# Tri-borough Music Hub

# Who we are:

The [Tri-borough Music Hub](http://www.triboroughmusichub.org/) (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.

Alongside the three Local Authorities, the TBMH Strategic Partners are two internationally renowned organisations - the Royal Albert Hall and the Royal College of Music. In addition, a dedicated and quality-assured group of delivery partner organisations, with evidence of a successful track record, work to meet the TBMH’s strategic aims and positively contribute to our stakeholders. The TBMH is a music-specific service focused on high quality outcomes inclusive of all learners. It recognises the numerous benefits that music can bring to everyone from all backgrounds and in all circumstances. For more information about the work of the TBMH see annual reports [HERE](https://www.triboroughmusichub.org/about-us/annual-reports/).

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# Vision

Our **vision** is for every child or young person to be able to access enriching and relatable musical experiences, whatever their age, ability, or life circumstances.

# Mission Statement

Our **mission** is to provide a broad range of progressive musical pathways and opportunities for all to develop a life-long love of music and realise their musical potential whilst developing their personal / social identity. We will do this by working closely in partnership with outstanding music and education organisations that are committed to our ethos. Together we will embed best-practice and implement visionary and effective models of partnership work to ensure comprehensive routes of engagement, opportunity, and progression.

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# Music Education for All

The TBMH works hard to provide a fully inclusive service to ensure that our outputs are embedded in representation, equity, diversity, and inclusion - we aspire to be REDI. We champion the importance of Youth Voice, respond to need, and support all our learners, including our most vulnerable SEND learners. We strive to ensure that Children and young people's music is **HEARD**:

* **Holistic** - emphasis on personal, social, and musical outcomes.
* **Equitable** - those facing the biggest barriers receive the most support.
* **Authentic** - developed with and informed by the people we do it for.
* **Representative** - participants and colleagues reflect our diverse society.
* **Diverse** - all musical genres, styles, practices are valued equally.

All TBMH activity will be equitable and inclusive across all [protected characteristics](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics), to allow our participants (children, young people, workforce) to genuinely feel like they belong. We will create a space where everyone has equal access to opportunities and can be themselves without fear of discrimination, prejudice, harassment, or bullying. This will ensure that a fully rounded, progressive, and innovative music education will be representative of all children, young people, families, and communities who live or go to school within our three boroughs, regardless of their backgrounds or circumstances. The TBMH is focused on 'Positive Action' and will actively challenge behaviour that threatens our values.

# Key Themes in the evolution of the TBMH

Four common themes have emerged from our 2021 stakeholder consultation ([HERE](https://www.triboroughmusichub.org/about-us/strategic-review-2021/)) and research which reinforce the necessary direction of travel for the hub, and which highlight the challenges that need to be overcome in order to deliver the best possible service. The themes are:

* **Access, diversity, and inclusion:** Ensuring all children and young people who wish to access our services, can do so
* **Children’s enjoyment and wellbeing**: Providing enjoyable activities for children and young people and supporting their health and wellbeing as we emerge from the challenges of the pandemic
* **Youth voice:** Ensuring that young voices are at the heart of our offers and the decisions we make as a service
* **Relationships and communication:** The importance of listening to and communicating clearly with our audiences, partners, service users and workforce.

# TBMH focus priority areas and strategic vision

Like all Music Education Hubs (MEHs), the TBMH is held accountable to deliver against the core and extension roles as laid out in the National Plan for Music Education (source [HERE](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf)).

**National Plan for Music Education – Core Roles**

1. Ensure that every child aged 5-18 has the opportunity to **learn a musical instrument** (other than voice) through whole-class ensemble teaching programme for ideally one year (but a minimum of one term) of weekly tuition on the same instrument.
2. Provide opportunities to **play in ensembles and to perform** from an early stage.
3. Ensure that clear **progression routes are available and affordable** to all young people.
4. Develop a **singing strategy** to ensure that every pupil sings regularly, and that choirs and other vocal ensembles are available in the area.

**National Plan for Music Education – Extension Roles**

1. Offer **CPD to school staff**, particularly in **supporting schools to deliver music in the curriculum.**
2. Provide an **instrument loan service**, with discounts or free provision for those on low incomes.
3. Provide access to **large scale and/or high-quality music experiences** for pupils, working with professional musicians and/or venues. This may include undertaking work to publicise the opportunities available to schools, parents/carers and students.

**In addition, each MEH must have a School Music Education Plan**:

1. Every school is supported to deliver and monitor a **high-quality music curriculum**

The TBMH has its own locally agreed **focus priority areas**, which link to our overall music strategy ([click HERE](https://www.triboroughmusichub.org/media/3191/tri-borough-music-strategy-feb-2017-update.pdf)), based on need, as laid out in the table below. Listed within each of the priorities below are the areas in which the TBMH and its partners contribute to, and which also map to the core/extension roles.

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| **Musical development of children and young people**   1. To support musical progression through a broad range of outstanding and fully inclusive musical pathways for children and young people withYouth Voiceembedded in our work | **Enhancing music provision in schools and settings**   1. To engage with all schools to enhance the delivery of an effective music curriculum by supporting access to high-quality music education opportunities |
| 1. Access to learning instruments for all pupils 2. Whole Class Instrumental learning 3. Ensemble and Singing opportunities 4. Inclusive progression and pathway routes 5. Youth Voice is heard and embedded 6. Access to large-scale music experiences | 1. Support for curriculum delivery 2. CPD for school workforce 3. Ensemble and Singing opportunities 4. Whole Class Instrumental Learning 5. Youth Voice is heard and embedded 6. Access to large-scale music experiences |
| **Developing the music workforce**   1. To provide a broad range of effective continuing professional development opportunities for the wider workforce that enhances the quality of music education delivery for young people | **Family and community engagement / Events**   1. To support families in our community by ensuring that financial access is not a barrier to pupils’ engagement in music education opportunities led by ourselves and our diverse range of partner organisations |
| 1. CPD for wider workforce (tutors, HE students) 2. Involvement in music education opportunities 3. Representation across all protected characteristics | 1. Affordable access to music education for children 2. Instrument loan service 3. Families feel welcome, valued, and included |
| Everything above is underpinned by innovative music education which ensures all TBMH, and partner, activity follows our values of: **Inclusive — Exceptional — Inspiring— Progressive — Sustainable**  with **representation**, **equity**, **diversity**, and **inclusion** at the core of our work | |

As we emerge from the pandemic the TBMH must ensure that:

1. The service is fit for purpose in delivering against its core purposes as a MEH and responding to need from all stakeholders.
2. The service is financially secure.