



Instrumental Music Program

Metropolitan Region

STAFF HANDBOOK

Music Resource Centre (Metropolitan Region)

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Welcome to Metropolitan Region!

The purpose of this booklet is to clarify your role and provide you with information to assist you in implementing the Instrumental Music Program in your schools.

Please contact the Music Resource Centre (Metropolitan Region) should you require clarification or extra support.

Kind regards



Damian Hoey
Regional Music Coordinator
Metropolitan Region

Instrumental Music Program – Department of Education, Training and Employment (State School Division)

The Queensland [Instrumental Music Program](#) is a comprehensive tuition program in which students learn orchestral or band instruments through instruction on a group basis. Educational outcomes are maximised for all students, taking full account of individual circumstances such as their location, gender, socioeconomic situation, language and cultural background, and any impairment and special talents they may have.

The Department's Instrumental Music Program was established by the Department of Education in Queensland state schools in 1971. The program now boasts more than 500 instrumental music teachers (equivalent to over 330 full-time) teaching in excess of 60,000 students across the State.

Educators and music industry professionals regard the Instrumental Music Program in Queensland as the finest and most extensive in the country. It is internationally recognised as a leader in the field of instrumental music education. The program and its dedicated teaching staff are highly valued by the Department of Education, Training and Employment (DETE) and enjoy enormous support from the wider community.

Students learn orchestral band and string instruments in small groups and participate in larger ensembles, such as concert bands and orchestras. The program includes orchestral woodwind, brass, percussion and string instruments.

Instrumental Music Teachers must have appropriate qualifications in both their instrumental area and in teaching.

Roles and Responsibilities for the Instrumental Music Program:

The latest information on the Instrumental Music Program can be found on the [Instrumental Music Program Policy](#) page.

Responsibilities

Base School Principal and Principals of all schools:

- supervise the teacher both professionally and administratively
- manage the appraisal of instrumental music teachers.

Base School Principal:

- process and approve all departmental correspondence including leave
- applications, itineraries, travel claims and variations of duty
- liaise with the principals of other schools on matters of itinerary, attendance, confidential reports
- provide an induction program using the Instrumental Music Induction Package.

Principals of all Schools:

- coordinate the school instrumental music program
- supervise the teacher both professionally and administratively
- ensure the [Instrumental Music Program curriculum](#) is implemented.

School Music Coordinator:

- liaise, assist and coordinate visiting teachers, in consultation with the principal.

Instrumental Music Teachers:

- implement the departmental Instrumental Music Program curriculum
- ensure appropriate planning, assessment and record keeping of student achievement.

Process

Principals of all Schools:

- supervise the teacher both professionally and administratively in his/her role in the school
- ensure departmental learning program as outlined below, is implemented:
 - [Designing an Instrumental Music Program: Curriculum Guide](#)
- provide appropriate access to school computer and IT systems
- identify a School Music Coordinator (an administrator, a teacher, or an instrumental music teacher/instructor) who will be responsible for coordinating the school instrumental music program
- keep and regularly inspect a staff time book to record instrumental music instructor's times of arrival and departure from the school
- report the absence of an instrumental music teacher to the base school principal
- ensure an accurate roll is kept by all Instrumental music teaching staff. This is the basis for the Instrumental Music Teaching Returns and should comply with relevant standards for record keeping. (Further information on how rolls can be found in the 'Rolls' Section on Page 11).
- ensure that student records are updated annually, recording instrument learnt, level and instrument loan if applicable
- approve any change in teacher itinerary due to involvement in student concerts, rehearsals, changes in the school routine (eg. sports day)

School Music Coordinator:

assist with:

- the coordination of timetables and student grouping
- the coordination of students' punctual and regular attendances at lessons and ensemble rehearsals
- maintenance of records eg. staff time book, various forms relating to instruments and equipment
- student recruitment, auditions and ensemble rehearsals
- the resource needs of the school's instrumental program and preparation of the budget for the year's needs
- advice to the instrumental music teacher/instructor of all variations in the school routine.

Instrumental Music Teachers:

- implement the departmental learning program [Designing an Instrumental Music Program: Curriculum Guide](#)
- report, both in the professional and administrative sense to the base school principal and principals of schools attended for all activities in these schools
- forward all official correspondence through the base school principal
- notify the base school principal and principal of school affected when circumstances (including illness) prevent attendance at any time
- compile travel claims giving due care and attention to accurate details and forward them to the District Office, through the base school principal, at the end of each month
- keep a record of each student's progress. Progress should be reported to the parent/caregiver in whatever manner the principal advises. Where the services of an instrumental music teacher cease at a school, all student progress records must be returned to the principal.

- exercise the usual professional responsibility and duty of care of students. Where activities are organised outside the normal school day, this responsibility continues as it does for other teachers.
- be aware of the implications of sharing wind instruments and adhere to the provisions of [Managing Risks in School Curriculum Activities](#)
- file, with the principal of each school, a copy of the relevant work programs for each level of tuition being offered on each particular instrument.
- consult with the school principals/school music coordinators on development of itinerary
- provide a copy at the end of Week Three, Term One a detailed itinerary to:

1. the base school principal
2. the principal of each school visited
3. the regional music coordinator

(If it is necessary to make alterations to an itinerary, all of the above should be notified of the change/s immediately).

- coordinate any variation in a school's instrumental timetable with the school music coordinator
- observe the Department of Education, Training and Employment - [Code of Conduct](#) for Education Queensland employees
- consult with the principal of the school when considering whether or not to terminate a student's tuition. The principal will communicate the final decision to the student.

Professional Support and Supervision

As outlined in the 'Roles and Responsibilities for the Instrumental Music Program' above, Instrumental Music Teachers are directly supervised by the [Principal](#) of each school visited. The Professional Practice Supervisor for Instrumental Music Teachers is the [Regional Music Coordinator](#)

Base School Principal:

- provides line management, including operational issues such as leave management, itinerary approval and authorisation of travel claims and related expenses;
- is accountable for the effectiveness of service provided by itinerant staff, within resources allocated by the regional cluster;
- ensures local organisation of services provided by itinerant staff and access to appropriate resources;
- collaboratively sets the objectives and coordinates service delivery for the particular itinerant service.

Professional Practice Supervisor [Regional Music Coordinator]:

- provides professional practice supervision that supports service delivery;
- collaborates with the line manager about professional practice supervision;
- provides professional advice relating to the appropriateness of the service provided, with respect to the nature, level and extent of the service provided

Project Officers

A number of Project Officers have been appointed to assist in the delivery of a quality Instrumental Music Program across Metropolitan Region and to provide Professional and Practical support to instrumental music teachers in the region.

Project Officers for 2015 are:

Woodwind – Adam Hornagold
 Brass – Phil Ryan
 Percussion – Jeff Jarrott
 Strings – Lisa Stevenson
 Programs and Events – Tracey Young

Project Officers are available to support all instrumental music teachers at their own request. They also initiate contact with all instrumental teachers throughout the year to develop networks and offer support.

The Project Officer – Programs and Events is responsible for the organisation of Regional Activities, Workshops and Events and is available to assist staff and schools with their program planning and structure.

All Project Officers may be contacted through the Music Resource Centre.

Staff Professional Development Days (Pupil Free Days):

Instrumental Music Teachers are required to attend the same Professional Development Days as other staff at their base school. Instrumental Music Teachers may negotiate with their Base school Principal to vary their days to attend specific music Professional Development. The Music Resource Centre holds Music Teacher Seminars on the Staff Professional Development Day scheduled on the Friday in January and again in October. Specific information on Professional Development offered by the Music Resource Centre can be found on the Music Resource Centre Website. (www.musicrc.eq.edu.au)

When are Staff Professional Development Days?

A total of six Staff Professional Development Days are held throughout the school year; Two days at the end of the summer holiday and the third Monday after the spring holiday are fixed and cannot be moved. The remaining three days are to be taken during the Easter holiday or taken flexibly within holiday periods or outside of school hours as decided within the school community.

Instrumental Music Teachers are required to attend the same Professional Development Days as other staff at their base school. (For specific information on requirements see the sections below). Instrumental Music Teachers may negotiate with their base school Principal to vary their schedule to attend the Music specific Professional Development Days for Metropolitan Region, which are held on the Friday Staff PD Day in January and the Monday Staff PD Day in October. Further information on the Staff Professional Development Days for Music Teachers can be found on the [Professional Development and Support page](#) of the Music Resource Centre website at www.musicrc.eq.edu.au

Permanent fulltime teachers are expected to report for full day duty for the 6 pupil free days nominated for professional development activities during the school year or any other days substituted for or additional days declared by the employer as requiring the attendance of all permanent officers. They will be paid in full for the time so worked. The working of other full day pupil free days will occur in recognition of the teacher's normal work pattern.

What Staff Professional Development Days are permanent part-time teachers required to attend?

All **permanent part-time teachers** will be paid for the final two Staff Professional Development Days during the Easter holiday. If schools conduct professional development on these days, then permanent part-time teachers will be required to attend these Staff Professional Development Days, or alternatively, dedicated professional development otherwise agreed within the school community under flexible arrangements for a total of 10 hours. Where permanent part-time teachers are unable to attend flexibly scheduled professional development, the Principal will ensure the permanent part-time teacher is involved in 10 hours' professional development either within the school or in consultation with the Region.

Only those permanent part-time teachers rostered to work on the first Easter holiday Staff Professional Development Day will be paid for this day. These teachers will have to attend the three Staff Professional Development Days or 15 hours of flexible professional development.

What Staff Professional Development Days are temporary teachers entitled to attend?

Temporary teachers engaged for all of term one attend and are paid for the Staff Professional Development Day held on the last day of the summer holiday.

Temporary teachers employed up to the end of term one and from the beginning of term two will be paid for the Easter holiday including the three Staff Professional Development Days. These temporary teachers will be required to attend these three Staff Professional Development Days or up to 15 hours of flexible professional development where scheduled by the school during their temporary engagement.

Temporary teachers who are not paid for the three Easter holiday Staff Professional Development Days do not have to attend these three days or the 15 hours of flexible professional development scheduled by the school. Temporary teachers may attend flexible professional development on a voluntary basis without pay.

In terms two, three or four, where a flexible Staff Professional Development Day is scheduled for:

- the final day of the school holiday before a new school term, or
- the first day of the school holiday at the end of a school term

A temporary teacher is entitled to be paid for attendance at a Staff Professional Development Day so long as they were engaged for the whole of that term.

Teacher Registration and Continuing Professional Development Requirements (CPD):

Instrumental Music Teachers, whether eligible for Registration as a Teacher or not, are expected to meet the following Queensland College of Teachers requirements:

The CPD undertaken by teachers must have regard to the [Australian Professional Standards for Teachers](#) and should demonstrate:

- a balance across the following areas:
 - employer directed and supported CPD
 - school supported CPD
 - teacher identified CPD
- a range of types of CPD activities
- completion of at least the minimum annual amount required.

These areas acknowledge that professional responsibility for maintaining knowledge and skills extends beyond the individual’s personal professional development to meet their responsibilities as a member of a team and school staff. The balance may vary according to the particular teacher’s situation. For example, in some employer settings the first two areas may merge. For supply teachers a greater emphasis on teacher identified CPD may be appropriate.

Amount of CPD required - CPD is an annual requirement.

Days of teaching employment per year	CPD requirements per year from 2013 onwards
20 days and above	At least 20 hours
Under 20 days	Nil CPD

CPD activities

CPD must be differentiated from activities that are normal expectations of the teacher’s role or engagement in extra-curricular activities. Only the professional development component of an activity may be included to meet the requirements.

In deciding how much of any particular activity may be included, key considerations include the appropriateness for the teacher’s role, contribution to achievement of identified learning goals, the range of

activities and balance across the required areas. The [Framework](#) and [Fact Sheet](#) provide examples of CPD activities.

Teaching and Learning:

The instrumental program seeks to extend a student's experience in music through group lessons and through participation in full orchestra, string orchestra, concert band, stage band or other associated chamber ensembles.

Students in the [Instrumental Music Program](#) have at least two contact periods per week, one in an instrumental lesson and at least one in an ensemble rehearsal. The minimum number of students per instrumental music teacher/instructor group will be no less than 3 and the maximum group size will not exceed 10 students. Under no circumstances should students be taught individually.

All instrumental music students are required to have a group lesson and, when musically ready, an ensemble rehearsal each week. The ensemble experience is provided through the formation of school concert bands, orchestras and other ensembles. All ensembles should perform at least once per school term. Responsibility for the conducting of such ensembles may be decided upon at the school level through consultation.

The major criteria for selection of ensemble repertoire should be musical quality and educational and pedagogical value. This repertoire should encompass a wide variety of styles.

The duration of a lesson should be not less than 30 minutes and is normally one school period or half a school period in secondary schools and 30 minutes in primary schools. Student lessons should normally be timetabled on a rotation pattern. This is intended to minimise loss of class time in any one particular subject.

Students in [Years 4 - 12 \(woodwind, brass and percussion\)](#) or in [Years 3 - 12 \(strings\)](#) are eligible to be considered for enrolment into the instrumental program. Students are selected in accordance with the school's policy taking into account the suitability of the student, the balance of the ensemble program, and the available time allocated to the school. The final decision on selection is made by the principal.

Planning and Assessment:

Instrumental Music Teachers in Metropolitan Region are expected to have the following planning and assessment in place for each student:

- Long Term Planning (This should be in the form of a Work Program for each school which is lodged with each Principal);

Absolute minimum requirements in the work program should include:

- ✓ goals for student progress, which include specific goals for individual students based on the [Instrumental Music Curriculum Modules \(Woodwind, Brass, Percussion\)](#) and [Instrumental Music Curriculum Modules \(Strings\)](#)
 - ✓ text or tutor book used
 - ✓ scales and other technical work to be covered
 - ✓ supplementary materials
 - ✓ solo work
 - ✓ assessment based on the Individual Goals set from the Instrumental Music Curriculum;
 - ✓ assessment instruments (standard schemas, task sheets);
 - ✓ recruitment policy and process;
- Short Term/Daily goals/plans for each ensemble rehearsal and class;

School Handbook for Instrumental Music

Instrumental Music Teachers should ensure there is a current Handbook at each school for the Instrumental Music Program. The purpose of the Handbook should be to outline the operation of the Instrumental Music Program in the school and the school policies relating to Instrumental Music. This handbook should be reviewed annually to ensure it is up to date. All teachers and administrators should be familiar with the policies in the handbook. Parents and students should be given a copy on enrolment into the program and anytime the handbook is reviewed. Items the Handbook should include are:

- ✓ Aim of the Program in the school;
- ✓ Information on Instrumental Music Program Staff, including who and how to contact someone in relation to the Program;
- ✓ Information on lessons (When they occur, timetable type (rotational/fixed), how long, etc.)
- ✓ Ensembles at the school and rehearsal days/times;
- ✓ Instruments Taught;
- ✓ Expectations for students in the program;
- ✓ Expectations for parents/families with students enrolled in the program;
- ✓ School policy on instrument loans, purchasing instruments after the first year, absenteeism, home practice, performances and other operational information as necessary;
- ✓ Information on any levy for students participating in the program;
- ✓ Information on the Selection/Recruitment process for the Program, which should include how students are selected and the ascertainment process rationale (Why this process is in place);
- ✓ Information on requirements for Uniform and folders (If applicable);
- ✓ Information on the process for contacting the Instrumental Teacher and process for informing IM Staff of student absence from lessons or rehearsals;
- ✓ Equipment list for each instrument (Optional if this information is provided in another document);
- ✓ A list of Music Stores for parents to purchase equipment (Optional);
- ✓ Appendix with Common Forms (Optional), which may include Loan Agreement Forms, Enrolment/Commitment Contract, Equipment order forms, etc.

Sample Work Programs, Handbooks, Daily lesson records, rolls and other templates are available for perusal on the Music Resource Centre website [Planning page](#) to assist teachers.

Planning Meetings

All Instrumental Music Teachers meet with the Regional Music Coordinator each Semester to discuss program goals, outcomes, professional support and staffing. The Regional Coordinator will email staff details of how to book for these meetings.

Teachers bring the following documentation to planning meetings:

- Work Programs for each school
- Rolls
- Other documentation as requested by the Regional Music Coordinator.

Rolls

Instrumental Music Teachers are to keep rolls of student attendance at each school, which are left at each school at the conclusion of each day. (Electronic rolls should be saved to a file on G Drive). Rolls are to include:

- Student First Name
- Student Surname
- Student Year Level

- Instrument
- Student Level according to the Instrumental Music Curriculum
- Attendance to be marked for weekly lessons and all ensemble rehearsals
- EDQUIP Number if applicable

Reporting:

Instrumental Music Teachers report on student progress and achievement once per semester, using One School. The Regional Music Coordinator recommends One School reporting be set up to include the following:

- The Subject Name should be 'Instrumental Music Level {Module}'
[Example: Instrumental Music Level 2.3 or Instrumental Music Level 2, Unit 3]
- A Statement Comment should include the specific instrument being studied;
[Example: {Name} is studying the {Instrument}]
- If the Subject Name cannot include the Level studied, then a statement comment should be included, which states the name of the Instrument being studied and the most recent Module completed. [For example, {Name} has completed Level 2.3 of the Instrumental Music Curriculum Modules on {Instrument}]
- Sample comment banks, standard schema and other templates for Instrumental Music are available from the [Assessment and Reporting](#) page on the Music Resource Centre Website.

Instrumental Music Reports are required to have the following:

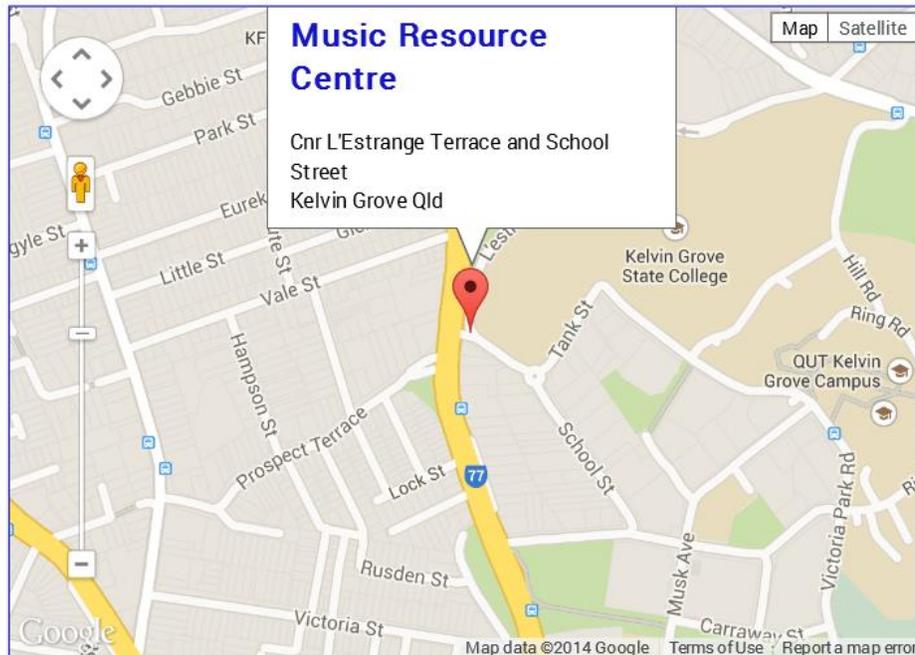
- Each student should receive an A-E Grading for Achievement, plus and A – E Grading for Effort and a Grading for Behaviour (Satisfactory/Unsatisfactory in Primary school and A – E in Secondary School)
- The achievement rating should reflect the student's achievement measured against the curriculum goals set and assessed by the Instrumental Music Teacher during the planning process. This should be able to be verified and transparent to the students, parents and school. Documentary evidence in the form of rolls, formative and summative assessment tasks, criteria sheets and mark books/records or student profiles are to be kept on file.
- The achievement rating should reflect the Eleven Areas of Skill Development as outlined in the Curriculum Guide, condensed into '[Assessment Area Groupings](#)' called Literacy, Technique and Performance. Criteria and mark sheets should reflect this. Please note, 'Performance' criteria no longer relate to student attendance. Attendance should be reflected in the 'Effort' rating.
- Comments should be directly related to literacy, technique and performance, (preferably one comment on each area) plus include a general comment on the student's overall progress and aptitude.
- Comments should be kept using professional language at all times.
- Further information on Reporting to parents can be found on the [P – 12 curriculum, assessment and reporting page](#) on the Queensland Government's website.

Moderation

All Instrumental Music Teachers take part in Moderation at the end of each Semester. In Metropolitan Region, the Moderation process is an opportunity for teachers to reach a shared understanding and consensus of student achievement at specific levels. Teachers submit a video sample and other documentation, including the Task and Criteria Sheet, Marking Schema and copies of the music performed. Recordings are to be completed using a school recording device and preferably submitted on a USB in wmv format. Teachers book to attend one of the moderation sessions online through the Music Resource Centre website (www.musicrc.eq.edu.au) Sessions run for approximately two and a half hours.

To further assist teachers to moderate their own work, the Music Resource Centre has developed an [Instrumental Music Moderation Ed Studio](#) of exemplar videos for teaching staff to view. This is a closed studio and requires permission to access. For permission to access the Studio, please email the Music Resource Centre at admin@musicrc.eq.edu.au

Metropolitan Region Music Resource Centre – Contact Details and Staff



Physical address

Cnr L'Estrange Terrace and School Street
Kelvin Grove Qld 4059
(On the grounds of the Kelvin Grove State College Junior Campus)

Postal address

PO Box 2070
Kelvin Grove Qld 4059

How to contact us

Telephone: (07) 3552 7440

Facsimile: (07) 3352 7090

Email: admin@musicrc.eq.edu.au

How to find us

The best entry to the Music Resource Centre is through the Junior School Staff Carpark located off School Street. The Music Resource Centre is in the double storey building in front of the car park, through the green doors on the bottom level of the building.

Carparking

Carparking around Kelvin Grove State College is limited during school hours. Some metered street parking is available on L'Estrange Terrace and surrounding streets. Please note that the area around Kelvin Grove State College is a Restricted Parking City Zone and as such parking in non-metered areas is limited to a maximum of two hours.

Visiting teachers

Teachers visiting the Music Resource Centre should sign in using the Visitor Book located in the Music Resource Centre office. Students attending workshops or the extension program should enter via the Studio, located through the green doors at the back of the main building. All entrances are signed. Staff wishing to borrow resources, including music are welcome to come in to the centre to browse. We recommend phoning first to ensure the centre is open at the time you wish to visit.

Staff located at the Music Resource Centre

Administrative Officer- Mary Schoenmaker

Phone: (07) 3552 7440

Email: mscho80@eq.edu.au

Regional Music Coordinator – Damian Hoey

Mobile: 0418 773 153

Email: dhoey2@eq.edu.au

Project Officer (Events and Program Planning)

– Tracey Young

Mobile: 0418 155 052

Email: tyoun87@eq.edu.au

Project Officer (Woodwind) – Adam Hornagold

Email: ahorn62@eq.edu.au

Phone: (07) 3552 7440

Project Officer (Brass) – Phil Ryan

Email: pryan55@eq.edu.au

Phone: (07) 3552 7440

Project Officer (Percussion) – Jeff Jarrott

[Friday – All Day]

Music Resource Centre Website

The Music Resource Centre (Metropolitan Region) maintains a website www.musicrc.eq.edu.au that is accessible to both the public and DETE staff. (Documents for teachers and schools can only be accessed by using a DETE logon). This website serves as a first point of call to access information Music Resource Centre activities for both staff and students, plus it serves as a portal and information centre for teachers and others seeking information on student cluster activities, regional music events, professional development, music curriculum documents, planning templates, moderation for instrumental music and it also serves as a portal for staff to register students for cluster events and staff professional development. To see the pages and structure of the website, please see the [Site Map](#).

Email: jjarr8@eq.edu.au

Phone: (07) 3552 7440

Project Officer (Strings) – Lisa Stevenson

Email: lstev90@eq.edu.au

Phone: (07) 3552 7440

IM Online Staff

Multi - Alisa Jones

Email: ajone55@eq.edu.au

Multi- Christine Jabs

Email: cjabs1@eq.edu.au

Strings – Harmony Woollett

Email: hwool11@eq.edu.au

Extension Lesson Program Staff

Oboe – To be advised

Bassoon – Karen Ruprecht

Email: krupr2@eq.edu.au

French Horn – Karina Bryer

Email: kbrye4@eq.edu.au

IM Online Program

Students in Metropolitan Region schools may access the Instrumental Music Program through the IM Online Program, provided through One Channel. [IM Online](#) allows students to participate in groups lessons at their own school. Students participate in regional camps and workshops. The program is open to woodwind, brass, percussion and string instruments. Teachers make regular visits to school sites to provide additional support.

Oboe, Bassoon and French Horn Extension Program

[Extension Programs](#) are provided at the Music Resource Centre for students learning bassoon, oboe and French horn. This free program is offered in the format of after school group lessons held at the Music Resource Centre Studio between 3.30pm to 6.00pm. Students enrolled in the extension program must also be a member of their school Instrumental Music Program.

Choral Events

The Music Resource Centre organises a number of Choral Events in the region each year. These include:

1. The [Metropolitan Choral Honours Program](#) – A Regional Honours Program for advanced Choral students in Years 5, 6 and 7. Participation is via teacher nomination and selection by Guest Conductors.
2. [Singfest](#) – A Primary School massed choir event for school choirs.

Further information can be found on the Music Resource Centre Website.

Fanfare and Choral Fanfare

The Metropolitan Region Music Resource Centre, in partnership with Central office, runs the biannual Metropolitan Region [Fanfare](#) Festival for State School ensembles. The Project Officer (Events and Program Planning) is the Metropolitan Region Fanfare Coordinator.

In years between Instrumental Fanfare, the Regional Music Coordinators hold [Choral Fanfare](#). The event is in a similar format to Fanfare, but showcases Choirs instead of Instrumental Ensembles.

Further information on Fanfare and Choral Fanfare can be found on the Music Resource Centre website.

Regional and Cluster Instrumental Music Activities and Events

Music Camps are an integral part of the instrumental music program across Metropolitan Region. Camps are organised across cluster areas to allow students access to specialist tuition and ensemble experience. The purpose of the camps is to provide extension programs for music students, to provide ensemble experience according to student level, to provide access for students to expert tuition from guest conductors and tutors and to link state primary and secondary schools.

All Instrumental Music staff are released from their schools to assist with the Regional camps, cluster events and auditions for their scheduled time in that cluster. Teachers are released from all schools (Primary and Secondary) regardless of the number of students attending. Staff are to contact the Music Resource Centre for further details.

The Music Resource Centre offers extensive assistance to Instrumental Music Teachers throughout the region in the organisation and planning of Instrumental Music Cluster events and activities. This support includes assistance in administering the activity, booking venues, guest conductors, accompanists and tutors, completing letters and documentation for schools and students, collating student information, administering

the budget, providing extra resources such as auxiliary percussion, tea and coffee for staff, folders for music and other assistance as required. At all times this is done in partnership with the Instrumental Music Teaching staff in the cluster to assist in the facilitation of a successful activity. Teachers wishing to have the Music Resource Centre assist in the facilitation and/or design of a cluster event can contact the Music Resource Centre for further information.

Cluster activity events and dates are organised as follows:

For specific information on Regional and Cluster events, visit the [Our Programs and Activities page](#) on the Music Resource Centre Website.

1. The Project Officer (Events and Program Planning) will liaise with staff in the clusters to plan for the cluster activities for the following year;
2. For Cluster Events and Activities not organised directly by the Music Resource Centre, the Project Officer will collate the basic information for each activity.
3. Dates and basic information on activities and events can be found on the Music Resource Centre website. The Calendar and Cluster and Events pages are updated with basic information regarding the following year's activities during Term 4 each year.
4. Schools and Instrumental Music Staff are responsible for ensuring cluster events go on each school's calendar;
5. All cluster activities and events are posted on the Music Resource Centre Website (www.musicrc.eq.edu.au) calendar. Each Cluster also has their own Cluster page on the Music Resource Centre website, where basic information on each of the cluster events can be openly viewed;
6. For events organised by the Music Resource Centre, all documentation and information will be posted on the Music Resource Centre's relevant Cluster page for download by schools and teachers. Schools may direct parents and students to the website's relevant page to access information and forms relevant to events;
7. For cluster activities not organised directly by the Music Resource Centre, basic information will be included on the relevant Cluster page on the Music Resource Centre website, along with contact details for the person organising the event/s;
8. Further information and clarification on events organised by the Music Resource Centre can be obtained by contacting the Music Resource Centre directly.

Staffing

Staffing in the Metropolitan Region Instrumental Music Program is managed by the Regional Music Coordinator. Instrumental Music is a regional resource, delivered through clusters of secondary schools and feeder primary schools. The program of instrumental music instruction is organised where possible to operate on a pyramid structure: a secondary school at the peak with the feeder primary schools at the base. In most cases, an instrumental music instructor's itinerary consists of one or two secondary schools and a number of primary schools.

Time is allocated to schools taking into account available resources, demonstrated demand from schools, participation rates for Instrumental Music and the need for reasonable circuits for instrumental teachers. For further information Instrumental Music staffing in Metropolitan Region, please contact the Regional Music Coordinator at the Music Resource Centre.

Staffing Forms and Procedures, including New Appointments [Contracts & Transfers]:

Instrumental Music Teachers and schools will receive allocations from the Regional Music Coordinator at the end of each school year. Forms and advice on all of the matters below should be first directed to a teacher's base school Business Services Manager (BSM). It is the responsibility of the Instrumental Teacher to:

1. On Appointment, fill out a [Commencement Advice Form \(CMA\)](#) through the Base School. This form should be sent to Regional Office by the school BSM.
2. Fill out an [Itinerary Form](#) and have the final copy approved and signed by the Base School Principal; (If no Itinerary has been negotiated, liaise with their allocated schools to design one that reflects the allocated time and also fits within each school's requirements for teaching space and timetabling). Scan and email (admin@musicrc.eq.edu.au) or Fax (3352 7090) the signed Itinerary Form to the Regional Music Coordinator at the Music Resource Centre;
3. Ensure each school has a copy of the Itinerary.

Instrumental Music Teachers employed on Temporary Contracts are responsible for contacting the school or where possible, the teacher they are replacing to exchange information about the circuit, plus any information and documentation, including rolls, work programs, music, planning, etc. (The Regional Music Coordinator will usually forward a contact email to all parties). Alternatively, Contract teachers can call the Music Resource Centre for contact details.

Changes to Itinerary:

- **One off/temporary change to Itinerary** – Teachers are required to notify and seek approval of the Principal of the school affected and their Base School Principal for any change to their Itinerary for the week
- **Permanent change to Itinerary** – Teachers are required to have their Base School Principal approve their new Itinerary (via Signature on a new Form). The new copy should then be given to each school and sent to the Regional Music Coordinator via the Music Resource Centre, as in point 2 above.
- **Change to Days Worked** – In addition to a new Itinerary, part time staff changing their rostered days (E.g.: Working Tuesday – Friday instead of Monday – Thursday) will need to fill out a [Roster Variation Form](#), have it signed by their Base School Principal and sent to the appropriate office. Correct payment depends on an accurate roster.

Leave:

Leave applications are submitted through a teacher's Base School Principal. Principals will liaise with the Regional Music Coordinator to ensure a replacement is available prior to approving leave. Most leave requires at least two term's notice for approval. Leave approvals are subject to departmental convenience. An employee's Base School Principal and BSM will be able to advise and provide leave forms Instrumental Music Teachers.

Sick Days:

Instrumental Music Teachers are required to notify both the school/s they will be absent from plus their Base School as soon as possible if they are absent for any reason. Each school will have in place their own procedures for teachers to advise of absence. Teachers are required to become familiar with these procedures and follow them according to local school requirements. A medical certificate must support applications for sick leave in excess of 3 consecutive working days.

Further Information

Further Information for Instrumental Teaching Staff can be found on the [Memorandum of Understanding for Instrumental Music Teachers/Instructors](#).

Computers for Teachers Laptop (CFT)

The Computers for Teachers (CFT) initiative provides every state school teacher who works two or more days a week with a laptop computer to use as a tool of trade. The laptops are departmental assets, issued to schools. Instrumental Music Teachers eligible for a CFT Laptop will be issued one by their base school. Teachers who work at more than one school will need to ensure they are added to each school's staff list and network to access network drives and printers at each location. Issues with a CFT Laptop should be referred to the relevant IT technician at the school, following the procedures required at the school. The department also has a [Service Centre Online](#) to assist teachers.

Itinerant Staff and Itinerant Staff Grant

Instrumental Music Teachers may be classified as School-based Itinerant Staff. An Instrumental Music Teacher would be considered itinerant if they meet all the following criteria:

- travel from their base on a regular basis to other schools during the normal day;
- work outside their base school for more than the equivalent of two days per week;
- perform itinerant duties as part of a program supported by the district cluster of principals and approved by the Manager, Education Services

If an Instrumental Music Teacher is categorised as Itinerant, their base school receives an grant allocation of \$432 per Semester to assist with the operational costs of having an Itinerant staff member, including telephone, photocopying, postage, access to technology, administrative assistance, utilities and professional development and training. Grants are paid to schools in April and October. For further information, please see the Queensland Government policy on [School-based Itinerant Staff Operational Grant](#)