

24 March 2017

Dear Instrumental Teacher,

### Teacher Facilitator Brief for Practical Progression

I am writing to tell you about an exciting role that is available for 3 experienced teachers in your area.

As you may be aware, Leicestershire Music Education Hub has recently formed a partnership with Awards for Young Musicians (AYM) in order to deliver the following:

- **Furthering Talent:** an exciting musical progression programme for up to 30 young people from low income families with emerging talent.
- **Practical Progression:** a -peer led professional development programme which encourages the national Hub network to replicate and embed the **Furthering Talent** approach in their work.

These projects have received significant financial support from Youth Music, who have asked AYM to become one of a small group of national strategic partners.

We are looking for 3 Teacher Facilitators to work on **Practical Progression** and represent Leicestershire. They will work with Teacher Facilitators from the 4 other partner Hubs to deliver the programme. Your name has been mentioned as someone you might be interested in one of these roles so I wanted to send you further information.

Please find attached the following:

- An overview of **Furthering Talent** to give you an insight into the programme's approach
- A template Individual Learning Plan
- The Musical Progressions strategy poster, which emerged from the Musical Progressions Roundtable series (see below for more information)
- The brief for the role

To apply for one of the roles please send me an email that explains where you are based, why you are interested in becoming one of the Teacher Facilitators and what you would bring to the role by **5.00 pm on Wednesday 26 April 2017**. My contact details are below. Decisions will then be made by myself and the Local Co-ordinator (Sarah Barton-Wales) in close liaison with Hester Cockcroft, the Director of Awards for Young Musicians, and the Hub Lead. These will be based not only on experience and suitability for the role but also on the overall balance of the group in your area.

Please note, successful candidates will be expected to attend Steering Group meetings as these are a key part of the programme. The first Steering Group meeting is at the beginning of June (date to be confirmed) in Stafford. They are also encouraged to attend Arts Award Advisor training if it is of interest to them and their **Furthering Talent** students.

Should you have any questions after reading this information, please don't hesitate to get in contact - either with me or with your Local **Furthering Talent** Coordinator, Sarah Barton-Wales. Sarah can be contacted on [sarah.barton-wales@a-y-m.org.uk](mailto:sarah.barton-wales@a-y-m.org.uk)

With best wishes,

Jane Ralls

Programme Manager for **Furthering Talent** and **Practical Progression**

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## Overview of *Furthering Talent*, February 2017

*“Furthering Talent has significantly changed these boys’ direction in life, self esteem and self confidence and they have both been back to see me from secondary school and thanked me as they are just loving Year 7 music. Their families just could not have afforded or even instilled that aspiration in them as their situations were so complicated. K is a refugee and the family have experienced such significant racism that music has just kept him going. A is from a large family and there is not a lot of money in the home, though a lot of love, and he is so hugely talented but also at risk of running off the rails. The music has helped him find his identity and be proud of himself.”* Class teacher

### Background

Furthering Talent has been in development since 2009, when AYM co-commissioned a major evaluation of what’s now called the first access programme, alongside the Department for Education and Music Mark. The independent report highlighted the ongoing issue of ‘talent loss’ whereby children with emerging potential from low-income families were often missing out on sustainable support for their music making. In addition, the 2011 National Plan for Music Education charged the music education sector to make ‘progression available and affordable to all young people.’

Furthering Talent intervenes just at the point at which children with emerging potential but no financial means would have to stop playing, and provides individual support for their musical progression goals across the transition into secondary school.

### Participants

All participants are financially disadvantaged and many are also facing a range of other challenges e.g. dealing with ADHD, learning in Pupil Referral Units, being looked after by foster carers, living with grandparents/other relatives to escape domestic violence or due to bereavement, parents with mental health issues or injuries preventing them from working, chronically ill siblings etc. Without Furthering Talent these young musicians, still at primary school when they join the programme, could not continue to play, let alone benefit from AYM’s much wider support for their individual progression goals, which continues for a minimum of two years and often considerably longer.

### Furthering Talent: An overview

*‘Overwhelming successful’* Dick Hallam, on the programme’s effectiveness (External evaluation 2013)

*‘A triumph’* Phyllida Shaw, on a recent Greater Manchester Get Together event (External evaluation, 2016)

### **Key elements**

1. *Professional development:* working with our partners Hubs we’ve trained both instrumental and class teachers in how to spot musical potential through our CPD programme, Identifying Talent. **Six half-day sessions** have taken place over the course of 2015 and 2016 across the three Hubs.
2. *Identifying financially disadvantaged young people with emerging potential:* Once trained, teachers identify and nominate children for involvement in the programme. In addition to the 90 young people funded by Youth Music in 2014-2016, a further 15 have participated thanks to additional funding from the Staffordshire and Stoke on Trent Hub, bringing the total to **105 participants**.
3. *Providing individual instrumental tuition:* each child has 30 minutes tuition per week in their choice of instrument and genre across two academic years from an appropriately qualified music leader. This is largely one to one, although some tuition has been in small groups or pairs.

4. *Providing additional progression support:* each participant receives other support over the same period based on the progression goals each child has set within their **Individual Learning Plan or ILP**.

Taking technical progression goals as a given, the aim of the ILP is to encourage children to use the specially adapted Musical Progressions Strategy poster (created by over 300 organisations working across the sector as part of the AYM-hosted Musical Progressions Roundtable series), to think about other progression goals. Many participants are musically isolated, with limited musical opportunities or experience. The Local Co-ordinator works with our partner Hubs to help children meet their goals through access to the resources and opportunities provided by local/regional (or national) orchestras and/or other musical organisations.

Some goals might be simple but easily insurmountable without Furthering Talent's help e.g. to go to music centre every Saturday: taking several buses across town can be understandably too much for families without a car, and Furthering Talent pays for the cost of a taxi.

Other goals might be related to broadening musical knowledge and experience e.g. learning how to use composing software or attending a West End musical. Whatever their interests, each child has a **designated budget allocation per year to help them meet their progression goals**, giving them opportunities that they'd never otherwise have.

5. *Teachers' forums:* Developing a community of support for teachers, as well as young people and their parents/carers has emerged as crucial, hence our decision in 2016 to convene a new, termly forum for Furthering Talent teachers in each Hub. Teachers are paid to attend, venues are provided pro bono (e.g. RNCM) and there's plenty of food and drink (pizza and cake!). Forums provide a space to discuss programme priorities and student progress (which teachers report they find particularly beneficial), share ideas and make improvements e.g. inputting into the development of the ILP. **Five twilight teachers' forums** have taken place so far.
6. *Local Co-ordination:* in his 2013 evaluation Dick Hallam recommended the introduction of Local Co-ordinators and the three freelance Co-ordinators, working in their respective Hubs, have been essential to the programme's successful development over the last two years. Each dedicates at least one half-day a week to the role and the individual support they're able to give to each student, their parent/carer and their instrumental teacher is vital.



**Communicating effectively** with young people and their families to ensure that their musical needs are fully met can be difficult, particularly when many participants are living in challenging family circumstances. The Local Co-ordinators provide a **unique kind of personalised support to the young people** as it's their responsibility to work with Hub partners to ensure each child's progression goals are met. Barriers can also be identified quickly: for example a family may not have online access, their phone may regularly run out of credit, children may be living between two households or parents may be doing shift work. Parents/carers also have a **friendly local person** to talk to, and teachers have an **understanding peer** to discuss programme challenges with.

7. *Get Togethers*: These termly events are designed for all participating young people and their parents/carers and are a key to developing the **communities of support** essential to the programme's success. They help young people and their parents/carers feel part of a network: **young people with their peers** and **parents/carers with theirs**. Children can often be the only one in their year still playing an instrument and so it's very important to develop a sense of belonging. Equally if parents get the chance to meet and discuss their child's music-making with others in similar circumstances this can be really encouraging, enabling children to get better support at home too.

Students take part in challenging musical activities, perform with peers and share/celebrate their progress with their families. There is food and drink, an update from AYM on the programme's progress and evaluation sessions, designed and led by our external evaluator, which involve both participating young people and their parents/carers. We've delivered **seventeen events** over the last two years. Content has included: film music composition, Stomp, body percussion, Samba, exploring Blues through Dalcroze, *Don Pascale* at Glyndebourne, BBC Philharmonic and CBSO workshops and concerts, a rap writing workshop with Audio Active and sharing concerts at a range of venues including music services and the Royal Northern College of Music. Children have performed with and for their peers and families, gaining the experience of playing with a professional accompanist (often for the first time). To help their confidence they've often also played alongside their teachers at these events and been inspired by AYM Award winners, who have been invited to perform.

Other Get Togethers have included playing and recording at professional recording studios, ipad workshops, and a session on developing confidence and dealing with performance nerves from the local Child and Adolescent Mental Health team.



8. *Induction sessions:* In 2016 we introduced a one hour opportunity for all new students to meet with their instrumental teacher, alongside their parent/carer and the Local Co-ordinator. Convening this in-person discussion from the outset aids communication and helps ensure the programme has the greatest impact. We're also developing a new Welcome Pack for those joining the programme which will be specially designed with a new Furthering Talent brand identity. In addition, interest free loan scheme Take it Away have donated a £25 voucher to each participant, to spend at local/online music retailers, encouraging further musical exploration.
9. *Planning and evaluation meetings:* attended by the Local Co-ordinators, AYM's Director and the external evaluator, these have been an effective means of sharing learning and ideas, which have fed into programme development. There were **six meetings** across 2014 and 2016.
10. *Practice sharing:* this has been extensive. We've presented/led workshops at two Music Mark national conferences and three regional conferences, and presented at Hub Leadership Groups and Hub Board meetings.
11. *Access to other AYM programmes:* **15 young people** from the Furthering Talent programme are also **taking part in AYM's Talent to Talent programme**, funded by Arts Council England. It's a three-tiered, young musician led mentoring programme, creating a **new model of musical progression practice**. Talented young people AYM supports, at different stages of their musical journeys are mentoring each other: the groups are 15 AYM Alumni, 15 Award winners and 15 Furthering Talent students. Young musician mentors are receiving high-quality training, led by expert partners, with additional input from AYM Patrons. Several Furthering Talent students from were involved in the **Musical Progressions Roundtables** too (see photo of Mike Johnson and his student James at one of two RNCM events above).



### **Impact**

**Impact for young people:** with only a 12% drop out rate across all 3 Hubs to date, participants are showing considerable improvement in their instrumental proficiency and musical development, giving them the chance of a musical life (or even a musical career) and resulting in a major boost to their confidence, both within and beyond school

*"I have been very motivated and inspired within the short time I have been on the programme, I think it's a great idea and should be offered to more families to inspire more young musicians to continue playing their instrument."* Participant

*"Since I was a little girl I have loved music with all my heart, and this is an amazing opportunity to learn and meet other musicians with the same passion as me. When I hear or perform music I feel like I'm in my own little world and it makes me feel so happy, when I'm sad music cheers me up, when I'm bored music makes me feel alive, when I feel weak music makes me feel strong. Music is such an incredible thing in this world I don't know what I would do without it. Music touches your heart and sometimes it's the only thing you can trust."* Participant

*"You can get more attention to what you need help with. When you're with a group, there was kind of split attention and you couldn't really say anything. In one-to-one lessons you've got more control. You make a lot more progress."*  
Participant

*"When I pick up my violin I always think about how lucky I am to have all these amazing opportunities, especially getting to go to all the wonderful places I've been invited to by all the people I've met through the violin."* Participant

*'He wasn't very confident as a person, there were a lot of family issues, and he has really gained confidence through doing this and as a musician he is really coming along now, getting more involved and he has various outlets now for his music. He practises regularly, he seems very keen to better himself and he will tackle any difficulties during the week.'* Instrumental teacher

**Impact for teachers:** increased confidence, via our Identifying Talent training, in how to spot and support children with musical potential in whole class settings, particularly in primary school, thus giving children who can't afford to have lessons outside school the chance to have their talent identified and nurtured through being nominated for Furthering Talent.



*"Every time I have been to something run by AYM I always come away inspired and energised about what you do; the MPR research, the training at Tameside and the teacher's meeting was really interesting to be at."*

*"Today was really enjoyable and has been incredibly beneficial for me personally. The pace was fantastic and the leaders were incredibly knowledgeable, so I would absolutely encourage others to attend."*

*"Thank you so much – it made me realise how much I have become constrained by school policies and level descriptors. Time to get back to my real love of music and inspire children to be engaged, creative and full of musical enjoyment."*

*"When AYM invited us to Identifying Talent training I wasn't sure what to expect. In general I think most good music teachers are, by definition, good at spotting musical talent, but there isn't a great deal of specific support in this area. Taking part in the training was a unique opportunity for me. It was great to be with a group of peers and to share experiences. I found the training inspiring and motivational. Identifying musical talent and potential was not simply discussed, it was demonstrated, and the training provided me with some great new practical ideas and resources for my own teaching. It has led me to become more adventurous, and I've been exploring more improvisation and memory-based techniques than I previously did."*

**Impact for families:** confirming their child's ability and increasing knowledge as to how to support that ability, assisted by the Local Co-ordinator and by being part of a network of other parents/ carers of young participants

*"I'm actually lost for words. The help and support that is offered to these young musicians is amazing. I cannot express my thanks enough for the fantastic start this is giving Sarah. Sarah is almost 10 and has an autistic brother. We've had a pretty rocky few years with women's aid refuges, having to start all over again in a new home, the death of my youngest son.... it's been a tough time for us all and, of course, a bit of depression for me. Sarah needs this. Her confidence has been boosted and the smile I see on her face when she's finished a piece of music is wonderful to see."* Parent

*"She practises for hours, on and on and on. During the week she's in her bedroom practising and I have to tell her, that's enough now."*  
Parent

*"Playing a musical instrument has given him confidence, and opportunities that he would not have had; something – a skill - that is just for him, that he'll have for the rest of his life. It's an emotional outlet/input that can lift his mood and express his feelings."* Parent

### **New programme phase 2017 and 2018: Strategic partnership with Youth Music**

Youth Music believe that Furthering Talent is an innovative and important model of musically inclusive practice that has the potential to be replicated much more widely across the Hub network. **Youth Music have therefore invited AYM to become a national strategic partner** on the next phase of the programme.

Youth Music will not only be funding this work over the next two years but they will also be working closely with us to support Furthering Talent's development and the new Practical Progression programme strand that will also be delivered. This work aligns closely with a key aim of Youth Music's 2016-20 Business Plan, which is to increase the quality and reach of musically inclusive practice. We will be delivering:

- **A new phase of Furthering Talent programme delivery** to test the model further in 2 new Hubs, whilst continuing to develop it within 3 existing Hub partnerships. During 2017 we're aiming to support 150 children across five regions (Brighton/Hove, Manchester, Leicestershire, Nottinghamshire, and Staffordshire/Stoke). Some will have already been on the programme for up to a year and others will be nominated and join the programme during the year.
- **Practical Progression (PP), a national, peer-led, professional development programme** for Hub instrumental and class teachers, encouraging the Hub network to replicate/embed the Furthering Talent model by supporting the workforce to a) identify young people's musical potential where it might otherwise not be spotted and b) appropriately support their potential.

Film resources: supported by their Local Furthering Talent Co-ordinator, 15 Teacher Facilitators (3 per 5 partner Hubs) will work to commission a local film maker/ animator to create 5 new 5 minute long film resources for their peers. Each film will focus on a different element of the Furthering Talent progression model, from the key principles of the Musical Progressions Roundtable's strategy, to help young people create their ILPs and set progression goals. Existing film resources from AYM's Identifying Talent programme will be combined with these. Teachers will design the resources for their peers, making them accessible, engaging and relevant.

In-person training: Teacher Facilitators will also design and deliver a training model which can be flexibly applied e.g. from Hub INSETS to conferences.

## Template Individual Learning Plan

Each child participating in *Furthering Talent* works with their instrumental teacher to agree an Individual Learning Plan (ILP). Together they set a series of goals for their musical progression, which they review at the end of each term. These are shared with the Local Furthering Talent Co-ordinator who then works with the Hub and its partners to support each child's musical progression. The ILP encourages an individual approach to student's learning, taking the key findings of the Musical Progressions Roundtable (see below) and delivering them in practice. Part of the aim is to encourage a wider range of musical progression goals, as technical goals are just one aspect of progression.



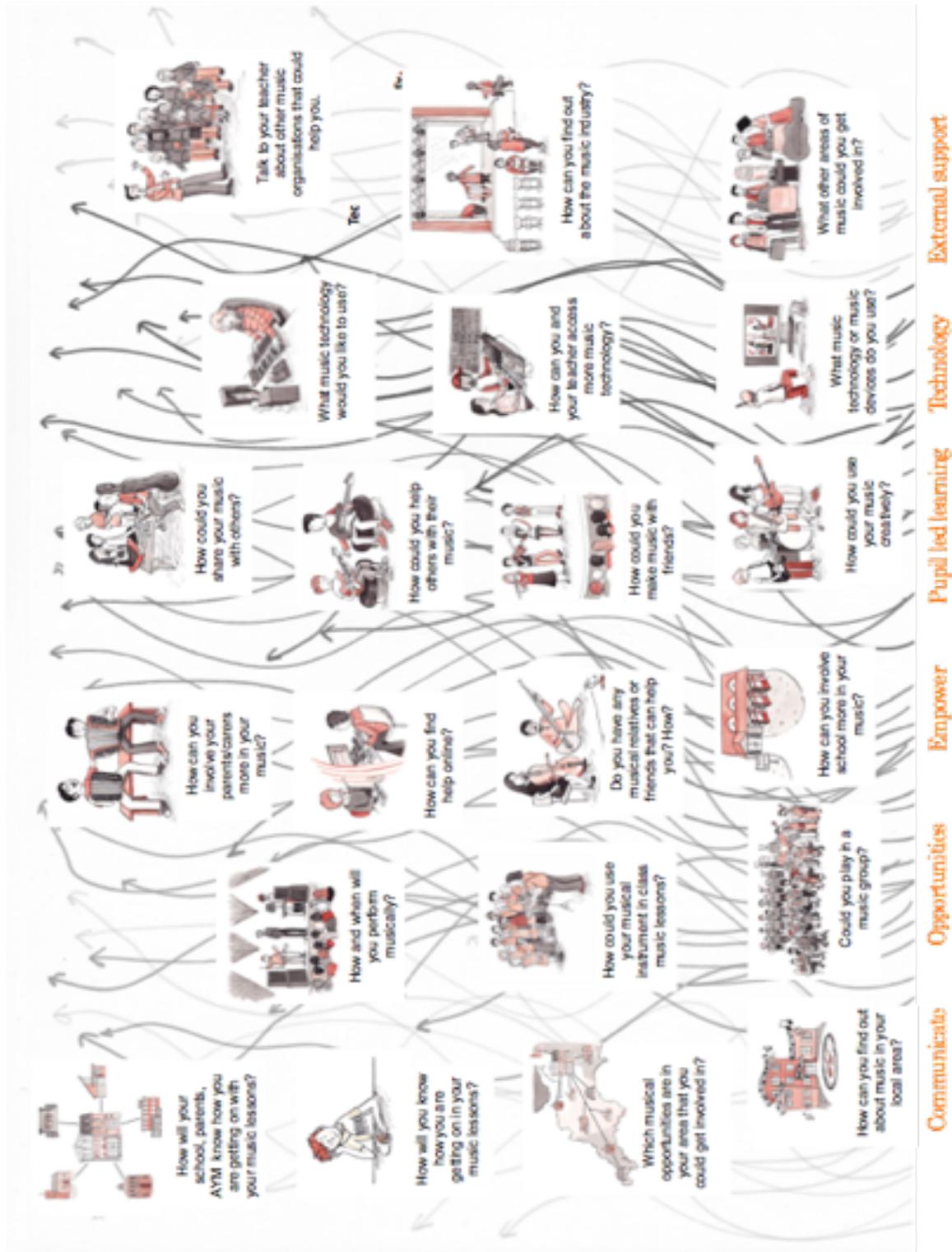


Name of student: \_\_\_\_\_  
 Name of teacher: \_\_\_\_\_  
 FT coordinator: \_\_\_\_\_

		Autumn term Academic year _____	Spring term Academic year _____	Summer term Academic year _____	Progress e.g. W
<b>Musical Targets</b>	List the student's key musical progression targets: not just technical targets. Working towards target Meeting target Exceeding target	1	2	3	1
	Progress. Indicate progress towards target by writing the appropriate letter in the progress column. <b>W</b> = Working towards <b>M</b> = Meeting target <b>E</b> = Exceeding target	2	3	1	2
<b>Actions</b>	Action needed? Y/N	1	2	3	1
<b>Outcomes</b>	By whom?	1	2	3	1
	Successes and results	2	3	1	2
<b>Ensembles</b>	Other information	3	1	2	3
	Name any played in school or elsewhere	1	2	3	1
<b>Notes</b>	Any other comments or suggestions?	2	3	1	2

## Musical Progressions Strategy poster

A key tool for teachers and young people in setting progression goals in their Individual Learning Plan is a Musical Progression Strategy poster produced as part of the AYM-hosted Musical Progressions Roundtable (which involved over 300 organisations working across UK music education between 2009 and 2014). The Musical Progression Roundtable undertook significant research into musical progression. It found that there are many forms of musical excellence and many types of progression. This poster demonstrates some of the different ways in which an individual young person's musical progression can be supported: what is essential is that the young person is given agency to lead their own musical learning, and set their progression goals with the support of their teacher and the wider sector. This is what this poster aims to demonstrate, whilst also assisting the young person and their instrumental teacher in completing the Individual Learning Plan.



## **Job Description**

**Job title:** Teacher Facilitator

**Reports to:** Furthering Talent Programme Manager

**Freelance fees:** £280 per day (see below for more information)

### **Teacher Facilitators: Brief for posts**

Awards for Young Musicians (AYM) was founded in 1998. Since then we've supported nearly 3000 musically talented young people from lower income families to overcome the financial and social barriers they face to fulfilling their exceptional potential. We help them pursue their ambitions to excel in making music and strategically target our resources to give them the best possible chance to flourish and grow. We work across four programme areas:

- **Identifying Talent:** training teachers in how to spot young people's musical potential
- **Furthering Talent:** targeting and sustaining young people's emerging talent through strategic support
- **Awards:** funding young talent UK wide through annual grants and tailor made help for individual musicians
- **Innovation and Research:** leading new thinking and action on talent development

### **Context**

AYM has recently been awarded a substantial grant via Youth Music's Fund B funding stream to support the following across the calendar years 2017 and 2018:

**A new phase of Furthering Talent (FT) programme delivery** to test the model further in 2 new Hubs, whilst continuing to develop it within 3 existing Hub partnerships.

**Practical Progression, a national, peer-led, professional development programme** for Hub instrumental and class teachers, encouraging the Hub network to replicate/embed the Furthering Talent model by supporting the workforce to a) identify young people's musical potential where it might otherwise not be spotted and b) appropriately support their potential.

**In person-training (16 sessions over 2 years):** Teacher Facilitators will together design an in-person training strand, to be delivered in a range of contexts, primarily national conferences/seminars.

**Steering group (4 meetings over 2 years, c.2 hours long):** chaired by a different Teacher Facilitator in rotation, taking place bi-annually, hosted by Hub partners. Local Co-ordinators and the programme manager will attend.

**Dissemination (120 Hubs, 8000 schools, 1000 other arts and education organisations):** we will work with Music Mark and other partners to ensure the widest possible engagement with the film resources and training, from Hubs' own websites to those of schools, cultural organisations, youth sector etc.

### **Teacher Facilitator's key task:**

To work with two other Teacher Facilitator colleagues within the Hub to commission and create an engaging five-minute film plus an accompanying training element for other teachers which encourages them to engage with Furthering Talent in their own practice.

#### **1) Film resources:**

Supported by the Furthering Talent Programme Manager (with advice from their Local Co-ordinator), 15 Teacher Facilitators (3 per 5 partner Hubs) will work to commission a local film maker/ animator to create 5 new 5 minute long film resources for their peers. Each film will focus on a different element of the Furthering Talent progression model, from the key principles of the Musical Progressions Roundtable's (MPR) strategy, to help young people create their ILPs and set progression goals. Existing film resources from AYM's Identifying Talent programme (ITP) will be combined with these. Teachers will design the resources for their peers, making them accessible, engaging and relevant.

Potential content might include (although it will be up to the Teacher Facilitators to decide on content):

- a film which encapsulates the approach taken to spotting musical potential in groups of young people through AYM's ITP training, with updated input from teachers who have participated.
- a film on the key progression concepts emerging from the MPR, engagingly communicated through interviews with children, teachers, parents/carers, Hubs, other partner organisations etc.
- a film using animation to take the viewer through the specially adapted version of the Musical Progressions Strategy poster
- a film which animates the key strands of FT and why it's an effective model for young people's progression
- a film which demonstrates, again in a lively and engaging way, how they can be delivered in practice through the ILP. The films could feature young people, parents/carers and teachers, their views included in vox pops, voice overs etc.

## **2) In-person training:**

Teacher Facilitators will also design and deliver a training model which can be flexibly applied e.g. from Hub INSETS to Music Mark conferences.

### **Fees will be as follows:**

- Drawing up brief, working with film maker, overseeing final edit: £280 per day x 5 days: £1,400
- Designing in person training element at Steering Group meetings: 4 twilight meetings @ £120 each: £480

There will also be a £50 travel allowance per meeting for attending Steering Group meetings as these may be in various locations across the five Hub partners.

**Total fee for the above: £1,880**

### **Additional fees:**

For those Teacher Facilitators who wish to help deliver the training they have created:

- Delivering in person training element: 16 sessions in total over 2 years across all 5 Hubs @ £280 per day

Two Teacher Facilitators will deliver each session together in a range of contexts including national conferences and local or regional events. It will be agreed who delivers which session as the programme develops, depending on availability and the training location.

As this is a freelance position the post holder will be responsible for their own tax and NI payments.

### **Expressions of interest:**

If you are interested in this position please contact Jane Ralls, Programme Manager for Furthering Talent and Practical Progression, briefly outlining why you're interested in becoming a Teacher Facilitator **by 5.00 pm on Wednesday 26 April** at [jane.ralls@a-y-m.org.uk](mailto:jane.ralls@a-y-m.org.uk)

