

**Submission
No 31**

**INQUIRY INTO ARTS AND MUSIC EDUCATION AND
TRAINING IN NEW SOUTH WALES**

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To: the Joint Select Committee on Arts and Music Education and Training in New South Wales

Thank you for the opportunity to submit to the inquiry on the quality and effectiveness of arts and music education and training. I am a Professor at the Sydney Conservatorium of Music, The University of Sydney and in my substantive role I train secondary music teachers inside a NESA accredited ITE for future work as school music teachers.

Our students at the Con undertake a Bachelor of Music and although we are accredited as an ITE qualification for a secondary music teacher role, we ensure our students have training in the K-6 CAPA syllabus and undertake a professional experience placement in a K-6 school. We, therefore, provide NSW schools with not qualified but 'experienced' K-6 music teachers as there is no such acknowledgement or category in the NSW Department of Education that a K-6 music teacher status exists.

As the committee considers how arts and music are taught in schools including at primary, secondary and tertiary levels, my views are explicitly aimed at the provision of trained music specialists in NSW K-6 schools. Already, Early Childhood educators understand the impact and benefit of music making in providing opportunities for social cohesion, creativity, cognitive development and for encouraging imaginative play in younger children. The expectation that a generalist trained K-6 teacher is also a specialist in music is unrealistic and when some do have prior musical training, researchers have repeatedly reported that these K-6 teachers do not feel competent at 'teaching' music as they are not musicians, singers, composers or 'experts' in teaching music. It also reported that primary generalist teachers do not feel the same about teaching visual arts, dance, drama, PDHPE, science etc. as these are not performance disciplines with an audience expectation that the music will be at the same level as an expert musician.

Additionally, as the inquiry examines 'approaches to creative education used in other jurisdictions', I would encourage the committee to avoid this quick fix or band aid solution. We must carefully plan how music education opportunities are available to



every child, especially in less privileged (social and financial) or geographically isolated locations. To ensure that 'quality arts and music education is available to everyone' I encourage the committee to consider establishing an advisory group of 'on the ground' stakeholders who know what is needed in K-6 schools to bridge the gap between Early Childhood and secondary school music education.

Please don't hesitate to contact me if you require further information.

Kind regards,

Jennifer Rowley