

Haringey Music Education Hub

Business plan 2017 –2020

Summary

Haringey Music Education Hub (HMEH) is an alliance of schools, LA Music service, local, regional and national partners. HMEH Steering Group will undertake ongoing needs analysis to gauge the breadth and depth of current music education across the borough, identifying excellent practice, gaps in provision and resourcing challenges. This will form the basis of strategic planning and development of activities each academic year. HMEH will engage with Arts Council bridge organisations, helping to gather information on local activity and needs as part of any scoping activity and strategically respond to information gathered.

Analysis will take account of reports available from LA and other partners.

Opportunities will be evaluated with regard to:

- access to provision from across the various socio-economic, ethnic and ability groupings including consideration of provision for children with special educational needs, disabilities and children in care
- the quality and range of current provision provided by all partners
- potential new partners to be invited to join the HMEH
- integration of musical opportunities within the wider arts and culture offer
- signposting of progression/continuation routes between partners and to opportunities beyond those offered locally to meet specific needs including geographical access, styles/genres/instruments not currently offered and opportunities for higher level progression.

A range of strategic, project, funding and delivery partners will work together to ensure that the core and extended functions of the hub are addressed; underpinned by the mission to draw Children & Young People together, irrespective of their background, through musical activities and musical learning. HMEH will simultaneously develop the workforce through continuing professional development. All planning will continue to reference the National Plan for Music Education, published December 2011, and any subsequent publications, where relevant.

INCLUSION

It is recognised that some HMEH partners are nationally and internationally acknowledged experts in inclusive education, especially in connection with music and the performing arts. HMEH will seek to celebrate this expertise and disseminate good practice across the local area in such a way that we are widely known as a beacon of excellence.

Mission

The Mission of HMEH is to foster music-making and musical development for children and young people across the borough, removing barriers related to funding, opportunity and aspirations. Every young person should have the opportunity to discover his or her musical talent and develop it to its full potential. Engagement in music making with others will also aid social development, self-esteem and self-discipline. This will be achieved by close working relationships between HMS, schools and the variety of local delivery partner organisations, as well as involvement with regional and national partnership projects.

Our current areas of focus, announced in January 2017, are summarised by the acronym MEEK:

- **M**arketing – improving our online presence and general dissemination of information to stakeholders
- **E**quality – striving to give equality of access to all children & young people
- **E**xcellence – always endeavouring to aim for the highest possible standards of delivery and achievement
- **K**omposition – Composition-based projects with our own local twists

FIRST ACCESS

HMEH will continue to offer the WCET programme to all primary schools, providing *first access tuition and class ensembles* in strings, guitars, winds, brass and drumming. Partners will offer parallel opportunities in percussion, keyboards and a variety of instruments from various cultures. HMS Saturday Centre will continue to offer tuition and ensemble activities in keyboards, rock instruments, gospel choir and African/Caribbean drumming. The Saturday Centre will also continue to offer its *Melody Shakers* programme for pre-school children, focussing on basic vocal, rhythmic and melodic awareness. HMEH will engage with children's centres, community centres and other partners to widen participation in musical engagement for *pre-school children*. Schools will offer similar opportunities where there is demand and capacity, linking with hub partners to broaden the offer.

HMS has steadily increased level of participation in the WCET programme over the past 15 years, managing to match demand with capacity. The partnership between HMS and schools requires match funding from both. HMS will contribute 28% of tuition costs from the ACE music hub grant. HMS will continue to negotiate with all schools with KS2 children to encourage engagement with the WCET programme. HMS will audit all *whole class* tuition in schools not involved with WCET checking that programmes fulfil the remit of the *First Access* core value. HMS will continue to negotiate with Tottenham Grammar School Foundation which has been awarding grants to schools to pay for the instrument hire element of the WCET programme.

HMS will work with Special Educational Needs Music specialists to develop *First Access* programmes that are accessible to children with moderate (MLD), severe (SLD), profound and multiple learning difficulties (PMLD). These will especially address the challenges associated with limited motor skills and other physical disabilities.

PROGRESSION

The progression route beyond the compulsory year 4 WCET programme begins with the optional "Year 5 Continuers" programme, giving all children the opportunity to continue learning the same instrument as they did in year 4. They are then phased into the individual/paired tuition programme from year 6, with invitations to termly Fun Days (one for each of the 4 WCET instrumental groups – strings, guitars, brass/wind, drums) which draw emerging young musicians together from across the borough for a day of ensemble playing, culminating in a concert for parents and encouragement to join one of the weekly Haringey Young Musicians (HYM) training ensembles. The Fun Days are very well attended with typically 50 to 90 participants.

HMEH recognises that *Progression* is not necessarily limited to the concept of improving skills and is more broadly defined as continuing opportunities to experience musical activities beyond *first access*. This definition recognises the challenges of providing opportunities to continue a young person's musical journey where physical or cognitive learning difficulties limit progress in the more traditional sense; or limits to mobility/access to transport necessitate consideration of satellite programmes beyond the central activities. This definition also encompasses providing opportunities to acknowledge alternative styles, genres, traditions and instruments to those experienced in the *First Access* programmes and the complex challenges of Transition between the primary and secondary phases in particular.

ENSEMBLES

HMS will continue to encourage WCET Continuers to attend Fun Days and progress onto membership of an appropriate HYM ensemble or ensemble experience offered by a HMEH partner. For each genre, there will continue to be at least 2 HYM Training Groups running each week after school on different days and in different locations to maximise uptake (see appendix with complete HYM ensembles programme). HMS Saturday Centre, Fortismere Saturday Centre, New River Studios and other partners where appropriate will offer ensemble experience in vocals, keyboards, rock instruments, ethnic and folk genres. Schools will be encouraged and supported to form ensembles. HMS will offer progression routes from training ensembles into a variety of intermediate level groups as appropriate, reviewing capacity and demand on a regular basis. HMEH will also offer senior level groups as a natural progression from previous learning and membership.

SINGING

HMS will work closely with schools to continue developing the Singing Strategy aiming for every child to sing regularly and with increasing quality/complexity. This will involve CPD opportunities for school-based teachers; an enhanced offer of support from visiting HMEH staff; an on-going programme drawing schools together for singing events; emphasis on the best practice of singing being at the core of every music lesson, including instrumental learning; a commitment to annual large-scale musical events involving massed singing; development of local resources; signposting to excellent resources available online and in other published forms. HMS Primary Music Specialist will work closely with Secondary Music departments and other partners to continue developing widely accessible, high-quality singing experiences for CYP in Haringey. Particular attention will continue to be given to groups less often engaging with singing, e.g. boys at secondary level.

HMEH recognises that some CYP are non-speakers, users of sign language or have significant difficulties in vocalising or singing in the traditional sense. CYP will be encouraged to find their voice in whatever way is possible given their personal circumstances (including signing and non verbal vocalisation) with the ambition of achieving a **truly inclusive** singing strategy.

TRAINING

Continuing Professional Development (CPD) will be offered, available to school-based staff and HMEH tutors according to need, based on strategic planning decisions made by HMEH steering group. These will be jointly organised with other local hubs as appropriate, including continued engagement with the **Music8London** group of hubs. CPD will be facilitated by experts from within HMEH and bought in when this is not possible. Music CPD will continue to be offered to NQTs as part of the LA induction programme, Safeguarding briefings will continue to be compulsory for all new teachers working for HMS. WCET programmes will continue to include team-teaching and mentoring of new recruits with a view to training them to be future leaders. HMEH partners have a wealth of experience and expertise within their ranks and we will seek to share this more widely through the coordinated CPD programme. HMS will further develop its own QA programme by designing a programme of support observations of freelance peripatetic teachers making use of local consultants and seeking to fund all or part of this programme through additional grant funding.

Training programmes will also be maintained in music education related Health & Safety, First Aid, Leadership, Management and Administrative skills, via various local, regional and national organisations including Haringey Council and Music Mark.

INSTRUMENT HIRE/LOAN

HMS is currently the principle provider of affordable and subsidised instrument hire in Haringey and instruments are made available to any young musician (up to 18 years old) meeting at least one of the following criteria:

- learning to play through HMS individual/paired tuition or a similar HMEH partner programme
- learning to play as part of WCET or a similar HMEH partner programme (hired to school)
- member of a HYM or a similar HMEH partner ensemble

- attending a Haringey maintained school and playing in school

Where HMS, or any HMEH partner has unused instruments, they will be made available for hire/loan to any young musician resident or attending school in Haringey, subject to the instrument needing to be recalled if it is needed for someone who satisfies the main criteria above. In operating this principle, the hub will seek to avoid wastage by organisations having stores with several rarely used instruments.

HMS will also continue to offer the Assisted Instrument Purchase Scheme, allowing parents/carers to purchase new instruments VAT free via Haringey Council. HMEH will also signpost the Arts Council *Take It Away* scheme where appropriate.

LARGE SCALE/HIGH QUALITY EXPERIENCES

HMEH will continue to offer access to and participation in **large-scale and/or high quality music experiences** for pupils through programmes such as Apollo Music, English Pocket Opera Company, visits to professional concerts, partnership projects with professional music groups (e.g. Royal Philharmonic Orchestra, London Sinfonietta), partnerships with performing venues (e.g. Wigmore Hall, Royal Albert Hall, Alexandra Palace) and ambitious borough-wide showcase events featuring hundreds of young performers alongside visiting professionals. We will aim to have at least one large-scale event each year. HMS will continue to run the annual “Haringey Schools Music Festival” and “Mini-MASSIVE” series of concerts each June/July.

HMEH partners will share expertise and develop a programme of educational demonstration performances in schools to allow CYP to see and hear professional/advanced performers with a view to exciting interest in learning to play a musical instrument and recruiting learners of less popular or less accessible instruments, e.g. the *Endangered Species* concerts.

OBJECTIVES, TASKS AND MILESTONES

HUB ROLE	OBJECTIVE	TASKS	MILESTONES
FIRST ACCESS	All children participate in WCET or equivalent in year 4	<ul style="list-style-type: none"> • Increase HMS WCET uptake • Evaluate alternative provision offered by partners • Develop First Access provision for MLD, SLD & PMLD • All Year 4 children have access to WCET or equivalent 	<ul style="list-style-type: none"> • 80% of Year 4 classes across the LA participating in HMS WCET programme. • Non-participants running their own equivalent programmes with alternative providers
PROGRESSION	All children have affordable opportunities to continue learning an instrument after year 4	<ul style="list-style-type: none"> • Creative programmes of provision and funding to enable unhindered, appropriate progression, both in individual learning and pathways into wider ensemble playing • WCET Continuers programmes in all schools and extended to year 6, as well as year 5 • Signposting to partner opportunities for out-of-school musical progression programmes • Continued programme of HMS <i>Fun Days</i> • Develop parallel opportunities for those physically unable to access above programmes • Focus on <i>Transition</i> to secondary phase and maintaining/continuing musical journeys wherever possible • Attempt to quantify and evaluate indirect progression which is not directly related to the first instrument studied 	<ul style="list-style-type: none"> • No child stopping to play an instrument for financial or logistical reasons • Additional opportunities to widen geographical access • High instance of continuity of instrumental music learning from KS2 to KS3 and accurate tracking wherever possible • Feedback from schools about longer term benefits of WCET/First Access where CYP have not continued their 1st instrument but have gone on to achieve in other musical disciplines
ENSEMBLES	Broaden current provision and raise awareness of opportunities	<ul style="list-style-type: none"> • Incorporate partner activities into the HYM programme and publicise widely • Develop new ensembles in and out of schools to meet demand 	<ul style="list-style-type: none"> • Evidence of ongoing successful recruitment to current ensembles • Evidence of participation from across the LA

		<ul style="list-style-type: none"> • Support schools and partners in provision of ensembles • Address issues of geographical accessibility • Develop “Haringey Vox” junior choir • Further develop entry level ensembles at Saturday Centre 	<ul style="list-style-type: none"> • HMS support for school-based ensembles • Increase in localised, area-based, out of school ensemble provision • Junior “Vox” choir running for year 6 (and younger where appropriate) • Secured funding for ongoing work at Saturday Centre
SINGING	Singing at the heart of all music making. High standards of singing aspired to and achieved	<ul style="list-style-type: none"> • Widen awareness of the importance of singing and of its role at the heart of all music learning • Tie together various strands in schools and partner programmes • Ensure all forms of singing are recognised and celebrated, including a broad variety of styles and recognition of non-verbal communication • Develop culture of excellence 	<ul style="list-style-type: none"> • Wide participation in programmes and projects that bring schools together for singing experiences • Evidence of focus on progression and quality as well as basic participation • Evidence of wide variety of styles/genres • Singing at the heart of all music making
TRAINING	Provide relevant training for music teachers from across the spectrum of curricular (school-based), peripatetic (music service) and practitioner (other partners)	<ul style="list-style-type: none"> • Jointly planned and delivered training opportunities drawing together partner needs, skills and experience • Broadening opportunities to link with other hubs and wider organisations • Engage with relevant training programmes to ensure continuing and improving high standards of teaching, administration, safety, management and leadership • Programme of school support visits to cover all schools, using School Music Education Plan 	<ul style="list-style-type: none"> • Wider participation from school representatives in Music CPD conferences • More CPD conferences for instrumental teachers in conjunction with Music8London partners
INSTRUMENT HIRE/LOAN	Every young person learning to play a musical instrument as part of HMEB extended activities has access to an appropriate	<ul style="list-style-type: none"> • Maintain sufficient numbers and quality of instruments available to support all programmes • Continue and further develop arrangements for the sharing 	<ul style="list-style-type: none"> • HMS to monitor needs and procure instrumental stock with consideration to value for money, quality and durability

	instrument to loan or hire at an affordable price	of resources to optimise services and reduce costs	<ul style="list-style-type: none"> maintaining stock and ensuring effective systems to log hires and loans
LARGE SCALE/HIGH QUALITY EXPERIENCES	<p>Combine HMEH partner performances and jointly organise ambitious projects giving CYP access to exciting and inspirational performance opportunities.</p> <p>Establish and promote an annual large scale schools music festival in an iconic venue</p> <p>Develop a series of extended projects to develop the “Komposition” area of focus</p>	<ul style="list-style-type: none"> Strategically plan a broad range of projects with delivery partners, ensuring wide access across Haringey and high quality experiences Plan large scale festivals celebrating the variety and breadth of activities within HMEH, including schools Develop a programme of in-school demonstration performances to broaden opportunities for CYP to hear live music and consider learning an instrument Support and promote projects focussing on various aspects of musical composition 	<ul style="list-style-type: none"> Large scale festivals in Royal Albert Hall and Alexandra Palace, organised by HMS Various major projects and events linking with partners and drawing down additional funding Termly large-scale performances drawing together a variety of HMEH ensembles Continue to engage with Mayor’s Music Fund and other awarding bodies to develop partnership projects with professional arts organisations and neighbouring hubs

The Context: Needs Analysis

Continued strategic analysis will help to identify gaps in provision and duplication of opportunity where this is not necessary. **This analysis will be undertaken by HMEH Steering Group in conjunction with schools and other partners.** Regular dialogue with **Music8London** will also seek to ensure that all individual needs are met and that funding is not wasted in unnecessary duplication. It is noted that some duplication is necessary, particularly where travel is a barrier to access, or capacity is an issue (e.g. the practical size of an ensemble). Duplication of resources will also be kept to a minimum by coordinating procurement and encouragement to share equipment, facilities and staffing wherever appropriate and convenient. Regular and open dialogue between all HMEH partners, led and facilitated by HMS as lead partner, will increasingly move schools and organisations away from silo working and develop a common purpose in offering a co-ordinated programme of opportunities.

HMEH will collect evidence, individual stories and monitor the progress of CYP in all its programmes to inform future, strategic decision making and provide data required for on-going and additional funding streams. This information will provide analyses according to musical opportunities, socio-economic circumstances, ethnicity, disability status, gender and other relevant indicators. **The views of CYP, teachers, schools and partner organisations will all be taken into account and collated.**

Governance

As lead partner, Haringey Council (represented by Haringey Music Service- HMS) will take ultimate responsibility for governance and financial matters. HMEH Steering Group will meet once per academic term to discuss and plan:

1. Approval of Business Plan
2. Practical opportunities to develop partnerships
3. Funding of new activities in line with HMEH objectives
4. Monitoring of all HMEH activity
5. Use of hub funds
6. Large scale collaborative projects

HMEH Steering Group to be chaired and convened by Head of HMS

Human resources

Leadership:

HMEH is led by Haringey HMS (the LA Music Service). The Head of Service is answerable for all HMEH activity to:

- Arts Council England
- Haringey Council
- HMEH Steering Group
- All HMEH partners

For operational efficiency, HMEH activity to be coordinated by HMS, subject to Steering Group approval and relying on frequent, open dialogue with all stakeholders to ensure common aims are met.

Tutorial Staff:

- 11 secondary school music departments, with 25 FTE music specialist staff
- 62 primary schools. 26 with dedicated music specialist staff and 36 with music coordinators
- 4 special schools, 2 with dedicated music specialist staff
- Music Service, including 6 music specialist staff in core team and 160 peripatetic teachers on sessional panel – all recruited,

- vetted and quality-assured by Haringey Council
- 16 local delivery partners with a total of 28 music specialists
- 7 regional partners with a range of specialist teaching staff

Key partners are local schools and non-LA local music education providers. Hub management is led by HMS and governed by HMEH Steering Group. **Music8London** neighbouring hubs are key strategic and delivery partners.

CPD needs analysis and subsequent planning to focus on sharing of good practice and closer alignment of recruitment and quality assurance standards.

Singing Strategy

HMEH has a clear *singing strategy* that identifies singing at the heart of all musical activity.

- All WCET schemes of work emphasise the importance of singing and repertoire is designed to incorporate singing that reinforces learning objectives. Most WCET pieces have a singing element
- Good practice dictates that all curricular music lessons should contain a singing element
- Job Description for HMS *Primary Music Specialist* identifies targets for coordinating a series of *singing days* and other initiatives which are designed to bring CYP together from a variety of schools to sing to and with each other, led by vocal specialists. These are organised at least twice a term and highly valued in schools
- Secondary schools are supported to finance ensemble activities in addition to one-to-one and paired tuition, including choirs led by HMS/HMEH practitioners.
- A key strategy for HMS and all HMEH partners is to move beyond the basic objectives of large numbers of CYP singing to focussing on the *quality of singing* via training opportunities, mentoring and frequent project opportunities centred on singing and vocal coaching.

Budget/Financial Projections

See attached document HMEH budget 2017-2018 showing HMS income and expenditure.

Communications Strategy

Communication is a key to the success of HMEH, should be two-way (what is available; what is requested; what to celebrate), make use of available technologies and existing networks and be tailored to different audiences:

AUDIENCE	METHODS	FREQUENCY
Families, Children & Young People	<ul style="list-style-type: none"> • Websites (with links to each other) • Local press • Printed information via schools and centres • Canvassing opinion via surveys 	<ul style="list-style-type: none"> • Press releases at least once per term • Web sites updated regularly • Information to schools updated at least once per year
Schools	<ul style="list-style-type: none"> • Schools' Forum • LA communications • Email • Website • Hub e-bulletin 	<ul style="list-style-type: none"> • Information updated at least once per term
Community	<ul style="list-style-type: none"> • Websites (with links to each other) • Local press 	<ul style="list-style-type: none"> • Annual push to heighten awareness and celebrate success
Funders	<ul style="list-style-type: none"> • Applications • Reports • On-going strategic dialogue 	<ul style="list-style-type: none"> • Annual reporting • End-of-project summaries • Applications as appropriate
Local Authority	<ul style="list-style-type: none"> • Line management meetings 	<ul style="list-style-type: none"> • Monthly

	<ul style="list-style-type: none"> • Reports to directorate • Budget monitoring • Invitations to performances 	
Partners	<ul style="list-style-type: none"> • Via Steering Group • HMEH e-bulletin • Group emails • Project planning meetings • CPD sessions 	<ul style="list-style-type: none"> • At least termly and more frequently for specific projects

Fundraising and Development Plan

Fundraising Strategy:

Local schools are key partners in funding HMEH activity. The normal model for funding activity based in school is for HMEH to cost the activity in detail, allocate a proportion of hub funding to the programme, engage with external partners to identify additional funding streams, then present the offer to schools with an affordable school contribution.

HMS will continue to engage with Schools' Funding Forum to request funding from the Dedicated Schools Grant. This is not anticipated to be available beyond 2017-18

HMEH will continue to work closely with Tottenham Grammar School Foundation, National Youth Arts Trust and other funding partners to support the ongoing WCET programme and short-term projects. HMEH will continue to engage with Haringey Young Musicians charity to support HYM specific activities. Other past, current and prospective funders supporting partnership projects include Greater London Authority, Mayor's Music Fund, **Music8London** hubs, Arts Council England, Youth Music.

RISK REGISTER

CATEGORY	RISK	MITIGATION
First Access	<p>It may not be possible to ensure that every school engages with the WCET programme as head teachers sometimes have different priorities regarding curriculum time, financial resources, value of music</p> <p>HMEH partners do not have enough expert capacity to meet demand for WCET delivery</p> <p>Decreased funding to schools limits willingness/ability to contribute to WCET programme.</p>	<p>HMS to ensure that all schools are fully aware of the requirements of the <i>National Plan for Music Education</i> and <i>benchmarks</i> laid out for each Key Stage. This task will be tackled in conjunction with HMS <i>School Improvement Service</i> partners</p> <p>HMEH will investigate outsourcing to external organisations with a good track record to meet demand if it cannot be met from within</p>
Progression/ Ensembles	<p>Some children and young people will not be aware of ensemble opportunities available</p> <p>Physical access to ensemble provision is a barrier to engagement</p> <p>Parents/carers unable/unwilling to pay membership fees</p>	<p>HMEH will work closely with all partners, especially schools, to ensure good publicity of opportunities available</p> <p>HMEH will strategically plan and implement provision in alternative venues where it is judged that this will increase participation and meet the needs of those who are unable to travel far</p> <p>Strategic decisions will be taken when setting membership fees and if they should be abandoned altogether in certain cases</p>
Engagement	<p>Schools that become academies do not see the need to engage with what are perceived to be LA services</p> <p>Schools choose not to engage with HMEH and prefer to make their own arrangements for music education</p>	<p>HMEH will encourage full engagement with a view to widening hub membership where suitable alternative provision has been sourced by schools, in order to maintain the vision of joined-up services and strategy for music education in Haringey. Attention will be drawn to the benchmarks in NPME</p> <p>Use peer pressure (e.g. recommendation from participating schools). Face to face meetings with Head Teachers. Ensure all schools are fully aware of the implications and expectations of NPME</p>

Training/Quality	<p>Quality Assurance of provision is harder to achieve as more partners become involved</p> <p>Variable quality of provision from hub partners and external providers</p>	<p>Coordinate and plan strategically to strengthen Quality Assurance, increasing access to relevant CPD and sharing of good practice for all involved. Heightened awareness of benchmarks in NPME</p> <p>Agree minimum standards expected of all practitioners providing music education in Haringey. Expand HMS QA programme, to include evaluative observations of all hub activity. Clear expectations written into all agreements relating to music education of young people within the local area</p>
Funding	<p>Demand for WCET places too much strain on the ACE hub allocation</p> <p>Schools unwilling to pay their contributions</p> <p>External funding bodies place demands on expectations and outcomes</p> <p>Costs overrun</p> <p>Funding is stretched as more partners engage with HMEH</p> <p>Hub funding is not sufficient to meet all requirements to deliver core roles</p>	<p>Numbers of participating schools and classes negotiated well in advance. Forward projections cautious to allow for higher than expected demand and anticipating staged growth</p> <p>Relationships governed by SLA. School contributions kept very competitive to encourage participation</p> <p>Pre-project negotiations and planning transparently take appropriate account of all stakeholders' expectations</p> <p>Regular budget monitoring and open dialogue minimises risks and early alerts allow for strategic decisions to counter the unexpected</p> <p>Budget to ensure equity in the distribution of any funds and draw down additional funding from a variety of local, regional and national bodies as well as seeking economies of scale</p> <p>Match-finding will be applied to all new projects and programmes. Due observance given to the decrease in ACE funding over the duration of the grant and budgeting will seek to make good any anticipated shortfalls due to</p>

	<p>Conflict between LA requirements and DfE/ACE requirements regarding governance or financial priorities.</p> <p>Cessation of DSG retained funds being available to HMS.</p>	<p>rising costs as well as decreasing income</p> <p>Open communication and dialogue, brokered by Head of HMS</p> <p>Discussions with Schools Forum and LA regarding policy of subsidies for those entitled to free school meals and negotiations to use Pupil Premium funds to continue availability of these subsidies. Another possible solution will be to launch an annual membership fee, which would provide funds to support subsidies. Another solution would be to negotiate with the LA to dispense with the requirement to fund other services and/or adjust the amount we charge schools for their contribution to the WCET programme. A combination of these solutions will probably be the most prudent solution.</p>
<p>Partnership</p>	<p>Some partners pay higher rates than others to their practitioners</p> <p>Resistance to working in full partnership</p> <p>Partners do not fully accept HMEH/HMS leadership and work without relating to the hub.</p>	<p>Openly discuss appropriate rates with all partners and wider music education community, inc. neighbouring hubs, to benchmark and strive for best value and fairness</p> <p>Broker open and supportive relationships extolling the virtues of cooperation and a strategic, collaborative approach</p> <p>Engage with schools in the first instance, building excellent working relationships and supporting the work of school-based staff, encouraging schools to engage directly with HMEH, especially where value for money is clearly evident in addition to quality assurance</p>

Peter Desmond
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Haringey Council

03/11/2017

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APPENDIX HARINGEY YOUNG MUSICIANS PROGRAMME – FEBRUARY 2017

