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

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A thesis submitted in partial fulfilment of the requirements for the degree

Doctor of Music

Department of Music
School for Arts
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Co-supervisor: Professor Heinrich van der Mescht

July 2001
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.
This thesis is dedicated to Séamus, Niamh, Síofra and Róisín:
Thank you.
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- Maru a Pula School, Gaborone, Botswana.
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<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>BERA</td>
<td>Botswana Education Research Association</td>
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<td>BSA</td>
<td>Botswana Society for the Arts</td>
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<tr>
<td>CDD</td>
<td>Curriculum Development Division, Ministry of Education, Botswana</td>
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<tr>
<td>CJSS</td>
<td>Community Junior Secondary School</td>
</tr>
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<td>CSA</td>
<td>Central Statistics Office, Botswana</td>
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<tr>
<td>DVET</td>
<td>Department of Vocational Education and Training, Ministry of Education, Botswana</td>
</tr>
<tr>
<td>ERNESA</td>
<td>Educational Research Network in Eastern and Southern Africa</td>
</tr>
<tr>
<td>JC</td>
<td>Junior Certificate</td>
</tr>
<tr>
<td>JSEIP</td>
<td>Junior Secondary Education Improvement Plan</td>
</tr>
<tr>
<td>LMS</td>
<td>London Missionary Society</td>
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<tr>
<td>MCE</td>
<td>Molepolole College of Education, Botswana</td>
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<tr>
<td>MEUSSA</td>
<td>Music Education Unit Standards for Southern Africa</td>
</tr>
<tr>
<td>MLHA</td>
<td>Ministry of Labour and Home Affairs, Botswana</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education, Botswana</td>
</tr>
<tr>
<td>MTF</td>
<td>Music Task Force, Botswana</td>
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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

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<th>Botswana: Statement of Standards</th>
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<td>A unit standard title</td>
<td>A learning unit title</td>
</tr>
<tr>
<td>A SAQA approved logo</td>
<td>Unit reference number</td>
</tr>
<tr>
<td>A unit standard number</td>
<td>Level statement</td>
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<tr>
<td>A unit standard level on the NQF</td>
<td>Credit value</td>
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<tr>
<td>The credit attached to the unit standard</td>
<td>Date</td>
</tr>
<tr>
<td>The sub-field of the unit standard</td>
<td>Unit introduction and learning outcomes</td>
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<tr>
<td>The issue date</td>
<td>Access statement</td>
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<td>The review date</td>
<td>Performance criteria</td>
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<td>The purpose of the unit standard</td>
<td>Evidence requirements</td>
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<td>The learning assumed to be in place before the unit standard is commenced</td>
<td>Range statements</td>
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<td>The specific outcomes to be assessed</td>
<td>Support notes may include a purpose statement, notional design length, summary statement, content/context, approaches to generating evidence, assessment procedures, progression, recognition and copyright.</td>
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<tr>
<td>The assessment criteria including embedded knowledge</td>
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<td>The accreditation process for the unit standard</td>
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<tr>
<td>The range statements as a general guide to the scope, context and level being used for the unit standard</td>
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<tr>
<td>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.</td>
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