A truly collaborative approach between all partners, including young people. Use of an 'interlocutor' as a connecting mechanism between different parties. Regular partnership planning and reflection using the Youth Music Quality Framework. that are designed to empower both music teachers and music leaders. Activity should develop young people as musicians, alongside wider cultural, social, emotional and educational outcomes. A MODEL OF research cycles to encourage deep reflection and criticality. includes teachers, young people, music leaders, the **PARTNERSHIP** IN MUSIC **EDUCATION** Young people's voices are integral to **Partners** partnership working, who remain open to and the partnership is exploring new ways of thinking, doing, and being. flexible enough to respond to young people's interests, A clear understanding of the wants, and needs. policies and practices surrounding each partners' work and the implications for musical knowledge, skills and understanding. **Ethical Partnerships** approaches and dialogue at the heart. This includes an understanding of each other's philosophies. need to plan for personal involvement, development, learning, pedagogical approaches and doing. and measures of success.

Partnership

should include the wider community. This

interlocutor, senior

leadership teams, other professionals working with the young people,

wider school community, the funders and researchers.