Repositioning secondary school music teachers as pivotal facilitators for implementing the music curriculum within the framework of Vision 2030

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Abstract

This study engaged in repositioning secondary school music teachers as pivotal facilitators for implementing the music curriculum within the framework of Vision 2030. It examines secondary school music teachers in the strategic repositioning of the music curriculum, highlights the techniques for the strategic repositioning of music teachers, and discusses music teachers as a key facilitator for the implementation of the music curriculum in the context of Vision 2030. Primary data was collected through schedules and structured interviews with five music teachers in the selected schools. Five secondary schools were selected within Lagos State. The study made use of two private schools and three public schools. The library, internet, and archival materials served as secondary data sources. This study also relied solely on oral tradition, written documents, personal oral interviews for information, and experiential knowledge in its approach and methodology. This study makes use of published and unpublished library and archive materials. This involved reading through printed materials relevant to this study in libraries and archives. Such materials include books, journal articles, newspaper reports and documentation, dictionaries, and encyclopedias, among others. These

materials were consulted, reviewed, and analyzed for testing and validating the position of this study. The outcome of the research reveals that secondary school music teachers play a crucial role in shaping students' musical abilities and appreciation for music. In teaching music theory and practice, one of the primary responsibilities of a secondary school music teacher is to teach students the fundamentals of music theory and practice. The study also discusses the strategy for repositioning of secondary school music teachers involves adapting to changing educational landscapes, technological advancements, and student needs. In the context of Vision 2030, the study sees music teachers serving as key facilitators for the implementation of the music curriculum. In conclusion, secondary school music teachers play a vital role in nurturing the musical talents of students, fostering creativity and expression, and instilling a lifelong love of music.

Keynotes: **secondary, school, teachers, curriculum, vision 2030.**

Introduction

In an era marked by rapid technological advancements and shifting societal paradigms, the integration of technology into education has emerged as a transformative force. Within the realm of arts education, particularly in music, this integration offers a gateway to innovative pedagogical approaches and enriched learning experiences. As Nigeria charts its course towards the future delineated by Vision 2030, it becomes imperative to reevaluate educational frameworks, ensuring they are aligned with the demands of the digital age.

Sawyer (2004), remarks that music education, traditionally esteemed for its intrinsic value in fostering creativity, emotional expression, and cultural appreciation, now stands at a crossroads. The pervasive influence of technology presents both challenges and opportunities for music curriculum development in Nigerian secondary schools. Recognizing this pivotal moment, this study endeavours to explore the intersection of Vision 2030 and technology integration within the context of musical arts education, with a focus on the repositioning of secondary school music teachers as key facilitators for implementing curriculum as Vision 2030**.**

The strategic repositioning of secondary school music teachers as key facilitators for implementing curriculum in the context of Vision 2030, according to Adedoyin (2016), involves aligning their practices with the goals and values outlined in the vision. Music teachers can strategically reposition themselves through the integration of 21st-century skills.

Vision 2030 often emphasizes the development of 21st-century skills such as critical thinking, creativity, collaboration, and communication. Music teachers can strategically reposition themselves by integrating these skills into their curriculum. For example, they can design projects that require students to analyze and interpret musical compositions, collaborate with peers to create original music and communicate their ideas effectively through performances or presentations.

Music teachers, through cross-curricular collaboration, can strategically reposition themselves as collaborators with teachers in other subjects to create interdisciplinary learning experiences. They can align music curriculum objectives with those of other subjects such as history, literature, science, and technology. For instance, they can explore the historical and cultural contexts of musical genres, integrate music with literature through song lyrics analysis, or incorporate scientific concepts such as acoustics into music lessons.

Music teachers through cultural relevance and diversity, as Vision 2030 often emphasizes the promotion of cultural diversity and inclusivity. Music teachers can strategically reposition themselves by incorporating diverse musical traditions, genres, and artists into their curriculum. They can explore music from different cultures, countries, and communities, inviting guest artists or musicians to share their expertise and experiences with students. By embracing cultural diversity, music teachers foster respect, empathy, and appreciation for different perspectives and identities.

The United Nations (2015) believes that by integrating technology, music teachers can strategically reposition themselves as facilitators of digital learning experiences, in line with the vision of leveraging technology for educational innovation. They can integrate technology into music instruction through the use of digital audio workstations, music composition software, virtual instruments,

and online resources. By embracing technology, they enhance student engagement, creativity, and collaboration while preparing students for the digital world.

UNESCO. (2015*)* records that music teachers, through community engagement and partnerships, can strategically reposition themselves by fostering partnerships with local communities, cultural organizations, and industry stakeholders. They can organize community concerts, workshops, and events that showcase student talent and promote cultural exchange. By collaborating with external partners, such as local musicians, arts institutions, or music industry professionals, they provide students with real-world learning experiences and opportunities for mentorship and career exploration.

Music teachers, through advocacy and leadership, can strategically reposition themselves as advocates for the importance of music education within the broader educational landscape. They can serve as leaders in curriculum development, assessment, and policy-making related to music education, advocating for adequate resources, support, and recognition for music programs. By championing the value of music education, they ensure that it remains a priority in educational policies and initiatives aligned with the goals of Vision 2030.
This study, in its objectives, is set up to:

1. Examine secondary school music teachers' critical role in the strategic repositioning of the music curriculum.
2. Highlight the techniques for the strategic repositioning of music teachers.
3. Discuss music teachers as a key facilitator for the implementation of the music curriculum in the context of Vision 2030.

Methodology

This research endeavours to explore the integration of technology into musical arts education within the context of Nigeria's secondary school system, as part of the broader initiative of Vision 2030. Primary data was collected through schedules and structured interviews with five music teachers in the selected schools. Five secondary schools were selected within Lagos State. The study made use of two private schools and three public schools. The library, internet, and archival materials served as secondary data sources. This study also relied solely on oral

tradition, written documents, personal oral interviews for information, and experiential knowledge in its approach and methodology. This study makes use of published and unpublished library and archive materials. This involved reading through printed materials relevant to this study in libraries and archives. Such materials include books, journal articles, newspaper reports and documentation, dictionaries, and encyclopedias, among others. These materials were consulted, reviewed, and analyzed for testing and validating the position of this study.

Discussion of the Findings

The discussion of the findings in this study is in line with the stated objectives of this study.

Objective 1: Investigate secondary school music teachers' critical role in the strategic repositioning of the music curriculum.

Certainly! A secondary school music teacher plays a crucial role in shaping students' musical abilities and appreciation for music. In teaching music theory and practice, one of the primary responsibilities of a secondary school music teacher is to teach students the fundamentals of music theory and practice. This includes topics such as reading sheet music, understanding rhythm and meter, learning about different musical genres and styles, and mastering techniques for playing instruments or singing. Omoregie (2019*)* notes that in instrument instruction, many secondary school music teachers are proficient in one or more musical instruments. They may offer instruction to students who are learning to play instruments such as the piano, guitar, violin, flute, trumpet, or drums. They guide the proper technique and interpretation of music and help students develop their skills.

In choral and ensemble direction, in addition to teaching individual students, music teachers often direct choirs, bands, orchestras, or other musical ensembles within the school. This involves selecting repertoire, conducting rehearsals, and preparing students for performances. It also fosters teamwork and collaboration among students. In music appreciation, beyond teaching the technical aspects of music, secondary school music teachers also strive to cultivate an appreciation for music among their students. They may introduce students to a wide variety of

musical genres, composers, and historical periods, helping them understand the cultural significance of music and its impact on society.

In terms of performance opportunities, music teachers should organize and facilitate opportunities for students to showcase their talents through recitals, concerts, competitions, and other events. These performances not only allow students to demonstrate their skills but also build confidence and stage presence. Also, in individualized instruction, every student has unique strengths, weaknesses, and learning styles. A good music teacher recognizes this and tailors their instruction to meet the needs of each student. They provide personalized feedback and encouragement to help students overcome challenges and reach their full potential.

In integration with other subjects, music can be integrated with other subjects such as history, literature, and even math. Music teachers may collaborate with teachers in other disciplines to create interdisciplinary lessons that reinforce learning objectives across the curriculum. In advocacy for music education, music teachers often advocate for the importance of music education within the school and the broader community. They may participate in curriculum development, fundraising efforts, and outreach programs to ensure that all students have access to a quality music education.

Objective 2: To highlight the techniques for the strategic repositioning of music teachers

The strategic repositioning of secondary school music teachers involves adapting to changing educational landscapes, technological advancements, and student needs. Music teachers can strategically reposition themselves through the integration of technology. Embracing technology can enhance music education. Music teachers can leverage software and digital tools for music composition, notation, recording, and production. They can also incorporate online resources and educational apps to supplement traditional instruction, making learning more interactive and engaging for students.

Through the diversification of curriculum, music teachers can recognize the diverse interests and backgrounds of students and diversify their curriculum to

include a broader range of musical genres, cultures, and styles. This not only reflects the multicultural nature of society but also makes music education more inclusive and relevant to students' lives. Also, in interdisciplinary collaboration, music teachers can collaborate with educators in other subjects to create interdisciplinary projects and lessons. For example, they can integrate music with history by exploring the social and cultural contexts of different musical movements, or with science by studying the acoustics of sound.

In addition to teaching technical skills, especially with an emphasis on creativity and innovation, music teachers can foster creativity and innovation among students. They can encourage students to experiment with different musical ideas, collaborate on original compositions, and explore unconventional approaches to music-making.

Music teachers, through community engagement, can strengthen ties with the local community by organizing concerts, workshops, and outreach programs. They can collaborate with local musicians, arts organizations, and businesses to provide students with opportunities for performance, mentorship, and real-world experience in the music industry. Professional development and continuous professional development are essential for music teachers to stay current with best practices, pedagogical approaches, and technological advancements in music education. They can attend workshops, conferences, and online courses, participate in peer learning communities, and pursue advanced degrees or certifications in music education.

Barron (2008), remarks that through advocacy and leadership, music teachers can advocate for the value of music education within their schools, districts, and communities. They can serve as leaders in curriculum development, assessment, and policy-making related to music education, advocating for adequate resources, support, and recognition for music programs. In adaptation to changing environments, music teachers must be flexible and adaptable to changing educational environments, such as shifting instructional models (e.g., hybrid or remote learning), budget constraints, and evolving standards and expectations. They can explore innovative teaching strategies, adapt curriculum materials, and

seek feedback from students and colleagues to continuously improve their practice.

By strategically repositioning themselves in these ways, secondary school music teachers can enhance the quality, relevance, and impact of music education, ensuring that it remains a vibrant and integral part of the school curriculum.

Objective 3: To discuss music teachers as key facilitators for the implementation of music in the context of Vision 2030

In the context of Vision 2030, which often entails goals related to comprehensive development, sustainability, and innovation, music teachers serve as key facilitators for the implementation of the music curriculum. The Federal Ministry of Education. (2014) asserts that in cultural preservation and promotion, music is an integral part of cultural identity and heritage. Music teachers play a crucial role in preserving and promoting traditional music forms, folk songs, and indigenous musical practices within the curriculum. By incorporating culturally relevant content and inviting local musicians and artists to collaborate, they contribute to the preservation of cultural diversity and heritage, aligning with the vision of cultural sustainability. Creativity and innovation in the context of Vision 2030 often emphasize the importance of fostering creativity, innovation, and critical thinking skills among students. Music teachers provide opportunities for students to explore their creativity through music composition, improvisation, and experimentation with different musical styles and technologies. By encouraging students to think outside the box and express themselves through music, they contribute to the development of a creative and innovative workforce for the future. https://www.iste.org/standards/for-educators.

In social and emotional learning, music has the power to evoke emotions, promote empathy, and foster social connections. Music teachers create a supportive and inclusive learning environment where students feel safe to express themselves and collaborate with others. Through group performances, ensemble rehearsals, and music-making activities, they cultivate important social and emotional skills such as communication, teamwork, resilience, and empathy, aligning with the vision of holistic development. In the integration of technology and in line with the vision of embracing technology for sustainable development, music teachers incorporate

digital tools and resources into their teaching practice. They utilize music software, recording equipment, and online platforms to enhance music instruction, facilitate remote learning, and connect with students in virtual environments. By leveraging technology, they expand access to music education and equip students with digital literacy skills essential for success in the 21st century.

In community engagement, music teachers collaborate with local communities, cultural institutions, and industry partners to enrich the music curriculum and provide students with authentic learning experiences. They organize concerts, workshops, and outreach programs that involve community members as performers, mentors, and audience members. By strengthening ties between schools and communities, they promote cultural exchange, mutual understanding, and social cohesion, contributing to the vision of sustainable development and community empowerment. In advocacy and leadership, music teachers advocate for the importance of music education within the broader educational landscape and society at large. They serve as leaders in curriculum development, assessment, and policy-making related to music education, advocating for adequate resources, support, and recognition for music programs. By championing the value of music education, they ensure that it remains a priority in educational policies and initiatives, aligning with the vision of inclusive and equitable education for all.

Conclusion

Music teachers play a multifaceted role in the implementation of the music curriculum within the context of Vision 2030. Through their dedication, creativity, and leadership, they contribute to the holistic development of students, the promotion of cultural diversity and heritage, and the advancement of sustainable development goals. The strategic repositioning of secondary school music teachers as key facilitators for implementing curriculum in the context of Vision 2030 involves aligning their practices with the vision's goals and values. By integrating 21st-century skills, fostering cross-curricular collaboration, promoting cultural diversity, embracing technology, fostering community engagement, and advocating for music education, music teachers can play a vital role in advancing the vision's objectives of educational excellence, cultural enrichment, and social development.

Overall, secondary school music teachers play a vital role in nurturing the musical talents of students, fostering creativity and expression, and instilling a lifelong love of music. This study has shed light on the critical intersection between Vision 2030 and technology integration within the context of musical arts education, particularly focusing on the repositioning of the music curriculum in Nigeria's secondary schools. Through a comprehensive analysis of current trends, challenges, and opportunities, several key findings have emerged.

Firstly, it has become evident that Vision 2030's emphasis on technological advancement aligns closely with the evolving landscape of music education, necessitating a reevaluation of traditional pedagogical approaches. The integration of technology offers a myriad of benefits, including enhanced accessibility, interactive learning experiences, and the facilitation of creativity and collaboration among students. Secondly, the study has underscored the significance of addressing the gaps in technology infrastructure and digital literacy among educators and students alike. Without adequate resources and training, the full potential of technology integration cannot be realized, hindering the effective implementation of repositioned music curricula. Furthermore, by exploring best practices and case studies from other regions, this research has provided valuable insights into successful strategies for leveraging technology in music education. These include the use of virtual reality, online platforms, and digital composition tools, which have demonstrated promising results in engaging students and fostering their musical development.

Overall, this study contributes to the growing body of knowledge on the intersection of Vision 2030 and educational reform, highlighting the importance of adapting music curricula to meet the demands of the digital age. By embracing technology integration, Nigeria's secondary schools can better equip students with the skills and competencies needed to thrive in the 21st-century workforce, ultimately fostering a more inclusive and dynamic learning environment. Moving forward, concerted efforts must be made to address the identified challenges and harness the transformative potential of technology in musical arts education, paving the way for a brighter future for Nigeria's youth.

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