

Music Teacher

Stepping Stone Foundation , Philippines

Assignment title	Music Teacher		
Partner organisation	Center For Excellence in Special Education (Stepping Stone) Foundation, Inc.		
Location	Philippines	Metro Manila	
Type of assignment	In-country Assignment		
Duration of assignment	6 months		
Assignment phases	Phase	Mode	Duration
	1	In-Country	6 months
Proposed start date	11 October 2026		
Website	www.steppingstone.ph		
Australian organisation:	No AO linked		

ABOUT THE PARTNER ORGANISATION

The Center for Excellence in Special Education (Stepping Stone) Foundation, Inc. is a non-stock, non-profit organisation based in Parañaque City, Philippines. Established in the early 1970s, the organisation began as a small initiative to provide quality education to indigent children. Over time, Stepping Stone expanded its reach to serve neurodiverse learners, gradually building a strong reputation for its specialised education programs. Formally incorporated as a foundation in 1986, the organisation has since evolved into a recognised provider of inclusive and special education services.

Stepping Stone’s aim is to deliver inclusive, high-quality education that responds to the diverse learning needs of children and youth, particularly those who are neurodiverse. The foundation works closely with students, families, educators, and allied professionals to create supportive learning environments that promote academic growth, independence, and well-being. Its programs are guided by a commitment to accessibility, inclusion, and learner-centred education

Currently, Stepping Stone continues to strengthen its specialised programs and services in Parañaque City. Looking ahead, the foundation aims to expand capacity, enhance teaching approaches, and deepen partnerships to further improve educational outcomes for neurodiverse learners.

ABOUT THE ASSIGNMENT

This assignment is important to the Center for Excellence in Special Education (Stepping Stone) Foundation, Inc. as music plays a vital role in supporting the cognitive, emotional, and social development of neurodiverse learners. Expanding the organisation’s music education program will enhance inclusive learning opportunities, helping students build confidence, communication skills, and creative expression through structured musical engagement.

A volunteer music teacher can support this assignment by delivering regular instrument-based instruction, music theory, and voice lessons tailored to the diverse learning needs of students. The volunteer will also provide mentoring and skills development for interested teachers to ensure continuity of the program. This role cannot be filled locally due to limited access to specialised music educators with experience teaching a wide range of instruments within inclusive or special education settings.

Stepping Stone brings strong experience in inclusive education, dedicated teaching staff, and a supportive learning environment. The volunteer will gain valuable experience working with neurodiverse learners, adapting music instruction for diverse abilities, and contributing to a creative, inclusive education program grounded in community and care.

ASSIGNMENT OBJECTIVES AND PROPOSED ACTIVITIES

The volunteer will work alongside members of Stepping Stone Foundation to support the below objectives:

Assignment objectives	Proposed activities
<p>In-Country Phase Objective: Develop musical skills in children with special needs and enhance musical intelligence of typical students</p>	<ul style="list-style-type: none"> • Design and implement structured music class schedules for different student groups and levels • Conduct regular music classes focusing on instrument skills, music theory, listening, and creative expression, adapted to meet diverse learning needs and abilities. • Provide ongoing Skills Development Progress Reviews to monitor individual student progress, identify learning needs, and adjust teaching strategies accordingly.
<p>In-Country Phase Objective: Support teachers in learning a musical instrument of interest</p>	<ul style="list-style-type: none"> • Conduct introductory and skills-based music sessions for teachers, allowing them to learn a musical instrument aligned with their interests and abilities. • Develop flexible practice schedules and guided learning activities that enable

	<p>teachers to build confidence and foundational musical skills.</p> <ul style="list-style-type: none"> • Encourage peer learning and mentoring among teachers to support sustained engagement and skill development beyond the volunteer placement.
<p>In-Country Phase Objective: Teach rhythmic movement and music to students and teachers</p>	<ul style="list-style-type: none"> • Facilitate rhythmic movement and music sessions that combine body movement, rhythm, and sound to support coordination, expression, and engagement. • Integrate rhythm-based activities into regular music classes and Music Club sessions held every Friday to reinforce learning in a fun and inclusive environment. • Adapt rhythmic activities to suit varying physical, cognitive, and sensory needs, ensuring safe and meaningful participation for all learners.
<p>Inclusion objective and proposed activity</p>	
<p>The volunteer will work alongside the partner organisation to uphold values of diversity, equity and inclusion. Inclusive approaches will aim to make everyone welcome and support equal access to activities and opportunities regardless of gender, age, disability status or background (eg religion, language, ethnicity and marginalised or vulnerable groups).</p> <p>The volunteer will work alongside members of Stepping Stone Foundation to:</p> <ul style="list-style-type: none"> • Create a supportive and respectful learning environment where all students and teachers feel safe, valued, and encouraged to participate in musical activities 	

SELECTION CRITERIA

Education and qualifications

Essential	Desirable
<ul style="list-style-type: none"> • Bachelor’s Degree in Music, Music Education, or a closely related field • Relevant training or formal study in music pedagogy, performance, or instruction 	<ul style="list-style-type: none"> • Additional training or professional development in special education, inclusive education, or music therapy

Knowledge and experience

Essential	Desirable
<ul style="list-style-type: none"> • Minimum of five (5) years' experience teaching music to children and/or youth. • Demonstrated ability to teach musical instruments, music theory, rhythm, and vocal skills at beginner, intermediate, and advanced levels. • Proven experience planning and delivering structured music lessons and assessing student progress 	<ul style="list-style-type: none"> • Ability to employ specialised methods in teaching music, particularly for learners with special needs. • Demonstrated skill in transferring musical knowledge through effective hands-on teaching, coaching, and mentoring.

Following the Program's values on locally led development, this Assignment Description has been developed and negotiated in good faith with the Partner Organisation. The information contained was correct at the time of acceptance of the request. However, while we take responsibility for matters under our direct control, all assignments and arrangements are subject to change. This assignment may be amended or withdrawn to reflect changes in circumstances.

Line Manager: Academics Head

Working relationships: The volunteer will work directly with students and teachers.

Hours and days of work:

In-country phase
Full time

Leave: All volunteers are entitled to 20 days leave per 12 months, unless advised otherwise. The same conditions and terms as local colleagues apply, including national holidays.

Work from home: Working from home while on an in-country phase must be in line with usual partner organisation's practices and agreed with the in-country office.

Professional indemnity insurance *(Required for all volunteers who are acting as a medical, allied health or legal professional whilst on assignment):*

No, this assignment is not deemed to require professional indemnity insurance

The volunteer should consult the partner organisation about the need for professional indemnity insurance for the role prior to departure. Where required and/or considered essential to hold this insurance, please discuss this with the Volunteer Services Manager in Melbourne prior to departure.

LIFE AS A VOLUNTEER

The Australian Volunteers Program supports volunteers from preparing to go on assignment through to returning home. For a full breakdown of support provided including assignment allowances, please visit: <https://www.australianvolunteers.com/volunteering/lifestyle-and-support/>

Country context

Learn more about the host country's location by reading the country profile. We encourage candidates to research the specific location of this assignment as it will be discussed and addressed with a recruitment officer during the interview process.

For more information, please visit country links:

<https://www.australianvolunteers.com/countries/philippines> and <https://www.dfat.gov.au/geo/philippines>

HOW TO APPLY

All applications must be submitted online through the Australian Volunteers Program website. If you have not already done so, you will need to register on our website prior to applying. For more information about how to apply, please visit:

<https://www.australianvolunteers.com/volunteering/how-it-works>

We actively support and encourage people of all backgrounds and abilities to volunteer internationally and aim to make the program as accessible and inclusive as possible. The program has a dedicated Indigenous Programs Coordinator to support Aboriginal and/or Torres Strait Islander volunteers, who can be contacted at indigenouspathways@australianvolunteers.com. Access and inclusion plans are available for volunteers with disabilities, to ensure their assignments and living and working arrangements are made more accessible.

Personal circumstances *(This may not apply for Remote-only assignments; consider discussing with AVP team)*

Due to security, cultural, legal or visa restrictions associated with this location, we ask that applicants disclose the following:

- If they want their same-sex partner to accompany them on assignment.
- If they want their partner, to whom they are not legally married, to accompany them on assignment.
- If they want their child(ren) to accompany them on assignment.
- If they have a criminal conviction where a criminal conviction may be relevant to the inherent requirements of the assignment.