

Kodály Australia

Written Submission

2021 Quality Initial Teacher Education Review



About Kodály Australia

The [Kodály Music Education Institute of Australia Incorporated](#) (also known as Kodály Australia) is an organisation of people committed to music for everyone. We are united in the philosophy developed by Hungarian composer, Zoltán Kodály. We are one of Australia's largest and most active professional music teacher associations with over 1000 active members. The association consists of State branches in the ACT, NSW, QLD, SA, VIC, and WA, with chapters in Mackay and Townsville. Our members work predominately as primary and secondary school music teachers, and also music educators in early childhood, teacher education, and community settings.

Initial music teacher education

Kodály Australia is deeply concerned regarding the current state of initial music teacher education in Australian universities. The Australian Curriculum entitlement for The Arts ensures that all children and young people receive a music education. Music is recommended to be delivered continuously for all year levels for at least 30 minutes every week in primary schools and compulsory in junior secondary.

Over the past decade, our members have reported a significant decline in the provision of initial music teacher education across the country. The substantial reduction of allocated time and number of specialist music education subjects offered by universities has left graduate teachers unprepared to effectively deliver the music curriculum and offer performance music programs in schools. Of great concern is that nearly all Australian universities have removed specialisations from degree programs in early childhood and primary music education which have been replaced with one or two primary arts education subjects. Music teachers often teach across primary and secondary school settings which is not acknowledged in current degree structures. In addition, music performance teaching in instrumental and choral contexts are not consistently recognised as subject specialisations in ITE programs. These issues are compounded by removing music education offerings from Schools of Music and Conservatories to Schools of Education who are less equipped to train specialist music educators. Aspiring music teachers are now completing degrees in secondary education to have some form of music specialisation in their ITE. Primary schools are now employing secondary music education graduates or under-qualified primary arts educators to teach primary school music.

Kodály Australia has been forced to fill the gap left by ITE programs and provides professional learning, resources, and support to over 1000 active members, including pre-service teachers who are offered free membership. The decline in the provision of music teacher education at universities has led to increased demand to complete the [Australian Kodály Certificate](#) (AKC) with specialisations available in early childhood, primary and secondary music education. The AKC is an internationally recognised professional learning course consisting of 180 hours of contact time plus individual study and assessment. Domestic and international institutions have previously recognised the AKC for postgraduate credit, including The University of Queensland, Australian

Catholic University, The University of New England, Tabor College of Higher Education, Holy Names University (California) and the Liszt Academy of Music (Hungary). Courses are offered in Brisbane, Sydney, Melbourne, Adelaide, Perth, New Zealand, Malaysia, and more recently online.

Our concern for initial music teacher education is shared by the broader community, and Kodály Australia has partnered with other initiatives that aim to upskill teachers where their ITE has fallen short. These projects include the South Australia Government [Music Education Strategy](#) and the philanthropic Tony Alberts Foundation [Music Education: Right From The Start](#).

Recommendations

Kodály Australia strongly advocates that Australian initial music teacher education reform is required to secure the future of school music education. The last national review into school music education, including ITE, was conducted nearly two decades ago (Pascoe et al., 2005). We call upon the Quality ITE Review to investigate:

1. the provision and quality of music education in Australian schools
2. the provision, quality, and specialisations of initial music teacher education in Australian universities
3. the implications for the delivery of music education in Australian schools and teacher employment.

We recommend initial teacher education programs provide:

1. the opportunity to study early childhood and primary music education, in addition to secondary music education as part of an F-12 education degree
2. greater flexibility to offer more specialist secondary music education subjects
3. opportunities for recognised specialisations in instrumental and choral pedagogy.

Contact

Kodály Australia welcomes and supports the aims of the Quality ITE Review. Please do not hesitate to contact us if you would like to discuss our submission and recommendations further.

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References

Pascoe, R., Leong, S., MacCallum, J., Mackinlay, E., Marsh, K., Smith, B., Church, T., & Winterton, A. (2005). *National review of school music education: Augmenting the diminished*. Australian Government.