performance opportunities
- » promote arts organisation and community-based music opportunities that extend student learning
- » make connections with musical learning occurring outside of school.



Connections decision-making goals

Connections are invaluable for world-class music education. Work with your students, their families, other schools and preschools and music organisations to make informed decisions with the support of your community. Your decisions should encourage collaboration between specialist and generalist teachers and educators at your school or preschool so that opportunities for cross-curricular learning can be explored. An important part of building strong connections is communication and shared involvement with decision-making.

To align your decisions with connections, make sure they:

- » enhance, rather than replace, school and preschool classroom music programs
- » intentionally and actively include the widest scope of partners, participants, collaborators and everyone involved in children and young people’s learning
- » are co-designed with stakeholders including leaders, educators, music associations, community groups and families
- » support new and enhanced partnerships with community and music organisations
- » focus on increased participation and student outcomes.

Connections decisions prioritise:

- » maximising student participation opportunities and experiences
- » developing new partnerships with organisation, to increase wider student participation in music education
- » maintaining and nurturing positive partnerships
- » supporting further collaboration and sharing opportunities with existing partners
- » enabling the development of new music relationships between preschools, primary schools, secondary schools, higher education institutions, community organisations and music/creative arts industries.



“You can get to know other people and connect and communicate with others through music, for example people with disabilities or from different cultures.”

*Student,
Streaky Bay Area School*

“Music can bridge to community relationships and it can help to create greater trust in the school with surrounding communities,”

*Principal,
Oakbank Area School*

CONNECTIONS IN PRACTICE: A CASE STUDY

Murray Bridge High School



The music team at Murray Bridge approach music education with a regional view, fostering collaboration from a wide variety of feeder schools and external stakeholders. This creates a sense of shared ownership and interest among the community, partner organisations, local schools, families, staff and students.

Festivals and events allow secondary school students to encourage and mentor primary students in their music studies while enabling all students to learn more about career and future study pathways.

People

Visiting professional musicians work with students from all schools in the Murraylands.

The local town band performs with students at concerts.

The annual musical attracts a large cast and backstage crew with students creating sets, research-related displays and organising catering for performances.

Activities

An accelerated music course is offered for high-performing students and those interested in gaining a deeper understanding of music.

As a regional VET Music hub, Murray Bridge High School staff oversee the program across a number of secondary sites and teach vocational skills to a broad range of students.

Students participate in community events including the Bridge Walk and Remembrance Day service.

Resources

Funds for music education, including programs for primary schools, are allocated in the annual budget.

Creative adaptation of the school timetable enables students and staff to participate in bands without sacrificing their lunch times.

The Murray Bridge Council financially supports the community events, with further support from Rotary and the Country Women's Association.

Outcomes

The music team's approach creates clear steps to musical excellence in the region from primary to secondary and beyond.

Connections with feeder primary schools provide continuous, sequential and developmental music pathways through school and beyond.

Meeting and performing with professional and community musicians help students to picture 'music life' after school.



"Decisions I make should ..."

Teachers and educators

Support collaboration on task design and moderation, either with teachers from my own school or preschool or with appropriate partners.

Encourage sharing of professional learning about music education practice with my colleagues.

Link me with expert music teachers so I can develop my capacity and capability.

School and preschool leaders

Support co-curricular opportunities that enhance, rather than replace classroom music learning.

Enable, support and facilitate opportunities for my staff to work collaboratively with families, industry, and/or community groups.

Strengthen existing partnerships and networks.

Encourage generalist educators to seek advice and support from expert music teachers.

Department for Education

Engage and strengthen relationships with music education organisations, associations and creative industries to strategically enhance school and preschool music programs.

Promote and foster a strong, collaborative approach to music learning in partnership with parents and carers, families, industry and the wider community.

Support the development of shared communities of practice.

Community groups, families, music organisations

Establish working relationships with local schools and preschools.

Share resources and performance opportunities.

Enhance, rather than replace classroom music learning.

Share responsibilities and investment.

NEXT STEPS

ASK YOURSELF



Do we currently have any formal music partnerships within and beyond our site?

Do our partnerships enhance music-learning opportunities for students?

Are there shared goals and objectives between our school or preschool and our partners?

Do we meaningfully connect with community organisations, parents and carers and families to reinforce student learning opportunities?

Do we have connections and opportunities in place for accelerated, high-achieving students?

Could we seek other partnership opportunities?



ACHIEVEMENT

Every child and young person has opportunities to develop their interests, apply their skills and be challenged by new knowledge and experiences.

Schools and preschools with world-class music programs regularly measure student progress, achievement and growth through consistent, reliable, relevant, authentic and validated assessments. Student engagement and achievement will be consistently high and replicable over many years. Measures of success for students and the music program are clearly defined and connect to the broader overarching goals of the school or preschool improvement plan.

Achievement occurs when music education and programs are fully embedded in the culture of the school or preschool and students frequently engage in a wide range of opportunities to showcase their learning. Generalist and specialist music educators involved with music programs have robust knowledge and pedagogical skills to deliver quality music education and are supported through ongoing and relevant professional development opportunities.

Schools and preschools with quality music education:

- » engage and challenge students to encourage growth, curiosity and persistence
- » provide opportunities for students to demonstrate how their learning is progressing
- » share and celebrate student achievement at a range of events including concerts, assemblies, school functions, assessments, performances, compositions, examinations and other musical activities for individuals and groups
- » establish moderation processes to help teachers and educators accurately and consistently assess student work and progress
- » regularly review, reflect and refine music programs to deliver the best outcomes for children and young people.



Achievement decision-making goals

At all levels of the education system, stakeholders can make decisions that support the quality of achievement in music programs.

To align your decisions with achievement, make sure they:

- » allow all students to experience growth, engagement and achievement in music
- » are clearly connected to the long-term goals and purpose of music programs
- » allow all students to demonstrate their learning, skills and knowledge to their peers, teachers, families and community
- » make data collection and reflection part of an ongoing cycle of improvement
- » are based on a clear understanding of what is working
- » support teachers, educators and everyone involved in the delivery of music education to deliver the best quality.



“Early music education fosters musical aptitude and has a positive impact on cognitive capacity, emotional maturation, learning and memory.”

*Dr Fiona Kerr,
Founder and CEO
the NeuroTech Institute*

ACHIEVEMENT IN PRACTICE: A CASE STUDY

Prospect Kindergarten



Music programs at Prospect Kindergarten allow children to demonstrate growth, excellence and achievement. Children learn to sing, make instruments, identify patterns and explore sounds.

Through music, the children develop their understanding of other cultures and backgrounds. Beyond demonstrating technical achievement and memorisation, these activities facilitate children’s development of social skills.

The concert at the end of the year gives children a chance to share their learning with families and community, performing multiple songs and rhymes in a wide variety of languages.

People

Multicultural educators provide support for children from a diverse range of cultural backgrounds.

The centre has positive and collaborative relationships with local schools and other centres in the area.

Opportunities exist for the regular sharing of knowledge, skills and practice.

Activities

Music is used to bridge barriers of language and development, with staff drawing on their own cultural heritage.

The kindergarten has developed a music curriculum outline based on the Early Years’ Learning Framework.

There is a well-established routine of music as a regular part of the day.

Participation in singing and explore musical elements through music and movement.

Resources

Funding is enhanced through community organisations and parent fundraising.

The kindergarten regularly buys new instruments and ensures existing instruments are maintained.

Outcomes

Children learn a wide and varied repertoire of songs, including several languages.

Children have an opportunity to learn some basic skills on a variety of instruments.

Music brings joy to the day.

Children develop perseverance and demonstrate pride in their performance.



“Decisions I make should ...”

Teachers and educators

Monitor my students’ achievement against appropriate curriculum standards and frameworks.

Source music education professional development opportunities to further enhance my capacity to deliver high-quality music programs.

Implement learning opportunities that stretch high-achieving music students.

School and preschool leaders

Review, reflect and refine music programs and practices at my school or preschool.

Acknowledge opportunities for ongoing improvement and innovation.

Aim for regular and replicable success through the program.

Department for Education

Provide learning resources that support the delivery of high-quality music education in schools and preschools.

Use data to evaluate and monitor music education impacts, outcomes and improvements.

Provide to clear and measurable criteria for success.

Community groups, families, music organisations

Identify, promote and actively support opportunities for students to continue music education.

Support a long-term vision for sustainable, replicable and regular achievement.

NEXT STEPS

ASK YOURSELF



How are we monitoring the effectiveness of music education programs?

Is student success sustained and replicable?

Does student achievement data support the statement that our music education programs are effective?

To what extent do our music programs demonstrate the qualities of value, access, continuum and connections?

Are there opportunities for extension for students demonstrating high achievement?

Are assessment and data collection practices consistent, reliable, relevant, authentic and valid?

Do we share and celebrate music achievements in our school and preschool and within our wider community?

Tools, templates and resources

» Music Education Strategy 2019 – 2029

<https://www.education.sa.gov.au/teaching/projects-and-programs/music/music-education-strategy-2019-2029>

» Music Innovation Fund

<https://www.education.sa.gov.au/teaching/projects-and-programs/music/music-education-strategy-2019-2029>

» Music Education action template

<https://www.education.sa.gov.au/teaching/projects-and-programs/music/music-education-strategy-2019-2029>

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Images

Cover: Playford International College, **Page 2:** Primary Schools Music Festival (2019), **Page 3:** Woodville High School, **Page 6:** Streaky Bay Area School, **Page 8:** Port Noarlunga Primary School, **Page 9:** Woodville High School, **Page 10:** Woodville Gardens School, **Page 12:** Tumby Bay Area School, **Page 13:** Ngura Yadurim Child and Family Centre, **Page 16:** Woodville High School, **Page 17:** Woodville High School, **Page 18:** Marryatville Primary School, **Page 20:** Port Noarlunga Primary School, Primary Schools Music Festival (2019), Woodville High School, Carclew, **Page 22:** Port Noarlunga Primary School, **Pages 23:** Streaky Bay Area School, **Page 24:** Murray Bridge High School, **Page 26:** Primary Schools Music Festival (2019), **Page 27:** Streaky Bay Area School, **Page 28:** Prospect Kindergarten.

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