

# Summary of Dandolo Partners Independent Evaluation of The Musical Futures Professional Learning Program

## Scope

The evaluation was commissioned by the Victorian Department of Education. The evaluation involved around 280 teachers and around 180 schools who were involved participated in the first program cohort.

These teachers and schools had been utilising Musical Futures approaches and resources for at least 9 months prior to the research taking place.

## Key findings, outcome and numbers

- Musical Futures meets both the Education State goals and the Victorian F-10 curriculum
- Program well designed and delivered – 96% of participants satisfied
- Musical Futures perceived to have a very positive impact on student participation and teacher skills
  - Positive impact on teacher skills and confidence
  - Increased student engagement – 68% of teachers report an increase in the number of students involved in music
- As intended most teachers incorporate other approaches in their classroom along with Musical Futures
- Most teachers involved have some music background – around 50% were non specialist

### Teachers report that:

- Musical Futures approach removes barriers to participation 97%
- Musical Futures is an effective method 97%
- Musical Futures can be used to implement the Victorian Curriculum 91%

### Following the workshops

- 94% of teachers said the digital resources were helpful
- 76% of teachers believed they had support from school leadership
- 79% were able to get additional support from Musical Futures
- 76% have been able to effectively implement a Musical Futures program
- 67% say they have been able to share with other teachers

### Impact on teachers

- Provides a more practical approach 81%
- Ability to engage the whole class 80%
- Increased confidence 77%
- Student skills 75%
- Confidence to support students technical development 69%

### Student impacts

- Enthusiasm 82%
- Sustained participation 82%
- Student confidence 81%

- Student confidence to play a range of instruments 79%
- Development of musical skills 77%
- 68% believe that the program has increased the number of students learning and playing a musical instrument via co-curricular or external programs

#### Impact on schools

- 68% indicated Musical Futures has increased the sustainability of music
- 84% say they are able to offer music programs that suit their local context
- 64% said that Musical Futures increases the visibility of music in their school

#### Use of Musical Futures approaches in class

- Whole class music making 84%
- Demonstrating music techniques 76%
- Using contemporary music 75%
- Aural learning 68%
- Specific Musical Futures techniques 86%
- Play alongs 91%
- Songbooks 75%
- Assessment tools 63%
- Chair drumming 77%
- Musical Futures “Styles” 64%
- Songwriting 54%
- The majority of teachers incorporate elements of music learning not specifically covered by the Musical Futures approaches – music history, theory, notation etc

## Evaluation case studies

From the cohort of 180 schools 24 schools were included in more detailed case studies. Teacher and student quotes from those school follow.

### School case study: Shepparton High School

*‘Since adopting Musical Futures I am more relaxed and smile more in class’* – Music teacher

*‘The Musical Futures PD has moved us out of our comfort zones and helped us relate to student experience’* – Music teacher

### School case study: Euroa Secondary College

*‘I’d love to go and do another Musical Futures PD session to get more confidence’* – Music teacher

### School case study: Mooroopna Primary School

*‘I have seen a change of attitude and significant improvement in practice’* – Music teacher

*‘Music class is so much better than in previous years as we now have more independence’* – Grade 6 student

*‘Musical Futures is part of our approach that encourages students to self-direct, self-manage and problem solve’* – Music teacher

### School case study: Roxburgh Rise Primary School

*‘I see Musical Futures as a hook to get them interested and to sustain that interest. From there I am able teach them theory and the other elements not explicitly covered by the Musical Futures resource’* – Music teacher

*'Having the Musical Futures resources ready to go when you're time poor is amazing' – Music teacher*

#### School case study: Lalor East Primary School

*'The resources make the lesson a lot stronger and more accessible to different kinds of students' – Music teacher*

#### School case study: Broadmeadows Valley Primary School

*'Through Musical Futures I discovered a new way to teach music, it changed my practice and opened my mind' – Music teacher*

#### School case study: The Lakes South Morang P-9 School

*'Musical Futures is synonymous with The Lakes and its inquiry based model: Touch it, play with it, explore it' – Music teacher*

*'While the training didn't have a huge impact, it consolidated the things you think you should be doing. It felt liberating' – Music teacher*

#### School case study: Timbarra P-9 College

*'I was blown away by Musical Futures. It has completely changed the way I teach music' – Music teacher*

*'Musical Futures is the solution to engaging students' – Music teacher*

*'There is a buzz around the school about music now' – Music teacher*

#### School case study: Araluen Primary School

*'I love that Musical Futures is very hands-on and balance that other approaches to learning' – Music teacher*

#### School case study: Naranga Special School

*'One of the best things about Musical Futures is that kids can access music of their time and culture' – Music teacher*

*'I frequently revisit the Musical Futures website for inspiration' – Music teacher*

#### School case study: River Gum Primary School

*'We have a 'kaleidoscope' approach to learning and Musical Futures is an important component of this' – Music teacher*

*'I became a much better musician after Musical Futures, I now have the confidence to sing and play unfamiliar instruments' – Music teacher*

#### School case study: Yarram Secondary College

*'The resources have really changed things for me, I used to spend a lot of time writing out resources' – Music teacher*

#### School case study: Monash Special Developmental School

*'Music is really beneficial in building confidence, motivating students and supporting a positive behaviour approach in our setting. This approach helps that' – Music teacher*

#### School case study: Iramoo Primary School

*'Music is my favourite subject'- Year 5 student*

*'[Prior to Musical Futures] I would lose half the class because they didn't have the patience or resilience to keep going' – Music teacher*

*'I used to have only one guitar and one bass and they were only for people who could already play' – Music teacher*

#### School case study: Hamlyn Banks Primary School

*'As a trained music teacher, I felt that every student needed to be learning in a traditional way. Musical Futures gave me permission to simplify, if a student can only play one chord then that is a victory, the next time you can focus on a second chord' – Music teacher*

#### School case study: Phoenix P-12 Community College

*'Now I teach far less theory, I just encourage kids to play- the theory comes through the playing' – Music teacher*

*'I just want to learn and do music' – Year 7 student*

*'I am confident teaching larger groups on instruments now, in the past I only worked with small groups' – Music teacher*

#### School case study: Northern Bay P-12 College

*'Students go home and use YouTube to find the next song they want to learn. Musical Futures gives them the tools to learn independently of what takes place in the classroom' – Music teacher*

*'We are evolving onto bigger and better program. Musical Futures is an ongoing part of that' – Music teacher*

#### School case study: Lorne P-12 College

*'While I still follow a more traditional approach, but incorporate some Musical Futures approaches has helped engagement and participation' – Music teacher*

#### School case study: Bundarra Primary School

*'The fact that they give you the resources to take and use makes it so easy to work with' – Music teacher*

*'I think the beauty of it is that everyone is on a level playing field' – Music teacher*

#### School case study: Swan Hill Primary School

*'We use Musical Futures in nearly all music lessons for Grades 3 and up, probably for a good 20 minutes in each one' - Music teacher*

*'The kids get to play music, muck around and have fun with each other and because of that they are learning' - Music teacher*

*'Musical Futures creates a stress-free learning environment for me and the kids' – Music teacher*

#### School case study: Panmure Primary School

*'Students are much more willing to pick up an instrument and have a go' – Music teacher*

*'Musical Futures is beautifully suited to different abilities' – Music teacher*