

Submission
No 84

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

Organisation: Gig Based Learning

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

Gig based Learning (GBL) is an innovative music education consulting service, combining online community learning with physical classroom upgrades. We partner with schools to enhance music programs through state-of-the-art equipment and educative evidence-based teaching approaches. We are passionate about equipping teachers from all schools, both private and public, those with large budgets and those with small budgets to engage students in the power of music throughout their schooling careers.

We are enthused to support more teachers needing professional development for innovative and praxial approaches such as GBL and have based this submission on the project we are currently completing at Doonside Technology High School (DTHS), addressing several key points in your terms of reference:

Key Recommendations:

Our experience at DTHS demonstrates the positive impact of innovative, praxial approaches to music education. We recommend:

1. Increased funding for music facility upgrades in schools, particularly in lower socio-economic areas.
2. Support for professional development to help teachers implement innovative, praxial approaches to music education such as Gig Based Learning.
3. Curriculum adjustments to further emphasise praxial music education.

b(i) Progress towards a long-term goal of quality music education, including actions to address identified barriers

GBL is a musically informed, philosophically driven learning design and facilitation process. It gives teachers tools to provide students with opportunities for active, engaging, real-world music(k)ing with/for an authentic audience. This approach represents significant progress towards quality music education by making it more accessible and relevant to students, particularly those from diverse backgrounds and lower socio-economic areas.

Our project at DTHS demonstrates this progress. A year 11 music class is now scheduled to start in 2025, following increased student interest. Lunchtime music lessons are



oversubscribed, and lunchtime concerts are consistently sold out. All rehearsal rooms are fully utilised during break times, demonstrating heightened student engagement.

b(ii) The present level and status of formal music education across all levels, including primary, secondary, and tertiary levels

While our focus is on secondary education, our approach at DTHS aims to raise the status of formal music education within the school community. Music is increasingly viewed as a valuable subject that enhances student engagement and attendance, while also promoting cultural flourishing within the diverse Doonside community.

b(v) The efficacy of the current primary and secondary school curriculum in delivering learning outcomes in music related subjects

The Gig Based Learning approach aligns closely with the NSW music syllabus, which emphasises creating opportunities for students. The word "opportunity" or "opportunities" appears 47 times in the NSW Music Syllabus. Our approach reframes these "opportunities" as "gigs," allowing us to examine every facet of classroom music education through a practical, industry-relevant lens.

Building on the integrated learning experiences model - performance, composition, and listening, GBL puts these experiences to work to produce a great gig, contextualising the learning for the student so that it's 'just in time' not 'just in case'.

b(vi) The availability of support for teachers and principals in delivering quality music education and ensuring that an inclusive approach is taken towards resource allocation for regional schools across New South Wales

We are advising on the upgrade of music facilities with new pedagogy, instruments, recording equipment, software, and spaces. This practical, industry-focused approach allows students to engage with music in ways that reflect real-world practices, enhancing the efficacy of the curriculum in delivering learning outcomes.

DTHS Music Teacher Matt Thackray shares: "Gig Based Learning has completely changed how I teach music! This approach uses the latest best practices backed by solid research and hooks me up with key suppliers. The focus on performance opportunities really gets my students motivated to study, create, and rehearse with purpose."

We are amidst a comprehensive implementation plan in collaboration with Music Education Network, our chosen supplier. The plan includes:

Phase 1 (Q1-Q2, 2024): Planning, proposal, and procurement.

Phase 2 (Q3, 2024): Installation, setup of new equipment, testing, and adjustment.

Phase 3 (Q4, 2024): Official launch.



b(vii) The most effective approach for the music and the creative industries to co-ordinate with the education system to support the development of creative skills

We have established partnerships with key industry players including Music Education Network, Turrumurra Music, and Sennheiser Australia, ensuring students have access to industry-standard equipment and expertise. This coordination between education and industry supports the development of practical, industry-relevant creative skills.

b(xi) Notable approaches to music education in other jurisdictions

While our approach is being implemented in NSW, we believe it has potential for application in other schools across Australia, particularly those serving diverse or underserved communities. DTHS aims to become a hub for Gig Based Learning, serving as a professional development centre for surrounding schools.

We would welcome the opportunity to provide more detailed information or to facilitate a visit from the Committee to see our program in action at DTHS.

Sincerely,

Peter Orenstein and Dr Brad Fuller

Music Education Consultants

Gig Based Learning