

Musica Kirklees EDI Strategy

Summary of 2020 – 2022 and Action Plan for 2022-2024

The strategy sets the foundations for building an inclusive music education culture where all children and young people are valued and recognised for their unique qualities, ideas, voices and perspectives and where they can see Musica Kirklees and the wider Music Hub in Kirklees as providing a range of diverse and suitable musical opportunities and progression pathways.

Phil Mullen was engaged to undertake extensive background research on the Kirklees area, its music provision and challenges to and deprivation of children within the region. He also conducted interviews with the Principal of Musica Kirklees and members of the senior leadership team as well as practitioners from within and beyond the Music Hub. Phil also conducted a focus group meeting with members of the team.

After gathering his research, he produced key strategy points for Musica Kirklees to become a more inclusive organisation: focusing on, and addressing, the areas of need within our locality.

The strategic ideas for each year and how Musica Kirklees is responding to them are listed below. The document is under continuous review and is updated on a six-monthly basis, using the RAG rating method to clearly show areas of success and areas for attention.

We understand that the needs and challenges of our children and young people are complex and constantly changing. Therefore, we may feel the need to adapt certain strategic points to address these changes.

| Strategic Points for Year 1 | Year 1 2020-2021 | Year 2 2021-2022 | Year 3 2022-2023 | Year 4 2023-2024 |
|---|--|--|--|------------------|
| Develop a statement of inclusive values and practices to embed inclusion with workers and funded partners | Completed by IO | Reviewed by IO | Reviewed by IO | |
| Engage P/T inclusion officer | Started the role January 2020 appointed by Principal | Ongoing | Ongoing | |
| Analyse skills and shortfalls existing within the workforce. | Not started due to COVID restrictions | Skills audit began | | |
| Offer training in inclusion | Dyslexia training offered to all staff (IO) | Inclusion was the main focus of all of MK training days with special focus on LGBTQ+, Autism and teaching inclusively (IO) | Ongoing (IO) | |
| Consult with young people and stakeholders | Not started due to COVID restrictions | Music Centre and Central groups recruited for Student Voice Groups | All MC have student voices groups in place | |

| | | | | |
|---|---|---|---|--|
| Develop a youth voice framework | Engaged with EVOKE (Kirklees LCEP) to begin process of framework (IO) | Regular meeting with EVOKE and Youth Voice events shared between Arts Organisations across Kirklees | | |
| Expand Musica Kirklees Board | MK advertised for new board members and changed the constitution of the board. | New members appointed (Principal) | | |
| Offer shadowing, training and other opportunities to potential tutors from diverse backgrounds. | Not started due to COVID restrictions | Not started due to pressures on time with staff concentrating on rebuilding a student base. | Shadowing opportunities being offered to potential tutors. TO begin January 2023 | |
| Refresh website and other areas of digital communication | Not started due to COVID restrictions | In Process | New website launching in September 2022 with added accessibility functions | |
| Work in partnership with Bradford and possibly Leeds to develop South Asian music education programme | Strategy point changed to fit in with ever changing need across WY. Integrate was formed and funding granted by Youth Music | INTEGRATE DJ Project runs across 4 WY Hubs in collaboration and partnership | Research and collaboration with all WY hubs to bring together a new funding application (Integrate 2) working on legacy of the Integrate DJ Project from Y2 | |

| | | | | |
|-----------------------------|--------|------------------|------------------|------------------|
| Strategic Points for | Year 1 | Year 2 2021-2022 | Year 3 2022-2023 | Year 4 2023-2024 |
|-----------------------------|--------|------------------|------------------|------------------|

| | | | | |
|--|-----------|--|--|--|
| Year 2 | 2020-2021 | | | |
| Offer further training in inclusion | n/a | Inclusion was the main focus of all of MK training days with special focus on LGBTQ+, Autism and teaching inclusively (IO) | Ongoing (IO) | |
| Secure funds for inclusion programme | n/a | Funding secured for Changing Track Nurture Programme – to be delivered in Year 3 | Nurture Groups and SEND Choir running with funds secured for inclusion programmes. Both groups are run by members of our Inclusion Working Groups teachers | |
| Offer structured reflective practice sessions termly | n/a | Inclusion working group formed, not yet met | Nurture Group teachers meet termly to review. | |
| Make decisions based on aiming for natural proportion | n/a | Nurture Group school selected based on natural proportion and level of need/deprivation | | |
| Regular instrumental teaching in two SEND schools | n/a | Regular working with one SEND school | | |
| Encourage the use of the Quality Framework as a tool for understanding and developing higher standards | n/a | IO engaged with training through Changing Tracks to discover QF Tool | | |

| | | | | |
|--|-----|--|--|--|
| | | | | |
| Training programme in music with children with SEMHD | n/a | Not started | | |
| Offer training on South Asian music | n/a | AP worked with Bollywood Brass to gain training and deliver a project with West and South Yorkshire hubs | | |
| Pilot creative half term projects in two music centres | n/a | Not started | One music centre running a songwriting project in collaboration with all schools in the area | |

| Strategic Points for Year 3 | Year 1 2020-2021 | Year 2 2021-2022 | Year 3 2022-2023 | Year 4 2023-2024 |
|--|---------------------|---------------------|--|---------------------|
| Develop co- mentoring programme | n/a | n/a | Research undertaken to write another Youth Music bid to secure funding to develop a mentoring programme for Music Production and DJ Training. Collaboration with WY Hubs. | |
| Establish region wide team foregrounding music of black origin | n/a | n/a | Discussions underway for a collaboration to run a series of workshops and produce new Gospel resources for a concert in collaboration with | |

| | | | | |
|--|-----|-----|--|--|
| | | | Musica Youth Orchestra. Hopefully leading to the creation of a Youth Gospel Choir. | |
| Develop regional team of South Asian music educators | n/a | n/a | | |
| Inclusion based festival | n/a | n/a | | |
| Find 'barrier flashpoints' and reduce the barriers. | n/a | n/a | Continuous research and collaborations with school staff to discuss barriers our young people are facing and how we can support them to overcome (Gift of Music, Pupil Premium). Discussions at training days to inform our staff and deal with each pupil on a case-by-case basis | |
| Grime and related genres should be part of Musica Kirklees's offer | n/a | n/a | Strategy Point changed to DJ/Electronic Music to become part of our offering after the success of our Integrate project in Year 2. This is not currently in our offer but applications are being written to develop a mentoring programme for this to be available to schools in Year 4 | |
| Weekly open access creative music making project | n/a | n/a | Folk Group at one music centre, to be discussed for other music centres | |

| | | | | |
|------------------------------------|---------------------|---------------------|------------------|------------------|
| Strategic Points for Year 4 | Year 1 2020-2021 | Year 2 2021-2022 | Year 3 2022-2023 | Year 4 2023-2024 |
|------------------------------------|---------------------|---------------------|------------------|------------------|

| | | | | |
|---|-----|-----|-----|--|
| Continue securing resources with the aim for developing the inclusion programme beyond 2023 | n/a | n/a | n/a | |
| Employ artist pedagogue in residence from disabled community | n/a | n/a | n/a | |
| Have dedicated SEND performance day | n/a | n/a | n/a | |
| Hold festival of world musics in education | n/a | n/a | n/a | |
| Double the involvement of priority passport holders in music centres over the 4 years | n/a | n/a | n/a | |
| Creative music programme in all music centres | n/a | n/a | n/a | |
| Working with those who have had fixed term exclusions, inclusion units within mainstream schools and also CAMHS or similar agencies | n/a | n/a | n/a | |

