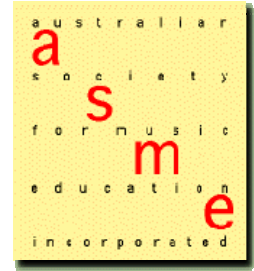




Australian Government

Quality Teacher  
Programme



# 2011 National Awards for Excellence in School Music Education

The 2011 National Awards for Excellence in School Music Education Project is funded by the Australian Government under the Australian Government Quality Teacher Programme. The awards are in response to Recommendation 1 from the 2005 Report on the National Review of School Music Education: To enhance the status of school music education. They are administered by the Australian Society for Music Education.

## Aims

The Awards Project aims to:

- Raise the status of music education in Australian schools;
- Recognise individual teachers and school leaders who have made an outstanding contribution to the provision of music education in Australian schools; and
- Provide opportunities for award recipients to further their professional learning related to music education.

## Description of Awards

Up to thirteen awards for excellence and leadership in school music education will be awarded to teachers and school leaders each year. The awards will recognise the recipients' exceptional contribution to enhancing the status and quality of music education in their schools.

Up to eleven teachers will receive an **Excellence by a Teacher** award for their:

- success as teachers in enabling the development of new musical understandings that build on and enrich students' knowledge and skill in music;
- ability to use a range of approaches to learning and to use creative and innovative ways to arouse curiosity, challenge students' thinking and engage them actively in learning; and
- ability to articulate a vision for their school music programme including proposed future directions.

Up to two school leaders will receive an **Excellence by a School Leader** award for their explicit support for music education, demonstrated through:

- the schools' policy, curriculum documents and practices;
- their role in valuing, sharing and celebrating music with the school community; and
- their ability to articulate a vision for their school music programme including proposed future directions.

Each recipient will receive a certificate and a cheque for \$5,000, which is intended to be used to further their professional learning related to music education. This may include activities such as attendance at conferences, study tours, or a chosen project in the recipient's school or wider community. One recipient from each category will receive a 'Special Commendation' award and be invited to attend a presentation event to be held at the ASME XVIII National Conference on the Gold Coast, Queensland in early July 2011.

Nominators and intending nominees should refer to the Guidelines for Nomination and Nomination Form on the Awards website: [www.musicawards.asme.edu.au](http://www.musicawards.asme.edu.au)

# Guidelines for Nominations

## 1. Who can be nominated?

The awards are intended for individual teachers and individual school leaders in both the government and non-government school sectors. Unsuccessful nominees from previous rounds of the National Awards for Excellence in School Music Education are eligible for nomination in 2011. A person may be nominated in only one category in each Round.

To be nominated for an award, a person must meet the following eligibility criteria:

### ***Excellence by a Teacher award:***

A nominee must:

- be a professionally qualified, practising teacher, with a minimum of two years' experience, in one or a number of Australian school settings in the government and/or non-government sector(s);
- not previously have won an Australian Government award for the same body of work they are being nominated for; and
- not previously have received a National Award for Excellence in School Music Education.

### ***Excellence by a School Leader award:***

A nominee must:

- be a school leader in a government or non-government Australian school. A school leader includes a principal or school administrator;
- not previously have won an Australian Government award for the same body of work they are being nominated for; and
- not previously have received a National Award for Excellence in School Music Education.

## 2. What can people be nominated for?

The awards focus on the exceptional contribution of individual teachers and school leaders to enhancing the status and quality of music in their schools.

Nominated ***teachers*** will demonstrate their success as teachers in enabling the development of new musical understandings that build on and enrich students' knowledge and skill in music. They will demonstrate their ability to use a range of approaches to learning and to use creative and innovative ways to arouse curiosity, challenge students' thinking and engage them actively in learning. They will also show their ability to articulate a vision for their school music programme including proposed future directions.

Nominated ***school leaders*** will demonstrate their explicit support for music education through the school's policy and curriculum documents and practices, and through valuing, sharing and celebrating music with the school community. They will also demonstrate their ability to articulate a vision for their school music programme including proposed future directions.

## 3. Who makes the nomination?

***Teacher*** nominations can be made by a member of the school community (other than the school Principal or a student), for example, individual parents, the parent association, a colleague, or the school board or council. Teacher nominations must include a supporting statement from the school Principal.

***School leader*** nominations can be made by a member of the school community (other than a student) for example, individual parents, the parent association, a colleague, or the school board or council. School leader nominations must include a supporting statement from the district supervisor or chair of the school board or council. The person making the nomination must be different from the person providing the supporting statement.

Self-nomination is not permitted.

Two copies of the complete nomination must be submitted: one original paper copy, which is unstapled and presented in a plastic sleeve and one electronic copy, emailed to [applications@musicawards.asme.edu.au](mailto:applications@musicawards.asme.edu.au).

#### 4. What does the nomination process involve?

The Nominator will be required to ensure all parts of the nomination form are completed. The nomination form comprises three parts:

- **Part 1: Nomination Cover Sheet** (the Nominator, Nominee and person supplying the supporting statement must all sign in this section);
- **Part 2: Nomination Statement** (including school context, summary of nomination and statement of nomination); and
- **Part 3: Supporting Statement** (Principal for Teacher nominations; District Supervisor or Chair of School Board for School Leader nominations).

Part 2 may be completed by the nominator or the nominee. The summary of nomination should be a short description of the nominee's work, achievements and impact on student learning that can be used for promotional purposes.

The Statement of Nomination must address the selection criteria in item 8 below. When completing this statement, nominators/nominees may wish to refer to the Guidelines for Effective Music Education listed on pages 96, 98 and 99 of the National Review of School Music Education report.

For the *Excellence by a Teacher* award, the nomination statement is expected to address the professional areas of practice, knowledge and relationships from these guidelines in order to demonstrate a significant contribution to music education.

These guidelines are attached at **Appendix 1**. A copy of the report can be downloaded at: [www.dest.gov.au/sectors/school\\_education/publications\\_resources/profiles/school\\_music\\_education.htm](http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/school_music_education.htm).

All Nominees, subject to verification with the school Principal, council or director, will be issued with an electronic certificate of nomination from ASME.

#### 5. What can the awards be used for?

Each award recipient will receive a certificate and a cheque for \$5000, which is intended to be used for their professional learning related to music education. This could enable the recipient to undertake a study tour, attend conferences and/or participate in a chosen project in their school or wider community.

#### 6. What needs to be submitted for each nomination?

Each nomination is to comprise a completed nomination form:

- Part 1: Nomination Cover Sheet
- Part 2: Nomination Statement
- Part 3: Supporting Statement

A signed original hard copy and an electronic copy must be submitted by the closing date. The nomination form provided must be used and submitted "as is". The form may not be re-built by the nominator to suit their requirements.

Signatures on the original hard copy of the nomination form must be in ink.

The electronic copy of the nomination form requires only typed-in signatures.

The electronic copy of the nomination form must be lodged in an un-zipped format.

Late submissions will not be accepted under any circumstances.

Only valid nominations will be considered by the Selection Panel.

Anomalous nominations received may not proceed through the judging process.

## 7. Who makes the selections for the awards?

The Selection Panel will comprise a school principal, and representatives from ASME, teachers' professional associations and music educators. Each State and Territory will be represented in the selection process.

## 8. How will the awards be judged?

Information provided on the nomination form will be considered by the Selection Panel in determining the recipients of the awards.

The Selection Panel's decision will be final and no correspondence will be entered into.

The following criteria will be used to assess nominations:

### A. Excellence by a Teacher Award

- (i) Success in enabling the development of new musical understandings that build on and enrich students' knowledge and skill in music.

*This could include:*

- *The development of an innovative, sequential and developmental music program.*
- *Connecting music in school with music in family, communities, society and the broader contexts of students.*

- (ii) Ability to use a range of approaches to learning and to use creative and innovative ways to arouse curiosity, challenge students' thinking and engage them actively in learning.

*This could include:*

- *Approaches for all students including those from a diverse background, special needs and with identified gifts and talents in music.*
- *Integrated/cross curricula whole school programs.*
- *Incorporating a range of technologies (existing and/or emerging).*
- *Working collaboratively, in partnership with other teachers and providers of music learning to improve student learning.*

- (iii) Ability to articulate a vision for his/her school music programme including proposed future directions.

### B. Excellence by a School Leader Award

- (i) School's policy, curriculum documents and practices that provides increased opportunities for access, equity, participation and engagement with music.

*This could include:*

- *Supporting music specific professional development needs of teachers.*
- *Supporting the provision of resources necessary to support sequential, developmental and appropriate learning and teaching programs.*
- *Timetabling learning opportunities to support sequential and developmentally appropriate learning and teaching programs.*

- (ii) Their role in valuing, sharing and celebrating music with the school community.

*This could include:*

- *Promoting the status of music within the school.*
- *Actively encouraging and supporting parental involvement in music programs.*
- *Supporting the development of strategic partnerships with music organisations in the school and/or community.*

- (iii) Ability to articulate a vision for his/her school music programme including proposed future directions.

#### **9. How will the awards be announced?**

Individual recipients will be advised in writing of their award in mid 2011. The awards will be announced by the Hon Peter Garrett AM MP, Minister for School Education, Early Childhood and Youth.

One award recipient from each category will receive a Special Commendation award and be invited to attend a presentation event at the ASME XVIII National Conference at the Gold Coast, Queensland in early July 2011. Travel and accommodation costs will be covered for these two award recipients to attend the presentation.

#### **10. What is the closing date?**

The completed nomination form must be submitted by **1st April, 2011** to:

The Australian Society for Music Education Inc  
National Awards for Excellence in School Music Education  
P.O. Box 765  
Drummoyne 1470  
NSW.

Email: [applications@musicawards.asme.edu.au](mailto:applications@musicawards.asme.edu.au)

Telephone: (02) 80034759

For more information refer to the Awards website: [www.musicawards.asme.edu.au](http://www.musicawards.asme.edu.au) or email [enquires@musicawards.asme.edu.au](mailto:enquires@musicawards.asme.edu.au).

#### ***Acknowledgement***

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#### ***Disclaimer***

The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Employment and Workplace Relations.

## Guidelines for Effective Music Education

From the National Review of School Music Education, p96 and 98-99

### Guidelines for Schools and School Communities as a whole

Table 18: Guidelines for School Communities and School Administrators

| Enabling factors for student learning in music  | Key questions   |
|---|---|
| <p>Explicitly providing all students with opportunities for access, equity, participation and engagement with music education programmes</p> <p>Explicitly supporting music education in the schools' policy and curriculum documents and practices</p> <p>Valuing music through sharing and celebrating music with the whole school community</p> <p>Showing enthusiasm for and enjoyment of music</p> <p>Making music a valued and explicit part of the school's comprehensive educational planning embedding it in school priorities and school maintenance planning</p> <p>Ensuring that music has status within the school – valuing music on an equal footing with the other art forms of dance, drama, media, visual arts and literature – and recognising that music and the arts are an integral part of a balanced, contemporary education</p> <p>Ensuring that music is taught by teachers who are both knowledgeable about and confident in teaching music</p> <p>Addressing music specific professional development needs of teachers as and when they arise</p> <p>Providing the necessary resources for effective learning and teaching programmes in music:</p> <ul style="list-style-type: none"> <li>• Equipment such as CD players, instruments</li> <li>• Library resources</li> <li>• ICT resources and access to Internet, etc.</li> </ul> <p>Timetabling learning opportunities to support sequential, developmentally appropriate learning and teaching programmes in music</p> <p>Using evidence-based evaluation processes founded on authentic and rigorous assessment to support ongoing improvement and development in their music programmes</p> <p>Actively encouraging and supporting parental involvement in music (and other) programmes</p> <p>Developing strategic partnerships with music organisations in the community that support the learning and teaching of music in the school</p> <p>Recognising and supporting the needs of students identified as gifted and talented in music through:</p> <ul style="list-style-type: none"> <li>• Early, inclusive identification</li> <li>• Explicit attention to the differing needs of groups of gifted and talented students</li> <li>• Provision of both school-based and supplementary programmes</li> <li>• Working with parents and the broader community to support students with gifts and talent in music</li> </ul> <p>Recognising and supporting special needs of students learning in music</p> <p>Recognising and supporting music of students' home cultures within the school's music programme</p> | <p>Are all students in this school provided with music education programmes?</p> <p>Are principles of equity addressed?</p> <p>Do these programmes develop students' participation and engagement with learning music?</p> <p>Do we have the staffing in place to support our music education planning? If not, what are the short term and the mid/long term strategies to provide the necessary infrastructure for music education?</p> <p>Do classroom teachers, specialist teachers, visiting teachers and school administrators have the necessary professional development to support the school's music education?</p> <p>How is the effectiveness of music education monitored?</p> <p>Are parents meaningfully involved?</p> <p>Are we taking advantage of the music resources of the community?</p> <p>Are we meeting the music needs of the community?</p> <p>How are strategic partnerships being developed to support music education?</p> <p>How do you support the music learning needs of gifted and talented and special needs students?</p> <p>Are students' home cultures supported in the school's music programme?</p> <p>Is participation and achievement monitored and reported on through accountability mechanisms?</p> <p>How do you show your enjoyment of and enthusiasm for music?</p> |

## Guidelines for Teachers and Classrooms

Table 19: Guidelines for all teachers contributing to music education

|                        | Enabling factors for classroom music learning   | Key questions for teachers  |
|------------------------|---|---|
| Professional Knowledge | <p>Teachers know their students. They:</p> <ul style="list-style-type: none"> <li>• integrate music within the broad balanced comprehensive education of all students</li> <li>• explicitly plan cross curricular activities using music</li> <li>• recognise the needs of students identified as gifted and talented in music including</li> <li>• use learning and teaching models appropriate to gifted and talented students</li> <li>• ensure that gifted and talented students are achieving appropriate standards</li> </ul> <p>Teachers know their subject. They:</p> <ul style="list-style-type: none"> <li>• have a broad understanding of music and associated fields of knowledge</li> <li>• possess an understanding of learning theories in music and the musical development of students</li> </ul> <p>Teachers know how students learn in music. They:</p> <ul style="list-style-type: none"> <li>• provide specific music learning opportunities for all students</li> <li>• plan for and implement programmes that sequentially develop students' music learning</li> <li>• include embodied and performative approaches which blend theory and practice, process and product, skills-based and other learning, the creative and re-creative</li> <li>• use a range of music repertoire that is appropriate to the age and development of their students</li> <li>• recognise that the needs of students in different phases of schooling can be different</li> </ul> | <p>Do I show students enjoyment of and enthusiasm for music?</p> <p>Does my teaching programme build on play and enjoyment of music experiences that students bring with them to school?</p> <p>Does my curriculum planning explicitly include music in cross-curricular activities?</p> <p>Does my teaching programme include a range and variety of approaches?</p> <p>Does my teaching programme provide music learning for all students?</p> <p>Do all involved with music plan together, meet regularly and teach collaboratively to maximise the effectiveness of students' music learning?</p> <p>Does my teaching programme connect with the music of students' families, communities and society?</p> <p>Does my teaching programme connect with strategic partners in music education?</p> <p>Does my teaching programme include a range of repertoire that both draws on what students already know and extends their knowledge and understanding?</p> |
| Professional Practice  | <p>Teachers plan for effective and creative learning. They:</p> <ul style="list-style-type: none"> <li>• enable the development of new musical understandings that build on and enrich students' knowledge and skills in music</li> <li>• use a range of approaches to learning and teaching music</li> <li>• continually re-evaluate and adapt their plans to take into account new knowledge and the resources provided by the school community and wider society</li> </ul> <p>Teachers create and maintain a challenging and enjoyable learning environment. They:</p> <ul style="list-style-type: none"> <li>• display a positive attitudes to music showing their enthusiasm for and enjoyment of music</li> <li>• arouse curiosity challenge students' thinking and engage them actively in learning</li> <li>• are inclusive of all students including those with special needs and those with identified gifts and talents in music</li> <li>• recognise the music learning needs of special needs students</li> </ul> <p>Teachers assess and review student learning and plan for future learning. They:</p> <ul style="list-style-type: none"> <li>• assess student learning in music using authentic and rigorous assessment tools and processes</li> <li>• assess students recognising that gifted and talented students may be working at higher levels of achievement than their peer cohort</li> <li>• report accurately and fairly</li> </ul>                          | <p>Does the teaching programme recognise difference and developmental learning?</p> <p>Is my teaching programme inclusive of all students?</p> <p>Does my music programme cater for students with gifts and talent in music?</p> <p>Does my music programme cater for special needs students?</p> <p>Is assessment authentic and rigorous?</p> <p>Do I collaborate with members of the school community to provide links with children's home cultures?</p>   |

## Guidelines for Teachers and Classrooms

Table 20: Guidelines for all teachers contributing to music education (Continued)

|                            | Enabling factors for classroom music learning  | Key questions for teachers |
|----------------------------|--|----------------------------|
| Professional relationships | <p>Teachers continue to learn and engage in reflective practice. They:</p> <ul style="list-style-type: none"> <li>• collaborate with colleagues on analysing, reviewing and reflecting on their own and others' practice</li> <li>• they review and refine their teaching to improve students' learning opportunities and seek answers to pedagogical questions</li> </ul> <p>Teachers work collegially within their school community and wider professional communities to improve the quality and effectiveness of music education. They:</p> <ul style="list-style-type: none"> <li>• plan collaboratively so that the various contributions of all teachers are recognised and maximised</li> <li>• connect music in schools with music in families, communities, society and the broader contexts of students' lives</li> <li>• encourage parents and community members and their music to enhance the music learning of students</li> <li>• they utilise the resources of their professional associations, colleagues and community bodies</li> </ul> <p>Teachers recognise and respond to a range of different learning contexts. They:</p> <ul style="list-style-type: none"> <li>• can work in a variety of learning contexts</li> <li>• recognise the relationship between formal and informal learning environments</li> <li>• understand the complex partnerships that underpin effective music education</li> </ul> |                            |