

#MusicMark2016



**Music Mark Annual Conference**  
Supporting Progression for All

Friday 11<sup>th</sup> & Saturday 12<sup>th</sup> November 2016

[www.musicmark.org.uk](http://www.musicmark.org.uk)  
Membership organisation, subject association and charity.



**Certificate of Music Educators in Norfolk**

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**Overview of Course**

**CME in Norfolk**

Key Information

- Now on Cohort 3
- 6 Units of Work
- Robust Assessment Criteria
- Can be completed in 12-24 months
- External Delivery
- Face to Face and Skype Workshops
- Series of Lesson Observations/Support Visits
- Allocated Mentor
- In conjunction with the Music Service
- Music Hub financial support
- Measurable impact




**Impact on Learners**

**Participant's Voice**

- Discussions, observations and experiences have led to a near revolution in my music teaching
- I have made some lifelong friends amongst my course colleagues and we continue to meet once a term for lunch and share ideas and experiences
- Feeling #awesome @NMHub #boost self-esteem @MaureenHanke #CME #Lifechanger
- It was a real pleasure over the weekend
- Really pushing my boundaries!
- Concepts no longer ephemeral
- #thoughtprovoking

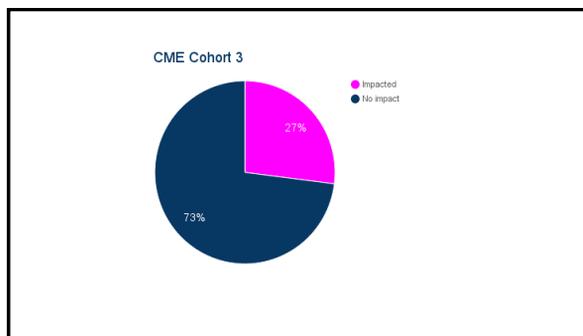
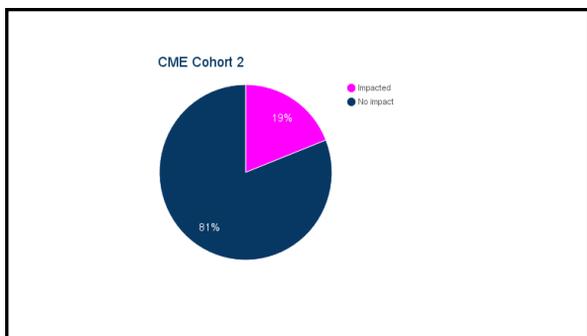
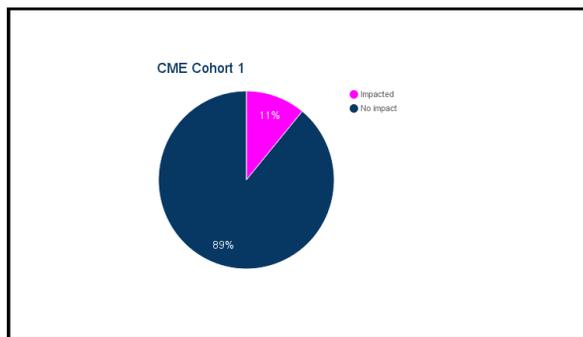
Pupil reach prior to CME - 321 per week  
Pupil reach after Cohort 3 - 1,458 per week





**DID YOU KNOW...**  
...that learning in a group makes lessons affordable and allows your school to assist more young people through the year premium?

## Impact on Schools and Communities




## Impact on Pupils

### Pupil Voice

- I really love all the exciting and interesting new groups our teacher has started in school: they're pretty sick
- I think that our teacher has enjoyed her course that she's been going on because she was whistling and laughing on Monday and she hasn't done that for a while
- We love appraising and listening to music as part of our weekly lessons
- Our first ever concert in school was wicked: when's the next one?
- Singing Assemblies Rock!
- Our School now has an Arts Mark Award: Thanks Sir!
- #ROCKON

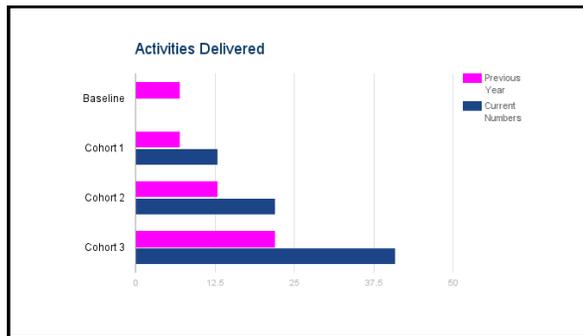
Percentage of pupils enjoying Music in school prior to CME = 62%

Percentage of pupils enjoying Music in school after CME = 89%

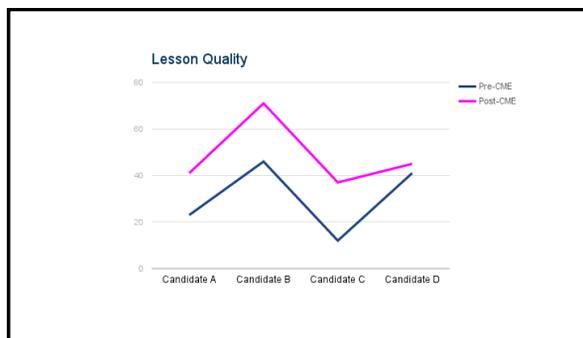


**DID YOU KNOW...**  
 The Music Service's contribution following a year's MCEET programme, has had a major impact on the breadth of provision, with 100% of the Music Service's Education Hub for all the schools involved for continuing provision.

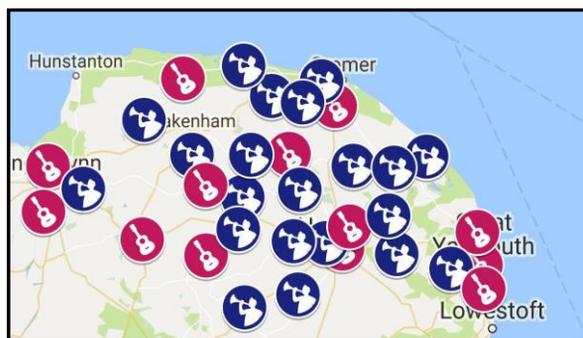
## Impact on Breadth of Provision



## Impact on Standards



## Impact on County (Music Service and Hub)



## Hub Involvement

Norfolk Music Hub offer between 50% and 100% subsidy to any participant who will directly impact children in Norfolk between the ages of 5-18 through music-based activities

The Hub are now keen to develop this work even further

**COHORT 4 HERE WE COME!!!**

@NMHub #CME



## Some possible next steps:

- Could the CME programme be rolled out as a Benchmark across the Music Service to improve the quality of teaching and learning?
- Could the CME act as a catalyst to improve Quality across Hub activity as a whole?

Should the CME act as a training tool for new members of staff or to aid recruitment?

Could the scope of the CME be widened further and should we perhaps link up with other CME providers to enhance our offer?



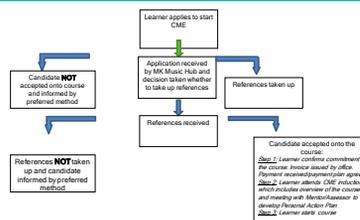
## Certificate for Music Educators

### Overview of the Course



## Appointed Process

## How to apply



## Introduction

The course has been designed by Trinity college London

It is intended to be studied by anyone working in music education

It is a QCF Level 4 course - similar to first year degree

It will take up to 2 years to complete the course

## The Trinity 'Units' and Milton Keynes 'Modules'

### Trinity Units:

- Unit 1 ..... Understanding children and young people's musical learning
- Unit 2 ..... Planning, facilitating and evaluating children and young people's musical learning
- Unit 3 ..... Reflective practice and professional development in music education
- Unit 4 ..... Promoting children and young people's positive behaviour
- Unit 5 ..... Equality, Diversity and inclusion in music education
- Unit 6 ..... Safeguarding children and young people in music education

### The Trinity 'Units' and Milton Keynes 'Modules'

**Milton Keynes Modules:**

Introduction ..... *Becoming a Reflective Practitioner*

Module 1 ..... Children, young people and their musical worlds

Module 2 ..... Equality, Diversity and inclusion in music education

Module 3 ..... Creative and musical approaches to music education

Module 4 ..... Planning for musical understanding

Module 5 ..... The music educator as professional




### Timeline – over 2 years

|                                 | Term 18  | Term 19   | Term 20   | Term 21   | Term 22   | Term 23   |
|---------------------------------|--|---|---|---|---|---|
| <b>Learner</b>                  | Attend induction and completion of Personal Learning and Planning Plan | Start Module 1  | Start Module 2  | Attend any relevant training                                  | Start Module 3  | Attend any relevant training                                  |
| <b>Mentor</b>                   | Complete Introductory Module   |   | Initial observation of learner (or focus with Expert Witness) |   |   |   |
| <b>Programme Leader</b>         | Ongoing – this work  | Looks at progress of all learners and give feedback to Mentor |   | Looks at progress of all learners and give feedback to Mentor |   | Looks at progress of all learners and give feedback to Mentor |
| <b>Internal Quality Assurer</b> | Sample an activity assessment from each mentor                         |   | Sample an activity assessment from each mentor                |   | Sample an activity assessment from each mentor                |   |
| <b>Learner</b>                  | Start Module 4   | Attend any relevant training                                  | Start Module 5  | Attend any relevant training                                  | Start Module 6  | Complete Module 6   |
| <b>Mentor</b>                   |  | 2nd observation of learner (or focus with Expert Witness)     |   |   |   | Issues Certificate of Completion                              |
| <b>Programme Leader</b>         | Looks at progress of all learners and give feedback to Mentor          |   | Looks at progress of all learners and give feedback to Mentor |   | Looks at progress of all learners and give feedback to Mentor | Issues certificate of completion                              |
| <b>Internal Quality Assurer</b> | Sample an activity assessment from each mentor                         |   | Sample an activity assessment from each mentor                |   | Sample an activity assessment from each mentor                |   |




### Recognition of Prior Learning and Personal Action Plan

**LEVEL 4 Certificate for Music Educators – Recognition of Prior Learning & Personal Action Plan**

*In the table you can record what relevant experience you have against each of the learning outcomes and if relevant, you may have the opportunity to provide an evidence through the learning outcomes (if applicable)*

**Unit 1: Understanding children and young people's musical learning**

| Strengths | Areas for development | Learner comments and ways in which areas for development can be addressed |
|-----------|-----------------------|---|
|           |                       |   |
|           |                       |   |




### How modules are submitted and assessed

*The above process continues with each activity until such time that the course is completed. The Mentor will encourage the Learner to keep on track with the Internal Quality Assurer will periodically moderate the assessments of Mentors. These moderations will be kept on the central system.*

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    graph TD
      A[The Learner submits by email an Activity to their Mentor for assessment ensuring that the work has been saved using the filing references provided] --> B[The Mentor assesses the work and acknowledges what assessment criteria has been met]
      B --> C[Once the Mentor is satisfied with the Activity, they submit it to the Programme Leader (along with confirmation on which assessment criteria have been met) for filing on the central system. The Programme Leader will also keep each Learner's assessment log up to date]
      C --> D[The Learner completes all the activities successfully and the Programme Leader will issue a Certificate of Completion. Details will be sent to Trinity.]
  
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### An example activity

Activity 1.1  
**'The value of the non-musical benefits of music education'**

The twelve benefits listed in the weblink below are typical of the extra-musical claims that are made for the benefits of music education. Before clicking on this link note down what benefits you would consider music to have for young people. Then compare yours with the ones below. Do you feel that these provide a complete picture of the value of music education?

<http://www.childrensmusicworkshop.com/twelve-benefits-of-music-education/>




### How MK Module Activities are linked to Trinity Units assessment criteria

| Module Activity   | Link to Trinity Unit/s | Learning Outcomes | Assessment Criteria |
|---|------------------------|-------------------|---------------------|
| 1.1 ...The Value of the non-musical benefits of music education | 1                      | 2<br>3            | 2.1<br>3.1 3.2      |
| 1.2 ...Reflecting on your own practice                          | 3                      | 1                 | 1.3 1.4             |
| 1.3 ...Music and Musical Identity                               | 1                      | 1<br>2            | 1.2<br>2.1 2.2      |






## Structure of MEHEM CME

- Initial assessment, including appropriate prior learning
- Personal action plan agreed with mentor, then mentor meeting approximately once every half term
- 5 face-to-face courses, with pre- and post-course tasks
- Online modules available for some units (eg NSPCC safeguarding)
- Online resources and workbooks
- Class/teaching observations (usually 3)
- Deadlines for work spread across one or two years
- Course managed by Programme Leadership Board

## 5 face-to-face days

**Unit 2: Planning musical learning**  
Thursday 13 October 2016, 13.30 - 19.00

**Unit 4: Positive behaviour management**  
Friday 25 November 2016, 9.30 - 16.00

**Unit 2: Facilitating musical learning**  
Wednesday 1 February 2017, 9.30 - 16.00

**Unit 2: Evaluating musical learning**  
Monday 27 March 2017, 13.30 - 19.00

**Unit 5: Equality, diversity and inclusion**  
Tuesday 25 April 2017, 9.30 - 16.00

## Deadlines

If doing the course over 2 years, a sample must be presented for each deadline in year 1

| Date  | Units to be completed   |
|---|---|
| 21st December   | All of Unit 1<br>All of Unit 6  |
| 31st March  | All of unit 2.1 and 2.4<br>All of unit 3.2 and 3.3<br>All of unit 4.1 |
| 31st May<br>or last day of half term<br>(whichever is latest) | Complete evidence for all assessment criteria                         |

## Resources on MEHEM website

## Pre-course tasks for Unit 2a

Planning musical learning

What tasks must learners do prior to attending the course?

| Task (including what the learner will need to bring to the training day)  | Which CME assessment criteria will the task generate evidence for? | How will the task be used during the training day? |
|---|--|--|
| 1. Read the document: <i>Ofsted April 2014 supplementary subject-specific guidance for music survey</i> (attached at the bottom of this page). Look more closely at the quality of teaching section. Identify 3 features of good teaching that you think you are good at and 2 areas for development. | 2.1.1 (partial)  | Comparison and adjustment task                     |
| 2. Bring a lesson plan or example of an activity that has been successful in the context within which you teach. Think through and be prepared to talk to the group about what made it successful.  | 2.1.1 (partial)<br>2.1.3 (partial)                                 | Progression task<br>Comparison and adjustment task |

• Learners are asked to bring a musical instrument to the face to face training day.

## Post-course tasks for Unit 4

Positive Behaviour Management

What tasks must learners do after attending the course?

| Task (including what the learner will need to bring to the training day)   | Which CME assessment criteria will the task generate evidence for? | How does the task build on learning from the training day?   | How will it be assessed?  |
|--|--|--|---|
| 1. Record a discussion or write an article outlining examples of how you have promoted positive behaviour and how it affects motivation in the classroom.            | 4.2.1<br>4.2.2<br>4.2.3  | Building on Top Tip session and how you have applied.  | Written notes or recording submitted.   |
| 2. Identify a peer/colleague that you teach and record examples of their inappropriate behaviour then plan and deliver a lesson which addresses these issues.        | 4.2.3<br>4.3.1<br>4.3.2  | Apply the learning from What? Scenario session.  | Viewing of video evidence and assessment of written evidence.   |
| 3. Compile a portfolio of lesson plans that show how you have applied different behaviour management strategies from your toolkit. This could include video footage. | 4.2.3.5<br>4.3.1.2<br>4.4.3.4                                      | Application of the different behaviour management strategies that have been presented on the course. | Portfolio lesson plans with reflective comments from the teacher after the lesson and/or video evidence and reflection. |

