

**Unit standards in Music: guidelines for non-specialist teachers
in training in Botswana and the SADC region**

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**Frisch weht der Wind der Heimat zu
Mein irisch Kind. Wo weilest du?**

***Tristan und Isolde* (1865) Act 1 Scene 1
Richard Wagner (1813-83)**

Summary

This study details the growth of education in Botswana, with specific reference to the lack of development of Music as a subject. One of the main obstacles to the development of Music in schools has been the theoretical bias in the Colleges of Education, which generally ignore practical and instrumental work, including traditional instruments. This observation was noted during the pilot project of the draft Music syllabus in Botswana, which began in 1999 and continues until the end of 2001. What the teachers in training are taught bears little relation to the syllabus they are expected to teach in schools. Teacher trainers have little practical experience in music making and have little support from institutions that cannot relate to a perceived, noisy (music-filled) environment. Music lecturers have no experience of teaching Music at Primary or Secondary level, and began their own Music careers as adults, when they were sent to the University of Reading, England, for further studies, having expressed an interest in the subject. The training there appears to have been entirely theoretical.

The aim of this study is to suggest and offer a course of work for use in teacher training institutions based on a three year/nine term academic programme, as presently followed in Botswana. Although the programme suggested correlates with the Music syllabus for Community Junior Secondary schools in Botswana, it can be used in other teacher training environments, such as training colleges, distance education modules or inservice courses.

Following guidelines set by the Music Education Unit Standards for South Africa (MEUSSA) research team at the University of Pretoria, South Africa, and the Department of Vocational Education and Training in Gaborone, Botswana, with reference to international standards and exit levels, this thesis supplies generic music unit standards for use in Botswana, but which are easily adaptable for other Southern Africa Development Community countries (SADC).

The units contain Access statements, Range statements, Performance criteria, Evidence requirements and Support notes, which are based in the African tradition in the early stages, so that trainees have a familiar basis from which to spread their wings. At present, there are no suitable Music resources for use in Botswana.

The thesis discusses educational research in Botswana concerning teaching methodology and the pertinent Government literature and recommendations.

The outcome of the thesis suggests that the quality of Music education for teachers in training would improve if unit standards in Music were adopted by the Colleges of Education. This is a matter of urgency as the Government has planned to implement Music as an optional subject in all Community Junior Secondary schools in Botswana in 2002.

Recommendations for the development of Music education in Botswana conclude this study.

Key words: Botswana, Teacher training, Music education, SAQA, Unit standards, Inservice training, Distance education, Listening guides, African Music.



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List of Abbreviations

AQF	Australian Qualifications Framework
BERA	Botswana Education Research Association
BSA	Botswana Society for the Arts
CDD	Curriculum Development Division, Ministry of Education, Botswana
CJSS	Community Junior Secondary School
CSA	Central Statistics Office, Botswana
DVET	Department of Vocational Education and Training, Ministry of Education, Botswana
ERNESA	Educational Research Network in Eastern and Southern Africa
JC	Junior Certificate
JSEIP	Junior Secondary Education Improvement Plan
LMS	London Missionary Society
MCE	Molepolole College of Education, Botswana
MEUSSA	Music Education Unit Standards for Southern Africa
MLHA	Ministry of Labour and Home Affairs, Botswana
MOE	Ministry of Education, Botswana
MTF	Music Task Force, Botswana

NCE	National Commission on Education, Botswana
PEIP	Primary Education Improvement Plan
RNPE	Revised National Policy on Education
SADC	Southern Africa Development Community
SAQA	South African Qualifications Authority
SERA	Swaziland Education Research Association
SQA	Scottish Qualifications Authority
TCE	Tonota College of Education, Botswana
UB	University of Botswana, Botswana



A comparison of terms used in South Africa and Botswana concerning unit standards

SAQA: Format for Unit Standards

Botswana: Statement of Standards

A unit standard title

A learning unit title

A SAQA approved logo

A unit standard number

Unit reference number

A unit standard level on the NQF

Level statement

The credit attached to the unit standard

Credit value

The sub-field of the unit standard

The issue date

Date

The review date

The purpose of the unit standard

Unit introduction and learning outcomes

The learning assumed to be in place before the unit standard is commenced

Access statement

The specific outcomes to be assessed

Performance criteria

The assessment criteria including embedded knowledge

Evidence requirements

The accreditation process for the unit standard

The range statements as a general guide to the scope, context and level being used for the unit standard

Range statements

A 'notes' category which must include the critical cross-fields outcomes supported by the unit standard: references to essential embedded knowledge if not addressed under the assessment criteria, and may include other supplementary information on the unit standard.

Support notes may include a purpose statement, notional design length, summary statement, content/context, approaches to generating evidence, assessment procedures, progression, recognition and copyright.

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