

Advocacy Scenarios

Scenario 1 (Father of Year 1 student)

Context

A father is speaking to an instrumental music teacher at the end of a busy school day at the end of Term 2. He is concerned his son, who is in Year 1, has been learning violin in a group setting since the start of the school year.

Statement

“My son isn’t going to be a stand out musician, I can see and hear it now. And I am worried he is missing out on important class time. I can’t see a reason for him to keep learning the violin. “

Questions to discuss

1. What might be some of the underlying concerns the father has about his son’s education?
2. What are the underlying values the father may hold about music education?
3. What experiences or information may have informed this value for the father?
4. What types of research, information or statistics might be useful to support this discussion?

Outcomes to consider

Ultimately what outcome would you think is best for the student, parent and instrumental music teacher? Give two reasons why the outcome you have come to is the best outcome for everyone.

Role play

Try out a few different responses by the instrumental music teacher. Where do you get stuck? Where do you need support from research? What points might influence the father’s point of view?

Scenario 2 (Maths teacher not allowing student out of class)

Context

You see a female Year 8 student in the playground at 1:00pm who was meant to come to their lesson with you at 11:30am, but didn’t turn up. They are normally very conscientious and inform you days before their lesson if they are unable to attend. You ask them “why did you miss your lesson today?” The student replies with “my maths teacher wouldn’t let me leave class, he said I wouldn’t understand the work we were doing if I left. I didn’t know what to do.”

Questions to discuss

1. What might be the main drivers (positive and negative) behind this decision by the maths teacher?
2. What are the underlying values the maths teacher may hold about music education?
3. What experiences or information may have informed this value for the maths teacher?
4. What types of research, information or statistics might be useful to support this discussion?
5. What new understanding would you like your student and the maths teacher to come away with from your conversations with them?

Outcomes to consider

Ultimately what outcome would you think is best for the student, maths teacher and instrumental music teacher? Give two reasons why the outcome you have come to is the best outcome for everyone.

Role play

Try out a few different responses by the instrumental music teacher. Where do you get stuck? Where do you need support from research? What points might influence the maths teacher’s point of view?

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Scenario 3 (15 year old wanting to give up saxophone)

Context

Your student is a 15 year old female at the end of year 10 who has been learning saxophone since Year 5. She is heavily involved in the schools ensembles and has completed the AMEB Grade 5 exam this year. She is a conscientious student at school and is the captain of the under 16s cricket team.

Statement

“I think I want to stop saxophone next year. “

Questions

1. What might be some of the underlying reasons why she wants to stop learning her instrument and/or what could be influencing her decision?
2. Who else may be influencing her decision about her future music education?
3. What emotional or wellbeing issues may be informing this statement for her?
4. What types of research, information or statistics might be useful to support this discussion?

Outcomes to consider

Ultimately what outcome would you think is best for the student, parent and instrumental music teacher? Give two reasons why the outcome you have come to is the best outcome for everyone.

Role play

Try out a few different responses by the instrumental music teacher. Where do you get stuck? Where do you need support from research? What points might influence the student's (and others') point of view?

Scenario 4 (Principal cutting back rehearsal time)

Context

A well-liked and respected Principal at your school gives a standing ovation at the end of year concert and speaks after the performance about all the wonderful things that come from music learning. A week later she calls you to a meeting in her office.

Statement

“First of all, great job on the concert. Your dedication to those kids really amazes me every year. Now I have been looking at the timetable and I am going to need to shorten your rehearsal time by 10 minutes so we can fit in this new literacy program we are taking on next year in Years 3-6. 10 minutes difference won't make a difference to what you can do. It's nothing really.” (for context, you currently have 30 minutes a week to rehearse with the band and only produce the results you do through having a full weekend rehearsal just before the presentation night. Your rehearsal time would be reduced to 20 minutes per week)

Questions

1. What misunderstanding of the music learning process may be informing the Principal's point of view?
2. What external forces may be influencing her decision about the music education program?
3. What personal experiences may be informing her decision and thinking?
4. What types of research, information or statistics might be useful to support this discussion?

Outcomes to consider

Ultimately what outcome would you think is best for the students, the school community, the quality of the music produced and the instrumental music teacher? Give two reasons why the outcome you have come to is the best outcome for everyone?

Role play

Try out a few different responses by the instrumental music teacher. Where do you get stuck? Where do you need support from research? What points might influence the student (and other's) point of view?