

Music Mark Spring Summit

Friday 22nd March 2024, 10am – 4pm
Friends House, London



10:00am	Arrival and refreshments
10:25am	Welcome: Rosie Lowe, Programmes and Engagement Director, Music Mark
10:30am	<p>Inclusion Focus across the UK!</p> <p>10:30am HertsArts</p> <p>HertsArts, now in its 4th year, provides weekly music groups for <i>Children Looked After</i> with performance opportunities and Herts Awards celebrations. The project is an ongoing, ever-developing collaboration between Herts Music Service and the Virtual School to provide meaningful opportunities for care-experienced young people to work together and with a range of adults to create music. As a result of their participation in the range of projects available, young people develop musical skills, greater confidence, more secure relationships, better communication, leadership opportunities, and a real sense of worth. Chanelle and Millie will present the feedback from their research into the impact of the collaboration between Hertfordshire Music Service and the Hertfordshire Virtual School on young people.</p> <p>11:10 Count Me In: A Head Start Approach Inspiring Music for Central Bedfordshire</p> <p>Head start is a strategic approach to inclusive whole class learning. By adapting our delivery model to align with the social model of disability, we have been creating more inclusive and equitable musical opportunities for all children and young people.</p> <p>11:50 Self-regulation and expression through music: A Musical Journey in a PRU setting in Swansea</p> <p>An overview of the work by Swansea Music Staff in a Pupil Referral Unit (PRU) setting. Creating a non-judgemental environment provides a safe place for young people to engage in and experience an expressive medium that bypasses the difficulty of putting expression into words. In this session, we explore how music sessions conducted with warmth, empathy and an unconditional positive regard for individuals, engenders an atmosphere where pupils feel valued, understood and experience positive outcomes. We unpack the positive results experienced by pupils and how their experiences in music sessions can be a tool for self-regulation and expression.</p>
12:30pm	<p>Lunch</p> <p>During lunch there will be a breakout room available where you will have the opportunity to discuss important topics, selected by you. This will run in the style of an Open Space with tables each allocated a theme. Please collect lunch before joining a table!</p>
1:45pm	<p>What do environmentally sustainable practices within hubs and music services look like? Where are the barriers and what are the possibilities?</p> <p>Music Mark is asking colleagues from the UCL Institute of Education to undertake a research project into environmental sustainability and current practice in music hubs and services. In this presentation, we aim to offer a brief ‘snapshot’ of the current situation, together with a summary of the various challenges and opportunities associated with doing more.</p>
2:30pm	Tea break
3:00pm	<p>Sound Connections and Faber Music research finding</p> <p>This is an opportunity to hear about the key findings from recent research commissioned by Faber Music which looked at how instrumental music teachers engage with printed and digital music publications, what their and their students’ needs are, and how these might have changed and developed over the last few years.</p>

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Inclusion Focus across the UK!

HertsArts

Christina Luchies, Head of Participation and School Music Hertfordshire Music Service

Formally music teacher and school leader for 32 years. Her MA explored music's impact on the well-being and behaviour of adolescents in mainstream education. She joined Hertfordshire Music Service in 2015 where she leads several inclusive, multigenerational family and community projects.



Georgie Bennet, Education Adviser

Hertfordshire Virtual School for Children Looked After

Formally a music teacher and school leader for 34 years in secondary schools, Georgie now works as an Education Adviser for Hertfordshire Virtual School. In this role, she and her colleagues work closely with schools, social workers, carers and young people to ensure the best possible opportunities and educational outcomes for children in care to Hertfordshire.



Tanya Machisa, Interventions Coordinator

Hertfordshire Virtual School for Children Looked After

A project coordinator working within Hertfordshire County Council, Tanya has been part of the team delivering the Hertfordshire Virtual School GOLD Standard strategy. The programme has been developed to create opportunities and support young people in acquiring new skills and regaining their motivation and self-esteem in the wake of the school closures caused by the pandemic. In this role, he collaborates with colleagues to offer young people a diverse range of opportunities to help with their learning and development.



Chanelle Sanders

Chanelle is a care experienced young person who is currently studying a Public Services course at college. She aspires to be a police officer in the future. She engages with every single opportunity, musical and otherwise, that she can and is a fabulous and impactful leader that other young people look up to.

Millie Griffiths

Millie is a care experienced student currently studying fashion at college. She is a very creative and talented young person who takes advantage of all the enrichment opportunities that the Music Service and Virtual School put on. She has only been involved with the music groups for a relatively short time but has made outstanding progress and is a wonderful role-model for younger children in care.

Count Me In: A Head Start Approach

Charlotte Payne, Head of the Music Service

Inspiring Music for Central Bedfordshire

Charlotte Payne joined the Inspiring Music leadership team in Central Bedfordshire 10 years ago after 15 years as head of music largely in inner London schools. Inclusion and breaking down of barriers has been at the centre of the Inspiring Music vision and partnerships have been developed to support this development creating accessible and sustainable pathways across Central Bedfordshire.



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Mark Lowe, Inclusion Manager for Music Inspiring Music for Central Bedfordshire

Mark Lowe is the Music Inclusion Manager for Inspiring Music, where he builds upon his 12 years of experience working with Music Education Hubs. He is passionate about ensuring that music is equitable and accessible, whilst representing children and young people's interests, allowing them to become the musicians they want to be.



Self-regulation and expression through music: A Musical Journey in a PRU setting in Swansea

Karin Jenkins

Head of Swansea Music Service

Karin Jenkins was educated at Cardiff University gaining a Bachelor of Music and a Masters in Business Administration, Karin specialised in the Violin and performed and Lead West Glamorgan Youth Orchestra and University Orchestra, she was also a member of the National Youth Orchestra of Wales.

Karin had a successful career in the field of Arts Management as the Development Foundation Organiser for the Royal Welsh College of Music and Drama and as a Specialist Music Researcher for television working with S4C and BBC Wales. She has previously worked as a freelance violinist and has played and lead in a wide variety of ensembles.

Currently, Karin is the Head of the Swansea Music Service and is the National Music Service for Wales, Regional Chair for the Mid and West Wales Region.



Aled Mainwaring

Music Therapist, Swansea Music

Aled Mainwaring is a multi-instrumentalist from Carmarthenshire, Wales, who has a background in music production and a Master's degree in Music Technology.

Aled has experience of working with charities for several years, teaching guitar, bass, drums, piano, ukulele and music recording to people with learning, physical and mental difficulties. This experience led him to train for a Master's in Music Therapy where he qualified as a HCPC registered Music Therapist in 2019.

Since 2022, Aled has been working with Swansea Music providing music lessons and music therapy to primary and secondary schools in both mainstream and ALN whole class settings. Work at Swansea music includes working at a PRU (pupil referral unit) providing music therapy on a one-to-one basis.



Claire Mainwaring

Team Leader, Swansea Music

Claire Mainwaring is a Team Leader and Woodwind and Brass Specialist with Swansea Music. She attended Cardiff University School of Music and has 17 years of teaching experience.

As well as teaching Woodwind and Brass, Claire has also branched out into the 'First Steps' area of teaching (key stage 2), Swansea's 'PlayAlong' schemes and for the last 2 years has been a part of the music delivery at Maes Derw – Swansea's Pupil Referral Unit.



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Claire enjoys being part of the development of partnership projects and productions for young people in Swansea as well as the delivery of music training to upskill non-specialist teachers.

Louise Miles

Team Leader, Swansea Music

Louise is a peripatetic music teacher for Swansea Music, specialising in string teaching. Louise has been heavily involved with the development of the 'StringAlong' scheme which is part of Swansea Music's whole class 'PlayAlong' scheme, creating lesson resources and backing tracks.

Louise has been a peripatetic music teacher for 14 years and is currently one of Swansea Music's Team Leaders. As part of the management team at Swansea Music, Louise has enjoyed being part of the development of projects and productions. Louise also very much enjoys her role as a mentor for newer staff members.

Louise graduated from Cardiff University with a BA (hons) in Music and French, going on to Swansea Metropolitan University where she gained a PGCE. She enjoys conducting County ensembles and has also arranged music for many of the ensembles such as the Youth String Orchestra and Training Orchestra.

Louise is also passionate about the development and teaching of our youngest learners and has in recent years, worked extensively teaching whole class music to pupils in Reception, Year 1 and Year 2. She has also been known to teach Samba dance as part of the Samba workshop for schools!



What do environmentally sustainable practices within hubs and music services look like? Where are the barriers and what are the possibilities?

Sarah Whitfield

Research Lead, Music Mark

Dr Sarah K. Whitfield is Music Mark's Research Lead, who works to support and improve connections between music education research and practice in hubs and service, and to support digital literacy in the sector. She is also a music and theatre historian, researcher and practitioner based at the Royal College of Music. She uses digital humanities research methods alongside traditional archival research to challenge established narratives, focusing on uncovering the work that under-represented and minoritised figures do and have done in the arts.

Dr Ross Purves

Associate Professor of Music Education, UCL Institute of Education

Ross Purves is Associate Professor of Music Education at the Institute of Education, University College London's Faculty of Education and Society, where he contributes to master's, doctoral and secondary PGCE Music programmes. A Senior Fellow of the Higher Education Academy, Ross was previously Deputy Programme Leader for BA Education Studies at De Montfort University and led modules on arts and music education. Before entering higher education, Ross was course manager for music and music technology in a large English sixth form



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college and served as music subject coordinator for a school-led consortium for initial teacher education.

Ross has a range of active research interests including exploring effective ways of embedding climate and sustainability education within music. He has spoken on this theme at several recent music and higher education conferences and has just completed a book chapter for Routledge with practical suggestions for how music technology education might be made more environmentally sustainable. Beyond UCL, Ross serves as a town councillor and has been involved in a series of council and community environmental initiatives

Sound Connections and Faber Music research finding

Philip Flood

Philip has been Director of Sounds Connections since 2010. The charity supports music, arts and cultural organisations who work with young people to better understand their needs and include them in decision-making. Sound Connections has been supported by Youth Music since it was founded in 2002 and, since April 2023, one of the new ACE National Portfolio Organisations.



Joe Bates

Joe Bates is a composer, researcher, and educator undertaking a doctorate in composition at the University of York. He specialises in microtonality and cross-genre work; his practice-research interrogates how we think about tuning and tonality in contemporary composition. He is a music teacher and workshop leader with a decade of experience working in schools, music colleges, and higher education.

