

Tri-borough Early Years Music Consortium: Evaluation Report

Executive Summary

Tri-Music Together Phase 2 2019-2021

The strategic, entrepreneurial leadership of TMT2 has enabled growth and innovation during the time of the Covid-19 pandemic

Executive Summary

- High quality continuing professional development courses are effective in changing levels of knowledge and understanding about music and early learning.
- Relationships and communication have been fundamentally important to this strategic project's success.
- Building strong, trusting relationships with local authority key personnel has been a significant outcome for music in early childhood in the Tri-borough and is a model for EY MEH strategic projects.
- The creation of practical, free, online resources for both the early years and music education sectors represents significant legacy.
- Building relationships with the wider music education sector has been fruitful, made possible by the Head of a Music Hub as one of the strategic leaders of TMT2. In addition, both Nicola Burke and Stuart Whatmore are strong and visionary leaders, holding 'the bigger picture' in mind throughout the project.
- The delay in the refreshing of the NPME has resulted in a state of uncertainty, and a lacuna in thinking and planning for EY at a strategic level. This has the potential to significantly affect the future of young children's music provision in the short and medium term.
- Covid-19 affected the original vision for this phase of TMT. Outcomes were amended or paused.
- Organisations working in partnership can pool resources and offer more, to more people. Fundamentally important to the success of joint ventures is a deep, shared ethos established over time.

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Acknowledgements

Abbreviations

The following abbreviations are used in this report:

- BLM - Black Lives Matter (a term that emerged in 2019 as a result of social activism in response to the murder of George Floyd)
- CPD - Continuing Professional Development (the TMT training programme sessions)
- ECME - Early Childhood Music Education (early childhood refers to birth-five years and music educators work across the entire phase).
- EY - Early Years (a term used in England to refer to 3-5 year olds)
- EYFS - Early Years Foundation Stage (the statutory framework for early childhood education and care in England)
- EYP - Early Years Practitioners (educators working in settings for children aged 0-5 years)
- LBHF - London Borough of Hammersmith and Fulham
- LEYMN - London Early Years Music Network run by Sound Connections
- NPME - National Plan for Music Education
- RBKC - Royal Borough of Kensington and Chelsea
- TBEYMC - Tri-borough Early Years Music Consortium (the full title of the TMT project)
- TBMH - Tri-borough Music Hub
- TMT - Tri-Music Together phase 1 (2016-2018)
- TMT2 - Tri-Music Together phase 2 (2019-2021)
- WCC - Westminster City Council

Introduction

An Early Years Music Project led by the Tri-borough Music Education Hub



The Tri-borough Music Hub (TBMH) is the award-winning lead organisation that oversees the delivery of music education in the three West London boroughs of Hammersmith and Fulham, Kensington and Chelsea, and the City of Westminster. We work with schools, pupils, music educators and the community to provide engaging music activities for children and young people across the three boroughs. We are a centralised Local Authority service which receives core funding from the Department for Education via Arts Council England. We operate a shared-services model across three Local Authorities to deliver an expansive programme of musical learning, in and out of school.

At the heart of the Tri-borough Music Hub's mission is the provision of *"progressive musical pathways and opportunities for all to develop a life-long love of music..." with the vision "...for every child or young person to be able to access enriching and relatable musical experiences, whatever their age, ability, or life circumstances."*

(Tri-borough Music Hub Strategic Overview 2021).

This overarching vision enabled the Hub to lead on the formation of a consortium of partners (see following page for more detail) comprising other arts organisations and local authority early years advisory teams. Together they applied to Youth Music for the funding of a two-phase early years music project, under the title of Tri-Music Together.

*Youth Music funded this work from 2016-2018 (TMT phase 1) and 2019-2021 (TMT2 phase 2). Their funding across the five years of the project was £205,000 (with match funding from the consortium of £44,000).

*Youth Music awards grants - supported by the National Lottery via Arts Council England - to run both music-making projects or those that create career progression opportunities in music. They have been one of the principal funders of early years music projects since the 1990s.

The consortium

About the Tri-borough Early Years Music Consortium

The Tri-borough Music Hub drew in partners to form the Tri-borough Early Years Music Consortium in 2015 - this consists of 16 partner organisations comprising of EY services and music/arts organisations, all committed to and invested in EY music.

The aim of the consortium is to support and develop EY music practice and provision. With funding from Youth Music, the consortium created a large workforce development project called Tri-Music Together. The partners of the consortium are:

- Bi-borough LA School Standards, Children's Services (Westminster; Kensington & Chelsea)
- Chickenshed Kensington & Chelsea
- Creative Futures
- Hammersmith & Fulham LA Children's Services
- Inspire-works
- Music House for Children
- Royal Albert Hall
- Royal College of Music
- Sound Connections
- The Voices Foundation
- Tri-borough Music Hub
- Wigmore Hall
- WCC Children's Centres
- LBHF Children's Centres
- RBKC Children's Centres
- Tri-borough Library Services

Consortium Partners

Tri-borough Early Years Music Consortium - Arts Partner Organisations (click on logos to find out more)

CHICKENSHED
THEATRE CHANGING LIVES



Royal Albert Hall



ROYAL

COLLEGE

OF MUSIC

London



WIGMORE HALL
Learning

the voices foundation

transforming children through singing

TMT 2019-2021

Tri-Music Together, Phase 2 - 2019-2021

A strategic workforce development project acting as a change agent for both early childhood education and early childhood music sectors

Background

This report covers phase two of a successful strategic project. The entire project (phases 1 & 2) demonstrates five years' investment in EY music in one locale, with substantial legacies as a result. The project has been led by Nicola Burke (EY strategic Lead) and Stuart Whatmore (Head TBMH)

Legacy from Phase one (2016-2018):

The report for phase one can be found [here](#). It delivered significant outcomes:

1. Musical Development Matters has been hugely successful in both the early education and music arenas (downloaded 35, 000 times at Jan. 22)

Areas for continued development in phase two (2019-2021) were:

- 1) To consolidate the learning from the consortium of partners - a safe space to share had been created, but the end of phase one seemed like the beginning of real joint-working possibilities that needed more time.
- 2) To share the learning from phase one with other Music Education Hubs .
- 3) To develop an audit tool for early childhood settings to assess their music provision.

Phase two: TMT2 was launched in January 2019 with the following aims:

- to build on the successes of the EY workforce development programme of phase one, expanding to include KS1.
- to continue to improve the consortium partners' EY music making.
- to offer packages of support and CPD for Music Education Hubs to work on developing their EY music strategy.
- to trial sustainability models.

The unforeseen challenge of Covid-19 meant that the TMT2 project proposal had to be amended, with some aspects paused, to enable the most effective use of resources and to meet the immediate needs of the workforce. This report presents the successes of TMT2 which have been significant in spite of this unpredictable event.

Programming and Partnerships

Events reached out, partnerships strengthened, and the advisory role to both the national music, and early education landscapes grew.

What do we think we have learned from being involved (legacy)



image: TMT consortium meeting jam board

Successes were as follows:

- The effective shift to online CPD activity.
- Adopting a flexible approach to programming events to meet the changing needs of Covid-19 restrictions, and in response to BLM (Learning Points [found here](#))
- Highly relevant cutting-edge events with:
 - Participants from disciplines beyond early childhood education and EY music.
- The growth of trusting relationships with consortium partners which resulted in:
 - Collaborative offers of CPD and network events.
 - Relationships have strengthened and deepened with Local Authority partners. This is a sea change.

”

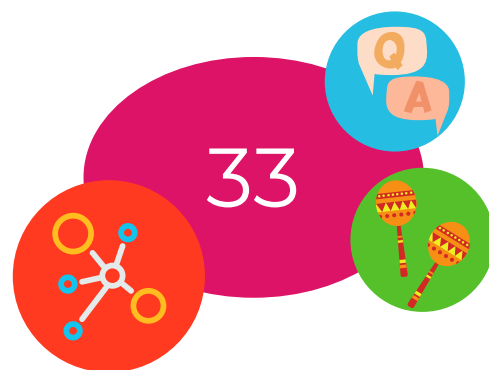
“It's made me question the origins of the music and range of repertoire I use.”
CPD Participant

Moving from sector-leading, to ground-breaking EY Music CPD. Trusting relationships leading to sector change.

TMT2 Programme of CPD activity

33 CPD courses across four strands

"I was empowered to continue standing up for racial injustice and for equality whenever I get that feeling that something isn't quite right."



Strand One - Responding

Responding flexibly, swiftly and creatively to the impact of Covid-19, new courses were created, some related to the **Equity, Diversity and Inclusion** agenda including the following courses:

- 2 X Decolonising music in the early years
- 1 X Responding to adversity
- 1X Exploring Unconscious Bias
- 1 X Inclusion and Diversity



Strand Three - Connecting

TMT2 scheduled sharing sessions for music practitioners:

- 1 X Drumming for health & wellbeing
- 2 X Exploring online approaches for early years music

In partnership with Sound Connections (LEYMN):

- 4 X Sharing sessions
- 1 X LEYMN coaching session



Strand Two - Continuing

TMT2 music-related courses attracted both early childhood educators and musicians. Courses included:

- 4 X Musical Development Matters
- 1 X Championing Music (3-day course)
- 10 other music related courses including:
 - Insight into Music Therapy
 - Music in the EYFS (for Childminders)
 - Delivering early years music online



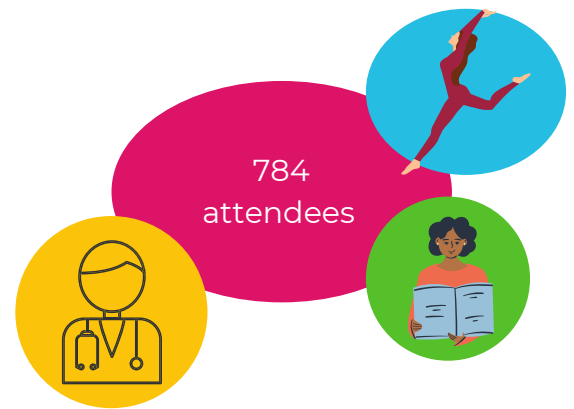
Strand Four - Informing

Courses relating to **early childhood education** were offered during 2019 continuing the intention to inform and grow knowledge and understanding across the sector:

- 2 X Characteristics of Early Learning
- 2 X Early years development and pedagogy

TMT2 CPD Participants

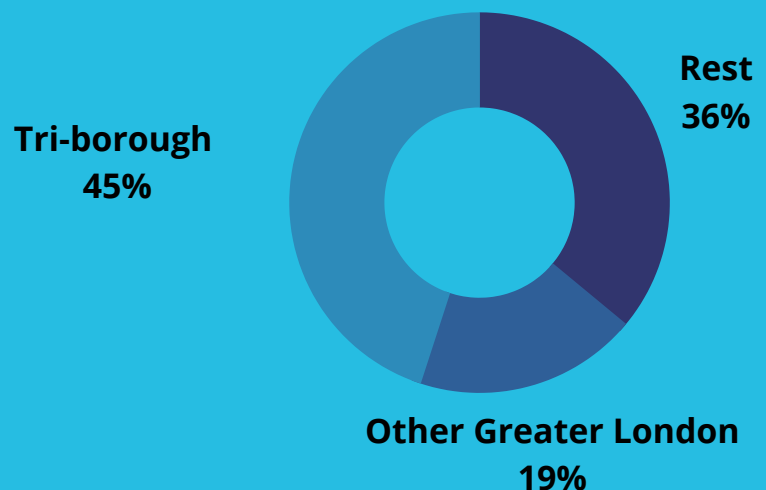
CPD Participants came from:
music-arts, health, and early
childhood sectors



Our Participants

Arts Organisation 10
Charity 2
Childminder 10
Children's Centre 2
EY Consultant / HE 2
Libraries 4
Maintained setting 93
Museum 1
Musician 11
Music Education Hub 24
Mother 1
NHS 4
TBEYMC Partner 44
PVI EY Setting 89
Student 4
Unemployed 2
No response 27
Total 435 participants

(Total N=784
attendances, some
participants attended
multiple times)



**64% (n=505) of 784 attendees at
TMT2 events were London-based
participants**

Measuring impact

Success indicator	CPD session	Avg. % change
Increased knowledge and understanding of early childhood music	Musical Development Matters, Championing Music (3-day course)	<ul style="list-style-type: none">• 44% - 58% change in Knowledge• 57% change in Understanding
Increased knowledge and understanding of early childhood education	Characteristics of Effective Learning	<ul style="list-style-type: none">• 50% change in Understanding of Characteristics of Effective Learning

"Ask myself more questions about the 'what' and 'why' I'm doing things."
Impact of Characteristics of Effective Learning for CPD participant.

"Think more about my own preconceptions with regards to young children's musicality."
Impact of Musical Development Matters for CPD participant

High quality Continuing Professional Development can significantly change participants' perception of their knowledge and understanding.

TMT2 Consortium activity

TMT2 allowed for strengthening of relationships amongst the consortium of partners.

(all quotes from partners' exit questionnaire)

01

Increased trust & understanding

On the benefits of consortium membership:

"Collaboration, feeling of belonging, support and professional value during lockdown and afterwards."

Most significant for change to the sector has been the relationships built with Local Authority strategic leaders.

02

Five commitments

An appreciative inquiry exercise involving each arts partner investing their time to dig deeper with Nicola to assess the characteristics of their practice led to the consortium's five commitments to EY music.

03

Recognition of value

"...value in continuing to meet as a peer group after the project finishes. Mainly the strength of the link between cultural organisations and the LAs is something that I think is quite rare and valuable"

The consortium plans to continue meeting. Relationships take time.

04

New models of partnership

Joining resources led to more effective sharing and CPD offers.

"The consortium projects have cemented the beginnings of a much greater, more lasting project...to sustain a shared vision of music for all young children and the sector overall. "

Music Education Hub collaborations

"We will support [EY music] ...anyway, not because of the National Plan but because it is the right thing to do."
MEH Lead

”

On use of of the Toolkit:

"I think it helps to provide clarity on how we envisage a progression pathway into primary education and therefore how we can also support in the Early Years."

(See Appendix for full details of MEH collaboration)

TMT2 has contributed to increased awareness of EY amongst MEHs with the following:

- Online Practical Guide for Music Education Hubs - representing legacy beyond the lifetime of the project - already downloaded 60 times (Dec, 2021).
- Speaking at National Music Education Conferences.

Although this work was hampered by:

- Impact of Covid-19 for MEHs (2020)
- Delay to the refresh of the NPME leaving MEHs still with no formal requirement to include EY.

Strategic Activity

Resources, conferences, writing, and strategic meetings



Conferences

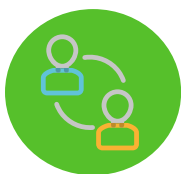
Speaking at national, sector-wide conferences raises the profile of EY music. Nicola and Stuart spoke at:

- Nursery World national Conference,
- Music Mark national conference
- Regional events across England.



Writing

Articles for Music Teacher magazine, briefing papers for Music Mark, and a contribution to "A Common Approach" helped situate EY music as integral to music education. These texts inspire and engage to influence music education's understanding of EY music



Strategic meetings

Meetings with:

- London Bridge Organisation,
- EY leaders in the LA Early Years Services
- Music Therapy team at Chelsea and Westminster Hospital
- CEO of Music Mark information sharing and dissemination to DfE.

Reaching out in order to develop strategic thinking across disciplines.



Online resources

Significant legacy has been achieved for TMT2 with the creation of the following online resources :

- [Toolkit for MEH](#)
- [Interactive online self evaluation tool for EY settings](#)
- [The Five Commitments to EY Music](#)
- [Learning Points for inclusive practice](#)

Conclusion

"Nicola has been fantastic as the Strategic Lead, taking Early Childhood music in a positive direction" Consortium partner A

"Nicola and Stuart are fantastic!" Consortium partner B

To change hearts, minds and actions you must start with enthusiasts who believe that ECME is an essential part of music education in the belief that those who follow will be able to use that learning and models as music education increasingly includes EY.

The Top Three Findings from TMT2 are:



Investment

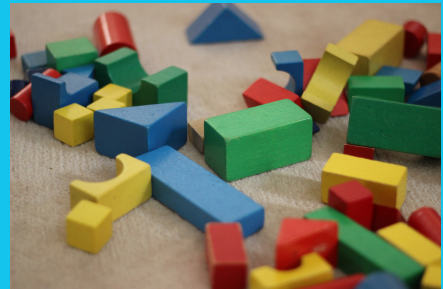
Long term investment in TMT shows that:

- Early Years music needs to be funded in an ongoing way for every child
- Relationships with key partners are essential and take time to develop

Practical Resources

Practical resources are blueprints for EY and music sector practice.

- Freely downloadable
- Speaking to the sector to improve practice



Models

TMT demonstrates myriad models of practice:

- Project design including consortium
- Collaborations for maximum benefit
- Local Authority EY partnerships
- MEH practical guidance

Appendix - Case Study Music Education Hub Collaboration with TMT2

Based on interviews with Dorset Music Service and a local EY arts organisation

This case study is based on interviews with Clair McColl (Dorset Music Service) and Jacques Verharen (B Sharp) carried out by Lyndall Rosewarne in 2020 and 2021.

In the Spring of 2019, Clair McColl of Dorset Music Service (part of Dorset County Council) attended a briefing on Music in Early Years hosted by Music Mark. Stuart Whatmore and Nicola Burke presented on their initiative (part of Triborough Music Together 2) aimed at getting Music Education Hubs ready to bring early years music into their remit.

Clair, who was new in post at the time, saw an opportunity. It was widely understood at the time that Early Years (0-5) would be added to the Music Education Hub remit following a refresh of the National Plan for Music Education (NPME) which was due to be published very soon.

The TBMH (charged for) offer came with support, training/mentoring. Clair felt that Dorset Music Service and wider hub was well placed to take advantage of the offer.

The timing was right for Clair and her new team. She had come from Devon Music Service and was keen to make a difference in Dorset. Her deputy also had an interest, having young children herself. The Local Authority Early Years Advisory Team were enthusiastic about music and became a key stakeholder for the strategy. They were well placed to identify areas of strong practice and those locations which needed help around music activity. The Music Service ran a survey in the summer of 2019 to try to ascertain where the potential delivery organisations were and to 'take the temperature' of the sector, they had 74 replies.

Clair called together a group of potential stake holders for an early years music working group. This included B Sharp and Babigloo, both delivery organisations.

Appendix - Case Study MEH Collaboration

Clair recalls that her aim was to find out whether partners were serious enough about early years music to give their time to a steering group. Right from the start, Clair did not envisage that the music service would do all the work or complete all the training. She points out that, although they are informed protagonists, they are not experts in the field of early years. The Music Service, in this context is an enabler and convener of the network.

Jacques Verharen, an experienced practitioner from B Sharp was commissioned to attend Tri-borough's training events with the idea that B Sharp would then cascade the training more widely in Dorset. B Sharp were already experienced in the field of early years music delivery and had developed their own approaches.

In Summer 2019, Jacques took part in Music Development Matters CPD and had further support from Nicola Burke.

As a result, B Sharp were asked by Dorset Music Service to oversee and run CPD in early years practice. They trialled training in Dorchester, Bridport and Weymouth. The groups were generally a mix from SEND, Primary but mainly pre-schools (often nervous about singing). Jacques says:

'The Tri-borough training came at just the right moment to help us plan and develop our training offer. We were able to show how the practice we had developed over time fits with the theory and approaches outlined in Music Development Matters, which itself links to the Foundation Stage Curriculum.'

Meanwhile Clair and her Music Service team were supported by Nicola Burke through the 'Developing Strategy' course, including one-to-one coaching and strategy planning sessions. Nicola also presented at Dorset's conference in March 2021 (originally scheduled for September 2019) and the training offer was launched. Clair designated a senior colleague Early Years lead for the music service and was keen to take a purposeful approach by writing a strategy for Early Years. This included the training to upskill the workforce (teachers and early years workers), developing centres of excellence, a bid for funding and an ongoing network of interested parties.

Appendix - Case Study MEH Collaboration

Clair shared the Music Development Matters documentation widely with partners and settings to generate interest in the training offer. In total 39 people attended the conference, 94 took up the training offer and overall, 133 EY workers were impacted by the training programme.

Reflecting on the impact of the initiative on B Sharp, as a stakeholder in the strategy, Jacques Verharen said ***'We are running CPD in locations around Dorset, meeting lots of people and able to talk about the quality of our work. This has led to more enquiries from more settings. Definitely very positive for B Sharp...'***

Although some plans to roll out further delivery and training in Dorset were impacted by the Covid pandemic, the vision and desire to enact the strategy is still there.

The team at Dorset MEH have clearly offered strategic leadership to the EY music sector across the county, they have raised questions around quality and knowing the theory that supports good practice. Moreover, they are now in a good position alongside the Local Authority Early Years Advisory team, to support the ongoing development of a thriving early years music sector, whether or not the remit of the hub changes to include 0-5s and that change includes extra funding.

This is a powerful example to other services who are hesitating given the delay to the NPME. It is possible for a Music Service to establish an ecology that supports early years music through exemplary partnership working.

Acknowledgements

Dr Jessica Pitt & Lyndall Rosewarne (independent evaluators) thank everyone that has talked to them about the project including: Early Years Practitioners, Music Leaders, Arts Administrators, Heads of Music Service, Consortium Partners and the Strategic Leaders of the project: Nicola Burke and Stuart Whatmore.

Tri-Music Together would not have been possible without the financial support from Youth Music and the commitment of the consortium of partners in working together with a vision for increasing access to outstanding music for every young child.



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