



MUSIC EDUCATION PARTNERSHIP **DEVELOPMENT GUIDE**

MUSIC NETWORK MUSIC EDUCATION PROJECT
PHASE 1
(JANUARY – JUNE 2007)

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CONTENTS	PAGE
1. <u>Background to Music Education Partnerships</u>	3
2. <u>Current Music Education Partnership Pilots</u>	4
3. <u>Services / Initiatives Offered in Existing Pilots</u>	4
4. <u>Music Education Partnership Development</u>	13
4.1. <u>Guiding Principles for Partnership Development</u>	13
4.2. <u>Structures & Administration</u>	16
4.3. <u>Critical Success Factors</u>	18
4.4. <u>Code of Practice</u>	19
4.5. <u>Policy Framework</u>	20
4.6. <u>Potential Sources of Support for Emerging MEPs</u>	22
4.7. <u>Music Development Manager – Job Description Template</u>	23

1. Background

The recommendations of the Music Network Report of a Feasibility Study, ***A National System of Local Music Education Services***, Dublin 2003 (Report), outlined a national system of Local Music Education Services which was to be provided through a partnership / inter-agency approach within communities and which would develop of an improved music education system in Ireland.

Music Network and the Arts Council support the view that the future of sustainable development for music education lies in the establishment of meaningful and fruitful partnerships between local agencies and structural bodies in tandem with the establishment of a Music Education Council as outlined in the Music Network Report.

These partnerships require support and brokerage at local and regional level in order to be relevant to the communities which they serve. Music Network has developed this documentation to assist partnership development between music practitioners, education providers and relevant agencies; however it also recognises that these partnerships need to be well resourced in order to achieve their potential and be sustainable.

The development of Music Education Partnerships (on a county basis) supports the approach of a twin-stranded musical education services model through the provision of:

- Instrumental and vocal music education services, which are provided outside of school hours
- Complementary music-curriculum support services, which are offered within the classroom environment

This model addresses the linkage required between performance and musicality as highlighted by all stakeholders in the music education debate as well as ensuring geographical access and social inclusion through a range of musical genres. Furthermore, the model incorporates utilisation of existing structures associated with the formal education system (e.g. buildings, education resource centres etc.) which requires a partnership approach between the DES and local agencies and arts-in-education specialists and practitioners.

2. Current Music Education Partnerships

There are currently two Music Education Partnership pilot projects in operation (funded by the DES) in Donegal and Dublin. The services provided in the Donegal MEP are co-ordinated by a Music Development Officer. The model provides for instrumental/vocal tuition, workshops, master classes, summer courses etc. at a range of locations within the county. Dublin is a 3-strand/location model (Dublin, North, South and Inner City) offering instrumental/vocal tuition and music curriculum support both within and external to the formal education system.

Other locations have been developing models of service provision in line with the Music Network report. To date these MEPs do not receive direct funding from the Department of Education and Science. Examples of these extant partnerships include:

- Laois School of Music
- Wexford County Council Music Development Project
- Sligo Music Education Partnership

3. Services Offered in Existing Pilots

The following information provides the list of music education initiatives offered by the pilot models of Dublin and Donegal as at August 2006. It is intended to provide a snapshot of potential for music education service provision as per the model laid down in the Music Network report. The range and contents of initiatives has altered and developed during the intervening period.

All findings presented in relation to these pilot models have been obtained through individual interview. Supporting documentation where available from these parties has been cited accordingly.

3.1. City of Dublin Vocational Education Committee (CDVEC) Pilot

The City of Dublin Vocational Education Committee received funding in December 2004 from the Department of Education and Science to develop a music education partnership pilot following the publication of the report A National System of Local Music Education Services. The CDVEC developed a working document which set out an implementation proposal for development of music services for 3 specific areas within the Dublin region which would make up the pilot model. The areas which the CDVEC proposed to be covered by the Music Education Partnership were three disadvantaged areas of the city, one on the south side of the city (Kylemore College, Ballyfermot), one on the north side of the city (Coláiste Eoin, Finglas) and one in the inner city (Larkin Community College, Dublin city centre).

The organisation and administration of the Partnership is developed and implemented through Mr Gerard Flanagan as Director of Music for the CDVEC. The Music Education Partnership Committee is made up of representatives from: the Dublin City Development Board, the City of Dublin Vocational Education Committee, primary & post primary schools

involved in the programme (from specified areas of the city), community groups and business groups within these specified areas.

1.1.1. CDVEC Local Music Education Service Partnership Pilot - Dublin South
Kylemore College, Ballyfermot

The primary focus of the pilot implementation in this area was to develop the music programme in primary schools. This was to be achieved in conjunction with the programmes which were already in place at primary level through the Ceol¹ initiative, at secondary level with the Music School in Kylemore College and at Further Education level with the School of Music in Ballyfermot College of Further Education (BCFE).

The programme of delivery under the MEP was rolled out to coincide with the academic year. This included an after school instrumental programme of group tuition in Guitar, Keyboard, Tin Whistle, Bodhrán and Percussion. Additionally, the development of a leaving certificate music class which is open to all within the locality.

1.1.2. CDVEC Local Music Education Service Partnership Pilot - Dublin Inner City
Larkin Community College

Larkin Community College operates a “Learning through Arts Programme” where a 3-year junior certificate programme allows the pupils to specialise in arts/music. The primary focus outlined by the CDVEC for the MEP initiative in the inner city was to be the development of the Arts programme.

“Particular attention will be given to the children from the local primary feeder schools and using the development of the school band as a way of attracting these students into the Arts programme.”²

The College has developed a programme of music activity for the MEP in conjunction with its Learning through Arts Programme. This programme was in its infancy prior to the school’s inclusion in the MEP pilot and has been substantially developed as a result of the activities of the pilot which has resulted specifically:

1. the introduction of music as a core subject for a substantially increased number of pupils within the school curriculum
2. an increase in the number of pupils opting for music as a core subject with the College
3. an increase in school attendance figures on days when music is offered
4. enabling additional activities to be carried out within the school which assist pupils in building up their Junior Certificate Schools Programme statements

Larkin Community College has also established a relationship with the Dublin Docklands Authority towards funding for music education and other activities within the College. The College has also built a partnership with the Dublin Lions Club which provides funding for the School Band and the traditional music group. This partnership provides funding for purchase, repair and maintenance of all instruments used within the College.

¹ Ceol was established in 1998 to provide education, social and cultural workshops in music in the Ballyfermot area. It is managed by a committee which comprises of representatives from businesses and schools within the locality, music specialists and local government agencies.

² CDVEC, MEP Implementation Proposal, Dublin, 2004. (Unpublished)

The following provides a list of initiatives provided as part of the MEP pilot – Larkin Community College

Ongoing Activities:

Activity	Pupils	Additional Information
School Band	14	Specialist teacher provided
School Choir	60	Consisting of pupils from the Arts Programme (1 st , 2 nd and 3 rd years)
Junior Certificate Music Programme 1 st , 2 nd 3 rd year	60	All pupils within Arts Programme participate in Music for Junior Certificate through applied learning techniques.
Leaving Certificate Applied Programme	22	1 year music course with 8 assignments. In operation since 2004
Individual Instrumental Tuition	26	Piano, Guitar
Group Tuition	68	Recorder (10 pupils), Drum kit (3 people)
Paired Tuition	14	Wind Instruments (Saxophone, Clarinet) This activity is developed in conjunction with the requirements for the Junior Certificate Music Curriculum.
Traditional Music Tuition		Tuition in fiddle and tin whistle.
Provision of music classes at primary level for students in local schools		Model School – Marlborough Street, Dublin Rutland Street National School St. Laurence O'Toole National School The provision of these classes is to encourage attendance at Larkin Community College towards completion of 2nd level education.
Leaving Certificate Music Provision	40	Leaving Certificate Music programme to be developed for Leaving Certificate 2009. All current Transition Year pupils (40) have commenced Programme.
Introduction to Music	108	1st Year pupils commenced a Programme of Introduction to Music (10 weeks) in September 2006, with a view to developing an additional class group for the completion of music at Junior Certificate Level.
Transition Year Music Programme	40	Incorporating music technology, performance and consolidation of instrumental training, choir etc.
Percussion / Technology Workshops / Performance	1st year class groups	Forms part of the School Completion Programme at Junior Certificate level.
Percussion / Technology Workshops / Performance	Arts Group (20 pupils)	Arts Programme participants within school. Mixed ability group.
Traditional Music	4 per group	Bodhrán and Guitar - Group Tuition

Once Off / Standalone Initiatives

Activity	Pupils	Additional Information
CD Development and Recording	24	Model School - Marlborough Street, Dublin 4th Class group recorded a CD of songs from the shows and multicultural songs. May 2006.
Percussion / Technology Workshops / Performance	1st year class groups	Forms part of the School Completion Programme at Junior Certificate level.
Percussion / Technology	Arts Group	Arts Programme participants within school. Mixed

Workshops / Performance	(20 pupils)	ability group.
Activity	Pupils	Additional Information
Arts Group	20	Introduction to Music. Leading to examination in Music for Junior Certificate
Docklands, NCH Education & Outreach Concert	Arts Group	March 2005 – National Concert Hall
Participation in VEC Concert	School Band & Arts Group	May 2005
Launch of DEIS	School Band (14)	2006
NCH Concert for Junior Certificate Programme	55	Attendance at NCH Irish Times Music in the Classroom Series
Carol Singing	60	At GPO in aid of Our Lady's Hospital for Sick Children. 2004 and 2005
Performance at Lion's Club 50th Anniversary	School Band (14)	Jury's Hotel, Dublin

1.1.3. CDVEC Local Music Education Service Partnership Pilot - Dublin North Coláiste Eoin, Finglas

The third strand of programming receiving funding under the MEP pilot is Coláiste Eoin VEC, Finglas, on Dublin's north side. Coláiste Eoin represents a "Greenfield site". No music was available within the school nor was there any local provision for music.

"This is a green field situation and would bring together the primary and post-primary schools in the area to set a music programme in place."³

The programme which was developed for this location incorporates two primary schools and one secondary school working in conjunction with the school completion programme. The programme for the pilot was designed through consultation with the Principals and music specialists in each of the three participating schools.

The 3 schools involved in the programme are:

- 1) Coláiste Eoin VEC, Finglas (Post-Primary)
- 2) St. Joseph's Girl's School, Barry Avenue
- 3) St. Bridget's National School, Wellmount

The MEP Co-ordinator for Dublin North provides a range of music tuition services for 3 separate schools as part of the Music Education Partnership.

³ CDVEC, MEP Implementation Proposal, Dublin, 2004. (Unpublished)

Pilot Activities – Dublin NorthColáiste Eoin Secondary School

Activity	Pupils	Additional Information
Musicianship tuition		Leaving Certificate Applied Programme within class time
Musicianship tuition		Transition Year Modular Programme within class time
Applied Music Making		Junior Classes (1 st years)

As an outcome of the MEP music has been timetabled within the school curriculum at Coláiste Eoin for first years, transition year and leaving certificate applied students.

St Joseph's National School

Activity	Pupils	Additional Information
Recorder Tuition		Group tuition within class as part of School Completion Programme
Band	3 class groups	Band practice after school

St. Bridget's National School

Activity	Pupils	Additional Information
Musicianship Tuition (curriculum)	2 nd , 3 rd & 4 th classes	Primary Music Curriculum combined with internal school performance.

Partnership

Some partnerships have also been forged with the local community through an approach to the Finglas Concert Band. An initiative was put in place in January 2006 with De La Salle Primary School, whereby the Finglas Concert Band supply recorders to the pupils in the school with a view to them potentially enhancing the numbers for the FCB in the future. Teaching hours were allocated from the resources of the MEP pilot for recorder tuition.

3.2. Donegal Music Education Partnership Pilot

The information provided in this section was attained through interviews held during May and June 2006 with Martin Gormley, VEC Adult Education Officer, South Donegal and Evonne Ferguson, Music Development Manager, Donegal MEP.

Background

Donegal developed an MEP Committee made up of the following partners, Vocational Educational Committee, Údarás Na Gaeltachta, Donegal Education Centre, County Development Board, Donegal County Council, Specialist Music Representatives and Music Network. This Committee was designed to inform the strategic direction of the Partnership

and enhance sharing of information for development and sustainability. The MEP Partnership Committee meets every 6-8 weeks to ensure focus and strategic direction and is used as a sounding board for the development of the operation.

Following receipt of initial funding for the pilot from the DES the Committee took a decision to develop two priority areas for the MEP

- Appointment of a Music Development Manager for MEP
- Provision of funding for a string tutor

Tuition from the Donegal MEP commenced for the academic year 2005 - 2006 subsequent to receipt of funding from the Department of Education and Science. The MEP committee and the position of Music Development Officer were set up in advance of this date in order to plan the range of services effectively for the local communities.

The services of the MEP are provided through 14 VEC centres located throughout the county and six Adult Education Centres. The Donegal School of Music was incorporated into the MEP and now operates under this name. No additional provision has been developed where it was already in place by the Donegal Music School.⁴

The Donegal MEP aims to provide Instrumental/Vocal tuition in all genres of Music (Classical, Traditional, Rock/Pop and Jazz), at reasonable rates, to children and young adults. All pupils of the MEP are invited to join a relevant MEP ensemble or choir to enhance their musical and social skills. In addition in certain circumstances the service can provide instrument rental from its instrument bank to some students availing of tuition.

The number of students availing of the MEP service in 2005 – 2006 was approximately 800 ranging in age from 7 – 17 years. The MEP provided tuition in the following centres for the year 2005 – 2006; Árainn Mhór, Buncrana, Carndonagh, Donegal Town, Gaoth Dobhair, Gort a Choirce, Lettekenny, Merville, Rann na Feirste and Stranorlar.

Hours of provision for 2005 – 2006 were one full-time tutor employed 35 hours per week tuition and 25 part-time tutors totalling 84 hours per week tuition giving a combined total of 119 hours per week. Projections for increased tuition as a result of additional centres and student numbers are a requirement for two full-time tutors working 35 hours per week each and 30 part-time tutors totalling to 100 hours tuition per week. Total hours tuition 170.

Lessons are provided primarily through group tuition. Individual tuition is provided for pianoforte and post grade V in all classical instruments. There is also a facility whereby the relevant teacher may request individual tuition for a pupil should this be required.

The examination system utilised for performance on instruments in the classical genre is the Royal Irish Academy of Music and for Traditional instruments is that of Comhaltas Ceoltóirí Éireann.

The Music Education Partnership set-up an instrumental music bank, to enable access to instruments, for students commencing musical tuition with the MEP. The Donegal MEP has found that the initial capital outlay by a student in purchasing an instrument has proven to be a major barrier to students from socially excluded backgrounds. The availability of instruments has ensured that students who would otherwise be restricted from learning a musical instrument because of the need to purchase the instrument at the outset are now in a position to avail of tuition without this barrier. This measure has enabled the service to be more socially inclusive.

⁴ Evonne Ferguson, Music Development Manager, Donegal MEP, interview by author, Dublin, 1 June 2006.

The range of instrumental tuition provided through the Donegal MEP is broken down into 4 different musical genres:

Classical	Woodwind, Strings, Brass, Piano, Keyboard, Classical Guitar, Voice and Orchestra
Traditional	Accordion (piano/button), Bodhrán, Whistle, Flute, Uilleann Pipes, Fiddle, Ceilí band, Mandolin and Banjo
Rock/Pop	Drums, Acoustic Guitar, Vocal Techniques, Keyboard, Music Technology
Jazz	Vocals, Acoustic Guitar

Curriculum linkages are developed at primary level and through the School Completion Programme and a cultural link through the regional arts centre for local arts provision. The MEP wishes to develop increased linkages with the local Education Centres and provide initiative to support the Junior and Leaving Certificate programmes.

Projections for student numbers for the academic year 2006 – 2007 are 80% retention of current numbers. These projections are based on both return slips from mail outs to the current student body of the MEP and calls to the MEP office since the beginning of the summer period. Tuition in keyboard and woodwind has already reached capacity and there is a waiting-list for these instruments prior to the official enrolment period in September. Based on previous patterns of enrolment Donegal MEP anticipates 300 – 500 additional students in new centres.

Current initiatives include enhancement of Ensemble and Choir activities, Battle of the Bands, Song-Writing Workshops, Music Technology Workshops, Musical Tots/Kindermusik Workshops (ages 5-6 and 6-7) in two centres, Donegal Town and Inishowen).

Table 3: Activities of the Donegal MEP pilot

Centres	Pupils	Tuition Offered
Instrumental Tuition		
Árainn Mhór Island	50	Piano Accordion, Fiddle, Whistle, Banjo, Mandolin, acoustic guitar
Buncrana	130	Vocal, Choir, Violin, Cello, Flute, Piano, Keyboard, Classical Guitar, Button Accordion, Bodhrán
Carndonagh	125	Strings, Vocal, Piano, Acoustic Guitar, Drums, Choir
Donegal Town	120	Flute, Clarinet, Recorder, Saxophone, Violin, Viola Cello
Gort a' Chiorce	30	Keyboard, Acoustic Guitar, electric guitar, Fiddle, Traditional Flute, Whistle, Uilleann Pipes.
Gaoth Dobhair	50	Acoustic Guitar, Piano Accordion, Fiddle, Whistle, Bodhrán, Sean Nós.
Letterkenny	130	Flute, Clarinet, Recorder, Saxophone, Violin, Cello, Brass, Acoustic Guitar
Moville	100	Violin, Woodwind, Choir Acoustic Guitar, Whistle/Traditional Flute, Button Accordion, Bodhrán
Rann na Feirste	30	Sean Nós, Piano Accordion, Fiddle
Stranorlar	25	Vocal and drum workshops during school hours in collaboration with school completion board
Ensembles		
Donegal Youth Orchestra	45	Aged 7 – 17 (Youth from across the county)
Donegal Chamber Orchestra	20 (10 – 18 years)	Consists of string players from grade III standard upwards and from across the county. This orchestra also includes children who do not avail of tuition with the MEP.

Centres	Pupils	Tuition Offered
North West Regional Youth Orchestra	40	This is an Irish Association of Youth Orchestras initiative with facilitation through the Donegal MEP.
Classical Guitar Ensembles: Trio, Quartet		Ensembles formed as a result of the Fretwork Summer Camp initiative. The senior ensemble will feature at the students' concert at the city of Derry Guitar Festival in August 2006.
Workshops		
Strings Summer Course	35	Developed for string players in Donegal Town and Letterkenny to enhance the Donegal Chamber Orchestra and solo string performances of younger students. Culminated in a debut performance of the Donegal Chamber Orchestra.
Letterkenny Vocational School	20	Weekly violin tuition for students from disadvantaged backgrounds (hiring of violins at nominal fee). 'Train the Trainer' programme for the incumbent music teacher in order to provide students with ongoing support between lessons.
"Tune Up & Dance" Gort a Choirce	20	Traditional instrumental students come together to develop accompaniment skills for traditional Irish dance tunes. This is an important skill in the development of rhythm which puts the tunes in context for the players
"Duo Pizzicato" Tour 10 second level schools	25/30 Students /school	The MEP violin and cello tutors toured a programme of both performance and a question and answer session relating to their instrument. The programme was run during school hours in co-operation with the school.
RTÉ Lyric Fm Outreach	14 Schools	On the invitation of the Donegal MEP, the Lyric FM Outreach team travelled the country (including venues on Tory island and Árainn Mhór) to facilitate workshops in radio and music.
Fretwork Classical Guitar Summer Camp	20	Cross-border classical guitar workshop weekend initiative to develop ensemble playing among classical guitar students from Bunrana, Donegal Town and Derry. The weekend featured seminar on the history of classical guitar and various workshops. There was an ensemble performance to conclude the Summer camp.
Classical Guitar Seminars	50	Hosted in Bunrana and Donegal Town during school hours as enhancement of the school music class. This featured a history of classical guitar and live musical performance by a professional musician.
Music Technology Workshops	10	Operated in Bunrana and Letterkenny for pupils between the ages of 12 – 17. Basic skills in sound editing and recording using music technology kits of the MEP. Culminated in the recording and production of a CD at the end of the five-week course.
Choirs		
Inishowen Voices	35	Youth choir aged 10 – 17 from Inishowen Peninsula (Soprano, Alto)
Donegal Youth Choir	25	SATB (Soprano, Alto, Tenor, Bass) Aged 15 – 24 from across the county Monthly rehearsals in Letterkenny Performance schedule outlined for Sept –Dec 2006.
Séinm (with Árainn Mhór Island Co-op & Údarás na Gaeltachta)		October 2006. Two-day festival and workshop for students taking tuition in the MEP centre on Árainn Mhór Island.

The Donegal MEP is currently looking towards the expansion and development of the role of the Music Development Officer, which has been critical to the successful development of the MEP to date and in order to enable the MEP to continue to develop to its fullest potential. The current role is predominantly operational; however Donegal MEP has identified a need for this role to become more strategic in the future. The MEP is also aiming to develop increased links with the local Education Centre in relation to developing curriculum support models for music education within the MEP.

In conclusion, one of the key guiding principles of the Donegal MEP is that “Music has the potential to make a vital contribution all our lives”. The Partnership believes that learning to play an instrument or singing in a choir helps to build confidence, explore creative expression, learn discipline and acquire the skills for social interaction.

4. Music Education Partnership Development

4.1. Guiding Principles for Partnership Development

This information is intended to outline the guiding principles for partnership development for Music Education Partnerships (MEPs) and the ongoing management of effective partnerships. The MEP provides an opportunity for convening an inter-agency approach to identify and discuss policy development of collaboration and co-operation through increased communication among members.

These guiding principles are intended for use by those establishing new partnerships and those aiming to enhance existing partnerships. They are broken down into five key areas namely:

1. Representation
2. Strategy
3. Structure
4. Sustainability
5. Evaluation

Representation

The development of a successful Music Education Partnership rests with those who form the Steering Committee which will develop and drive the strategy for the MEP. Below is a indicative listing of those organisations that might make up the representation for the MEP Steering Committee:

- Local Authority
- County Development Board
- Local arts service providers
- Vocational Education Committee
- Education Centre
- Údarás Na Gaeltachta (where applicable)
- Existing local music education providers
- Other local music education specialists
- Institute of Technology (where applicable)
- Second level schools
- Primary schools

The development of the Steering Committee is one of the most important factors in the development of a Music Education Partnership. It is vital to include all relevant stakeholders as part of this committee in order to ensure buy in, legitimacy, sustainability and relevance to the local community which the MEP serves.

Additionally, it is important to ensure that there is diversity across this group for planning purposes and shared learning and that commitment is at a sufficiently high level within partnering organisations to ensure success of the initiative.

In defining the mandate for this Committee it is vital to know the elements of the partnership which are non-negotiable from the perspective of different stakeholders e.g. (formal education, arts, MEP model). Having this information available at the start of the

planning process enables the role and remit for the Committee to be clearly defined and assists in managing expectations of different partnering organisations.

It is also important to highlight at this stage what each partner can bring to the table in terms of assisting the development of the MEP. E.g. financial supports, operational supports, premises, programme development etc.

Strategy

This is the stage where the core values of the partnership are developed. The key to successful MEPs is in building them on shared values and philosophies which are relevant to all stakeholders Partnerships should be defined by mutually beneficial goals and objectives.

In developing the strategy it is important to begin with a discussion which takes into consideration the aims, objectives, culture and values of each of the partner organisations.

1. Set up the MEP Steering Committee
2. Define the mandate of the MEP Steering Committee
3. Develop a mission and vision for the MEP through a process of consultation
4. Communicate this Mission and Vision to all stakeholders
5. Develop the strategic goals and objectives of the MEP
 - Clearly define short and long-range goals
 - Focus on collaboration to determine activities that will achieve the MEP goals
 - Partnership goals and objectives should be aligned with those of partner agencies
 - Communities / individuals and other interested parties should have the opportunity to contribute to the partnership process as part of the consultation process

Structure

1. Frequent / consistent communication is required in order to ensure that the process of implementation is moving forward as planned.
2. Partnerships should be driven by a clear management process and structure
3. It is important to address issues as they surface and develop a solution-focused culture within the partnership
4. The partnership process should be used as an opportunity for interaction which leads to positive actions and outcomes
5. Appoint an individual to manage the partnership communications process. In order to ensure quality and alignment with MEP goals.
6. Partnerships should develop written descriptions of roles and responsibility, accountability measures, guidelines for responsibilities and training where required
7. Partnerships should define specific, measurable outcomes

8. Partnerships should be guided by collaborative agreement on outcomes, benchmarks and measures of progress

Sustainability

1. Partnerships require support at the highest level within the partnering agencies / organisations in order to be successful and sustainable
2. The value of the partnership should be demonstrated externally and internally within partner organisations and supported by those who are benefiting from the outcomes of the partnership process
3. A clear and detailed internal and external communications plan is required. This plan should take consideration of the needs of each party in the partnership process
4. All members of the partnership need to understand the focus / goals of the MEP and provide advocacy which will assist in realising these goals
5. Partners should communicate regularly about intended and actual outcomes of all activities.

Evaluation

The true value of partnership is measurable by providing a process of evaluation which will determine its key strengths, weaknesses and the future direction for the MEP.

1. Partnerships should be developed with clear definitions of success for all. These measures should be established at the outset of the partnership
2. The evaluation process should be agreed by all parties
3. Evaluations should be carried out on a regular basis
4. Evaluation should include collection and analysis of information to determine accomplishments, strengths, weaknesses and to enhance the development of the future strategy for the MEP

4.2. **Structures & Administration of the Steering Committee**

The MEP has the latitude to address its local needs, but should aim to do so in line with the outline for a national system of local Music Education Services (per the Music Network report) in order to ensure consistency of approach and provision from one location to another, while assisting in accomplishing the goals and objectives of the MEP.

Structure

- Chairperson
- Secretary
- A representative from of each of the relevant agencies / organisations

Role of the Chairperson

- Developing the agenda for meetings based on input from agencies which make up the partnership
- Ensuring notification about meetings is prepared and communicated
- Ensuring all contacts and arrangements for meetings facilities are completed
- Ensuring effective communication between the partnership
- Ensuring that the members of the partnership are informed of and work to national policy

Role of the Secretary

- Assisting with the preparation and mailing of the meeting notifications and agendas
- Preparing general correspondence, as necessary
- Disseminating information updates from the chairperson and/or the partnership
- Taking minutes at meetings and distributing these to the partnership
- Maintaining all meeting records of the MEP

General information

- The partnership should meet approx. 6 times per year
- Sub committees should be established to ensure effective development of the partnership between meetings for defined areas of policy
- Suggested meeting formats include; Face-to-face, Conference calls

Representation on Sub Committees

In relation to invitations for additional / external agencies onto sub committees (where required), to ensure transparency and equality of representation the agreed policy should be that:

- Nominations to be considered, discussed and agreed at MEP Board meetings

Responsibility for representation of the Music Education Partnership is shared by:

- The chairperson

- The agencies themselves
- The individual representatives who make up the Board of the MEP

Logistics

- Determination of time, place, and date of the MEP meetings, may be made by the representatives of the agencies attending the meetings
- Determination of the location shall be agreed by consensus of the participants
- Chairperson shall be responsible for all contacts and for each meeting

Dissemination of Agenda Items

- The chairperson will solicit input from meeting participants in the development of the agenda
- Items for the agenda will be comprised based on the determination of recommendations from participants
- The secretary shall send written notification to the group members regarding the upcoming meeting to include written agenda and minutes from the previous meeting

4.3. **Critical Success Factors**

1. The MEP will work towards developing a range of music education services which are relevant and practicable to those availing of these services.
2. The management and deployment of resources should ensure that these services are planned and provided in the most appropriate and efficient manner.
3. The MEP should work in a spirit of unity and partnership in order to:
 - exploit best practice
 - ensure provision and progress is monitored and reviewed regularly
 - ensure effective communication and involvement towards the development and sustainability of the partnership
 - develop a shared understanding and joint problem solving

4.4. **Code of Practice**

It is an example of good practice to ensure that the Music Education Partnership develops a Code of Practice. The rationale for this code is:

1. To uphold the principles and ethos of the Vision Statement for the Partnership

Draft vision statement (for example purposes)

"TheMusic Education Partnership (MEP) is a non-political partnership between the County Council, Vocational Education Committee, Education Centre, etc..... within theregion. The Partnership aims to provide music education services which are accessible to all, locally based within the community and to foster the development of music".

2. To maintain and operate the business of the partnership in accordance with all statutory requirements which are applicable to the partnership and which may vary from time to time
3. To deal promptly and courteously with all enquiries and requests for information from customers regarding the music education activities fostered by the Partnership
4. To ensure a quality of provision in line with best practice for music education services internationally
5. The strategic objectives of the MEP should address such areas as:
 - Educational objectives of the partnership
 - Genres of music to be covered within the services provided
 - Where will the focus of services lie – within schools or outside in the non-formal education sector?
 - Policies of inclusion social and geographical
 - Role of the Director
 - Recruitment and professional development of MEP tutors

4.5. **Policy Framework**

The MEPs strategic policies as managed by the MEP Steering Committee should include:

- The promotion of high standards
- Provision which enables inclusion and equal opportunity
- Collaboration with early education settings, schools and other services and agencies
- Planning for professional development of MEP and artistic personnel
- Review and updating of policy and development plans on a regular basis
- Management of artistic policy and practice
- Monitoring of the quality of services provided as part of the MEP
- Formal evaluation mechanisms and measurement against best practice models

Artistic Policy & Practice

The artistic policy and practice of the Partnership should include areas such as:

- Range of services provided – musical genres
- Types of tuition offered (individual, group, class, ensemble etc.)
- Development of ensemble for MEP – choral and instrumental
- Programme development
- Outreach policies

Teaching Policy & Practice

These policies should be developed in consultation with the tutoring resources of the MEP and should include areas such as:

- Admissions policy
- Evaluation and assessment (students / tutors)
- Examinations system (where applicable)
- Professional development

Procedures

A range of internal operational procedures should be developed in order to ensure structured management of the music education partnership. These procedures should include the following key areas:

- Personnel Management including (employment and payment issues)
- Financial Management
- Recruitment and Selection, Retention and Succession of tutors
- Artistic and Teaching Policy and Practice
- Communications Management
- Marketing and Public Relations
- Management Reporting and Evaluation

4.6. Potential Sources of Support for Emerging MEPs

The following is a list of potential sources of funding which could be targeted by an emerging Music Education Partnership in relation to building capacity for service provision. This list is not intended to be anything more than a starting point for those seeking support and there may be specific guidelines which differ from one agency to the next. This information is available from the agency itself. Additionally, resources from such sources will be unique to each organisation.

Agency / Organisation	Developing Partnership - Potential Supports												
	Administrative	Advice	Advocacy / Awareness	Collaboration for initiatives	Database	Financial supports	Governance	Music Education Practice Expertise / Teacher Training	Partnership development	Performers / students / professionals	Premises	Programme Supports	Tutoring / lecturing resources
Ars Council	✓	✓	✓				✓		✓			✓	
City & County Development Boards			✓	✓		✓		✓	✓				
Education Resource Centres		✓	✓			✓	✓		✓			✓	
County Enterprise Boards		✓				✓							
Ealain Na Gaeltachta	✓			✓		✓			✓		✓	✓	✓
Gulbenkian Foundation						✓							
Institutes of Technology				✓		✓	✓		✓		✓		✓
INTERREG						✓							
Ireland Funds						✓							
Leader						✓							
Local Authority / Arts Officers	✓	✓	✓	✓		✓	✓			✓	✓	✓	✓
National Music Agencies		✓	✓	✓			✓	✓	✓		✓	✓	✓
Other Arts / Music Organisations	✓	✓	✓	✓							✓	✓	✓
Existing Music Schools	✓	✓		✓					✓				✓
Pobal - Dormant Accounts Funding												✓	
Representative Bodies	✓				✓								
Traditional Music Agencies	✓	✓		✓		✓					✓	✓	✓
Údarás na Gaeltachta						✓							
Universities / University Concert Hall	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓
Vocational Educational Committees	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓

4.7. Useful links

Agency / Organisation	Links
Arts Council	www.artscouncil.ie
City & County Development Boards	See relevant Local Authority Website for your county
Education Resource Centres	Contact relevant education resource centre in your county
County Enterprise Boards	Contact local CEB within your county
Ealain Na Gaeltachta	www.ealain.ie
Gulbenkian Foundation	www.gulbenkian.org.uk
Institutes of Technology	See relevant IT website for your county
INTERREG	www.interreg.ie
Ireland Funds	www.irfunds.org
Leader	www.leader.ie
Local Authority / Arts Officers	See relevant Local Authority Website for your county
Music Network	www.musicnetwork.ie
National Concert Hall	www.nch.ie
Contemporary Music Centre	www.cmc.ie
Other Arts / Music Organisations	Contact www.artscouncil.ie for list of relevant agencies to your needs
Údarás na Gaeltachta	www.udaras.ie
Vocational Educational Committees	Contact local VEC website for your county

JOB DESCRIPTION

(template for example purposes)

Job Title: Music Development Manager

Accountable to:

Reports to:

Overall Aim: The overall management of the affairs and operations of the Music Education Partnership to ensure a fully co-ordinated, cohesive and strategic approach to the development of the MEP Service

The purpose of the Music Education Partnership is to design and deliver Music Education Partnerships in..... The key service-delivery roles will be undertaken in partnership by The MEP services will complement existing provision at all levels, from beginner through to professional entry. The services will also address specific needs inrelating to the.....

The essential function and objective of this position is to be innovative in bringing about a co-ordinated and strategic focus to the development of a Music Education Partnership

In order to achieve this objective, the following are the key areas of responsibility in the day-to-day operation of the Music Education Partnership:

- Project Management
- Team Management
- Strategic Management
- Operational Management

Project Management Responsibilities

- In consultation withto manage the financial accounts pertaining to the Music Education Partnership and ensure these are reported as required.
- To report and consult withand provide feedback to the MEP Steering Group as required.
- To undertake the continuous evaluation and review of the objectives of the Music Education Partnership to ensure that its programme of activities is effectively, efficiently and economically carried out.
- To support and co-operate with working groups as set up by the MEP Steering Group

Team Management Responsibilities:

- To manage staff of the Music Education Partnership
- To manage the implementation of personnel policies and procedures as specified by and ensure they are adhered to by all staff members.
- To interpret and communicate the plans, policies and objectives of the Music Education Partnership to the staff members as appropriate and in a manner which is easily understood by all.
- To manage all the activities of the Music Education Partnership
- Organise timetables of work for designated instrumental tutors and curriculum support staff.
- To be responsible for the examination entries of all students
- Co-ordinate and supervise music activities e.g. ensembles, theory classes, associated examination arrangements;
- Organise parent-tutor evenings
- To continue goal and objective-setting, and to lead and motivate staff ensuring a high standard of performance with appropriate training backup (where identified).
- To ensure child protection policies are implemented in the activities of the MEP service

Strategic Management Responsibilities

- To prepare and submit a Strategic Plan in consultation with key stakeholders for the Music Education Partnership
- To identify areas for the development for the Music Education Partnership and to work with schools in complementing provision.
- To work in partnership with the State statutory and voluntary bodies and agencies to ensure that a comprehensive range of music provision is available across the county.

- To develop links with other educational/arts organisations involved in music education
- To prioritise and address issues of social exclusion and the support of students with additional needs and to develop innovative and appropriate responsive initiatives
- To identify funding opportunities and prepare and submit funding applications
- To represent the Music Education Partnership at local, regional and national fora (meetings, events, functions, etc) as authorised by the MEP Steering Group.

Operational Management Responsibilities

- To co-ordinate the development and delivery of an innovative programme of activities which enhance the development of a quality Music Education Partnership
- To plan and organise priority focus areas for the Music Education Partnership in any given period or year and ensure that these focus areas link effectively with the overall plan and that budgets and resources are available to ensure attainment of aims and objectives.
- To organise a regular student enrolment process
- To constantly develop the profile of the Music Education Partnership
- To appraise, evaluate and develop appropriate programmes and initiatives
- To co-ordinate an effective and responsive advisory and support service for tutors
- To co-ordinate the design, development and delivery of innovative training programmes (accredited where possible) which enhance the quality of music provision and ensure that this training is evaluated and modified as appropriate
- To link with, support and liaise with organisations and networks operating within the music sector and encourage staff team members to develop relationships with these groups and networks as appropriate;
- To develop a quality approach in relation to music education and to ensure that all services are effectively monitored and evaluated;
- To co-ordinate the provision of a comprehensive information service on the Music Education Partnership
- To monitor, maintain and develop the instrumental bank (where applicable)
- To facilitate the maintenance and effective use of a comprehensive database of all students enrolled in the county and review and update information resources such as the website, equipment bank, resource library, information packs, etc.;
- To attend to other reasonable additional duties, relevant to the post, as and when required

MUSIC DEVELOPMENT MANAGER

ADDITIONAL INFORMATION

Hours of Work

The Music Development Manager will work for 35 hours per week. The work should be at times such as necessary for the delivery of the aims and objectives of the Music Education Partnership and will normally include evening and weekend work. Work outside of normal office hours will be by prior agreement with and will be offset against normal office hour's attendance.

Annual Leave Entitlement

The Music Development Manager shall have 30 days annual leave excluding Public Holidays. Entitlement to leave over the year of employment is pro-rata to the number of hours completed. Bank holidays and concessionary days must be availed of as they arise.

Office location

The candidate will be assigned an office space at the discretion ofto meet the needs of the programme and may be asked to work at, and from other locations from time to time.

Reporting arrangements

The person will be required to report toon a regular basis regarding the work programme, operation, management and continuous development of the MEP service, and to co-operate in full with the agreed management structure established for this purpose.

Absence

In the event of absence from work you are required to contactbyon the first day of absence.

Disciplinary procedures

Employees will be subject to the general disciplinary procedures as are collectively agreed from time to time and subject to relevant legislation.

Travelling and Subsistence Allowance

Allowances in respect of travelling and subsistence are payable in respect of necessary authorised journeys on the Music Education Partnership's business, and at rates not greater than those approved from time to time by

Confidentiality

Employees are obliged to maintain confidentiality in certain aspects of their work. All personal and commercially sensitive information and knowledge acquired in the course of official duties must be treated as confidential and must not be divulged to unauthorised persons or used for the purpose of gain or profit.

Termination of Employment

The employment may be terminated, in writing, by either side, in accordance with the Minimum Notice and Terms of Employment Act, 1973, The terms of the Information Employment Act, 2001 and the protection of Employee's (Part-time Workers) Act, 2001.

General Conditions

- Production of satisfactory evidence of health
- Leave regulations (e.g. sickness and maternity)
- The condition that no other employment is entered into during the period of employment byand that no employment by or in the service of another person or body should be undertaken except with the expressed approval of

Tenure/Duration of Post

The post will be initially for a one year Fixed Term Contract, which may be renewable, subject to satisfactory performance and the continuation of adequate funding for the post.

Salary

..... depending on experience

Canvassing and Referees

Canvassing directly or indirectly will entail disqualification.

MUSIC DEVELOPMENT MANAGER

PERSON SPECIFICATION

The Music Development Manager will play a pivotal role in the development of a comprehensive music service for the County/City and certain skills will be required and desirable as detailed below.

Essential Requirements:-

- Available and willing to work flexible hours as required at times (e.g. late evenings and weekends) in order to facilitate and support the development of the Music Education Partnership.
- The Manager will require the use of a car and a full clean driver's licence.
- A relevant third level qualification (e.g. Education, Arts & Culture, Management, Community Development) or approved equivalent and 3 years work experience in a relevant position. Candidates without the required third level qualification may also be considered, if they have a minimum of 5 years wholetime experience working in an associated setting
- Demonstrate a good working knowledge of issues relating to the development of a music service
- Demonstrate an enthusiasm for the development of music education
- Demonstrate the ability to manage, direct, lead, coordinate, supervise and support a team in providing and supporting a Music Education Partnership
- Capability to motivate and facilitate a team approach on a county wide basis;
- Ability to develop targeted interventions in order to contribute to the development of quality provision of music education
- Ability to design and implement systems and work processes within the Office environment to facilitate staff working out of the Office on a regular basis.
- Must have a working knowledge of budgeting and account management;
- Excellent interpersonal and communication skills.
- A good working knowledge of IT in a modern office environment and a keen interest in keeping up to date with developments in the IT sector;
- Ability to work as part of a team, to encourage open discussion and to consul towards successful resolution of problems.

- A knowledge of Government policy as it relates to education and particularly music education
- Ability to document and develop specific models of effective practice in defined areas of activity which can be disseminated as models of good practice
- Ability to prepare written concise Reports that are used as communication and record keeping tools both in-house to record processes and outcomes and to be used externally for the purposes of sharing information, evaluations etc.
- Ability to prepare funding applications that will meet the funders criteria in any given year.

Highly Desirable:-

- A recognised music qualification.
- A good working knowledge of the Irish language.
- Demonstrate a good working knowledge of project development.
- An innovator who is capable of working independently to a high degree.
- A capacity for clear policy vision, with the ability to articulate and to co-ordinate and facilitate its implementation.

Applicants should state clearly in their application how they meet each of the criteria.

The panel reserves the right to enhance the above criteria in order to effect a manageable shortlist.