

TRI-HUB REGION INCLUSION FRAMEWORK

Norfolk
Music HUB



peterborough
MUSIC
HUB



cambridgeshire
MUSIC

About the Tri-Hub region Inclusion Framework

As Music Education Hubs, we will provide an inclusive framework derived from our inclusive values, where all core and extension roles will be approached through the lens of inclusive practice and outcomes, HEARD.

Holistic - placing emphasis on personal, social and musical outcomes

Equitable – people facing the biggest barriers receive the support to enable their equity with others

Authentic – developed with and informed by the people we do it for

Representative – the people we work with as participants and colleagues reflect our local society

Diverse – all musical genres, styles, practices are valued equally

This model encompasses our core principles and approach to musical inclusion, which will state that we provide for all abilities, offering a wide range of experiences through their music education, with opportunities to experience instrument tuition, singing, production, creative opportunities and listening across a wide range of genres.

These sessions will be accessible and representative of everyone in our communities, with particular focus on the Equality Act protected characteristics and social deprivation.

Inclusion Framework Overview

Aspect 1: Personalised Learning

- Differentiated resources
- Correct Environment
- Transparency for all partners and stakeholders
- Individual music pathways

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Aspect 2: Assessing Outcomes

- Not solely focused on academic outcomes
- Promoting wellbeing and socialising
- Offer range of experiences and equal opportunities
- Further education opportunities and experiences

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Aspect 3: Celebrating Achievements

- Personalised outcomes to be acknowledged and celebrated
- Students to take ownership of their Music education experience, and lead on pathways to progression

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Aspect 4: Whole Service Approach

- Support the development of a broad musical offer
- Gain views in relation to our musical offer, and develop projects that are representative of those views
- Provide staff with the skills and training to meet the needs of all students

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PERSONALISED LEARNING

1

WHAT DOES MUSICAL INCLUSION MEAN TO US?

Our Values

What this looks like

Everyone is different and has individual needs and should be treated as such

- Sessions will be designed to meet the needs of all participants
- Tutors/Therapists and session leaders to have sufficient training that is relevant to the group they are working with
- Settings and clients will ensure that Tutors/Therapists/Leaders will receive information regarding students' specific needs, if necessary, from SENCO or Heads of service to develop best teaching strategies

Correct environment and resources to meet the needs of the students

- All settings to be made accessible for all
- All resources are adaptable for all students
- Tutors/Therapists to dynamically assess what resources and access students will need to succeed
- Sessions will be designed to meet the needs of all participants

A range of experiences in the learner's music education with opportunities to try out instrument learning, singing, creative opportunities and listening across a wide range of genres

- Tutors/Therapists to have authentic knowledge of instrument or genre they teach, including a historical understanding and cultural awareness
- Students will have options to explore all avenues of music from instrument tuition, production, and business, including mixed media- Music videos, Instagram, YouTube etc

(Being) passionate about ensuring every child or young person can fulfil their potential to engage in something that is relevant to them, develop musically in their own way, and co- developing their outcomes

- Tutors/Therapists to develop an understanding of what the Students would like from the Music pathway, and to develop their journey around their goals
- Tutors/Therapists to establish appropriate academic goals, and integrate social and personal opportunities for the Students to access
- Tutors/Therapists to encourage idea sharing, participation, working as a collective, individuality, self-reflection, and ownership

PERSONALISED LEARNING

1

WHAT DOES MUSICAL INCLUSION MEAN TO US?

Our Values

Offering musical tuition/guidance/activities and encouraging creative opportunities, to help Students develop along individual pathways

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Ensuring that the opportunities we provide are relevant and accessible to everyone in our community, with particular focus on the Equality Act protected characteristics and social deprivation

All musical pedagogy to instill an understanding of the cultural aspects of music, with a focus on authenticity

Advice as to how Students can explore specific pathways and activities/contact/ links to help them experience opportunities to express themselves – musically and otherwise

What this looks like

- Use the wellbeing chart to outline which activities would be ideal for the Students needs
- Establish whether there is a possibility to meet the module requirements of accredited awards that the Students may have already started

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- Establish whether there is a possibility to meet the module requirements of accredited awards that the Students may have already started

- Music HUBs will maintain a focus on infrastructure and decisions made in relation to their EDI strategy and action plan. With regular review to monitor impact and identify areas of improvement

- Tutors/Therapists to have authentic knowledge of the instrument or genre they teach, including a historical understanding and cultural awareness
- Tutors/Therapists to have access to genre-based training to fulfil aspects of authenticity

- HUBs to encourage further education, through knowledge of opportunities
- HUBs to link with various agencies to offer opportunities to their students – Gig tickets, Arts and cultural experiences

ASSESSING OUTCOMES

2

WHAT DOES MUSICAL INCLUSION MEAN TO US?

Our Values

What this looks like

All students to be assessed on their individual projected outcomes, with a focus on personal, social, and academic development

- Outcomes not to be solely academic based, promoting wellbeing, socializing and enjoyment through music with a focus on individual targets

Musical inclusion is not only equal opportunities to engage in music but ensuring that everyone involved in music education, both as a receiver or facilitator has all the information (where, who, when and how) to access opportunities

- HUBS to share EDI strategy with partner organizations, ensuring appropriate information and data is gathered and used to develop projects, up skill staff, and develop clients Inclusion approaches and online resources

Offering insight into the rapidly changing Music business, with a focus on mixed media platforms

- Tutors/Therapists to share knowledge of what the music industry is, giving information around individual pathways towards involvement including performing, writing, Production, radio, online mediums etc
- Tutors/Therapists to have up to date knowledge on next steps for music education, and can give options for students looking to further their education in music
- Discuss mixed media platforms- Instagram musicians, YouTube, integrated arts, podcasts etc

The opportunity to be stimulated by music making, promoting creative thinking that truly represents the inclusivity of the music hub. These opportunities are not restrictive and are relevant to participants needs

The option to have access to most, if not all activity that is offered by the hub and the required support to make it so

- Appropriate individual targets set for Students
- Attendance and outcomes in any capacity to be acknowledged and celebrated
- Students are offered differentiated resources to experience equal opportunities within their music their education
- Tutors/Therapists to dynamically assess what is necessary for their students to reach their full potential

Provide or signpost the musical opportunities children need/want to develop a specific style. No musical knowledge or experience is needed to access these opportunities

Tutors/Therapists to be aware that they are role models for new and developing musicians

- Sessions to be planned with the learner's abilities and interests in mind
- Tutors/Therapists to encourage individual pathways and progression routes for students who want to go further
- Students to gain insight in musical professionalism by viewing tutors/Therapists as role models

Listening to Students ideas and views, holding face to face discussions with students not just questionnaires

- Access existing youth voice mechanisms to gain views and representation
- Collect data on attendees, offer finding to partner organizations and stakeholders
- Meet with target groups from local communities and from specific organisations

CELEBRATING ACHIEVEMENTS

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WHAT DOES MUSICAL INCLUSION MEAN TO US?

Our Values

What this looks like

Everyone can join in, in any capacity, and be successful

- Appropriate individual targets set for students
- Individual outcomes in any capacity to be acknowledged and celebrated
- Outcomes not to be solely academic based, promoting wellbeing, socializing and enjoyment through music

Inclusion in music education requires holistic strategies that encourage Students to participate in any capacity. Adapting teaching practice appropriately

- Tutors/Therapists to develop knowledge of HEARD model, and include this practice and outcomes within their lessons
- Tutors/Therapists to establish appropriate academic goals, and integrate social and personal opportunities for Students to access
- Tutors and therapists are given targeted CPD/training opportunities to meet the needs of the students they work with
- Tutors and Therapists are encouraged to share knowledge, give feedback on training and express their thoughts on methods for introducing inclusion in music

Musical opportunities which are not restrictive and are relevant to participants.

- Appropriate individual targets set for Students, paying close attention to individual needs and targets co developed by Student
- Progression in relation to Attendance and outcomes in any capacity to be acknowledged and celebrated
- Access to most if not all musical activities offered by the hub. Differentiate where appropriate - resources, instruments, formatting, mediums etc

WHOLE SERVICE APPROACH

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HOW DOES A MUSICALLY INCLUSIVE HUB NEED TO CHANGE TO SUPPORT A MUSICALLY INCLUSIVE OFFER?

Ensure that enrichment opportunities or explorations of different genres, particularly cultural music traditions, are context driven and not just “experiences”	We do need to nurture now more than ever before	Use focus groups to explore what service users want from the hub to make it more inclusive
Advocate for the quality and consistency of curriculum music that is sequentially progressive and rich	Enable greater access to activities	Enabling access to a wider variety of diverse music with supporting resources for students and settings
Support the development of a broad musical offer both inside and outside of formal education, not just curriculum provision	Recognise the very different musical environment from the one we grew up in and work with those we teach and work with in schools and ensembles to find out what they want as well as what we think they want and need	Understanding of the specific needs of children with additional needs or in challenging circumstances and providing additional resource or time to support their development
Be a little more open minded; encourage playing music together accommodating all instruments and levels where there is a desire to take part, particularly at beginner and intermediate levels of specific skills and knowledge	Offer a wider variety of genres by working with partners and/or hiring a more diverse workforce	Enabling ownership of learning journeys by the student and supporting individual paths of musical exploration
Develop our teaching skills and resources to provide context driven opportunities across a wide range of genres, differentiated to enable inclusive participation	Be specific about these genres and choose them based on focus group research	Accepting what we cannot or should not provide ourselves and using others to widen the access to opportunities

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