



### Practitioners:

#### Training and development for long-term impact and implementation

1) The accessibility of approach, content and communication style of the training/ Music Leader team, resources and activities and integration with the Early Learning Goals

The high level of expertise, experience and understanding that Musiko Musika's team has acquired over many years of the realities of children's lives and of the practitioners who work with them has underpinned the composition of the songs, the development of the activities and the effectiveness of the entire pedagogical approach. We recognised that devising the resources and training so that they demonstrably connect with an integrated with the Early Learning Goals was essential. A music package that operates separately as a bolt-on addition will never achieve the high level of adoption and long-term implementation that we have shown with this project. We also believe that the diversity of Musiko Musika's team, a core part of the mission, vision and values of the organisation is a strong factor in achieving accessibility.

*"We have had excellent training – both in understanding the aims of the project, and support in delivering a focus group for a specific period of time. We have learnt the value/ importance of music & songs in supporting early language & have had, like the participants, a hands-on opportunity to deliver sessions & participate in music-making."*

2) Building supportive long-term relationships

The design of this project included a variety of interventions following the training course that were individualised to the needs of the settings. These included workshops delivered by the Musiko Musika team in the settings, and meetings to support on planning and review implementation. So it was clear for the practitioners from the outset that the training was not an isolated initiative, but part of a wider package of support and development.

One practitioner really hit the nail on the head in her end of project feedback: *"That it can take time to 'see results', so having persistence, and 'taking the long view' on projects are important."*

3) Developing the confidence of the practitioners

*"Increased confidence"* - the one phrase that keeps coming up in the feedback we have received from practitioners is the confidence the project has given them as well as the fun, enjoyment and new skills they have developed. Training that cannot address this fundamental issue will never achieve lasting change in the skills and approach of practitioners. Developing confidence of practitioners who

4) How work is shared across a setting and integrated into the daily activities of the setting

We came across some examples of outstanding practice in settings where what had been learnt was being successfully shared and passed on to the rest of the team, ensuring that the music and activities can be integrated across the whole setting. This is dependent on success in achieving 1), 2) and 3) above, but also requires a strong commitment to the project from the senior

management team downwards, and a leadership style within the setting that encourages reflective thinking and practice.

This feedback comment on learning from the project exemplifies a practitioner who has understood and absorbed the essence of the training and approach at a deep level: *“Encouraging children, and self-esteem. Creating an environment controlled enough for the session to work, and free enough for them to be creative and explore.”*

### **Case Study: Sharing work across the nursery – successfully engaging the whole team and integrating the work into the daily activities of the nursery**

One nursery in particular that really grasped and took on all the tools and information we were giving them was Charing Cross Day Nursery (working with 3 age groups: 6 months to 2 years, 2 to 3 years and 3 to 5 years)

What was really positive for the project’s success was that the team at Charing Cross knew what we were doing when we arrived at the nursery (after two members of staff attended the training course). The team were aware of the songs, they knew who we were and that makes a real difference in our being able to deliver the sessions with their children effectively. All the training hadn’t just been handed down to one person who hadn’t shared it, they have passed on what they have learnt across the whole of their team and a very natural way. The Nursery Manager Dierdre McCollin said in her review meeting: *“music is very catching so we had the toddlers in the pre-school participating in it but when we did the session with ourselves the whole nursery was involved because they might be covering in different rooms and then we would do things in the garden, and they loved the music and every member of staff that was there, they knew how to do the session with the children”*

This is a great example of how they engaged the whole team not only by telling everyone about the training and the songs etc. but by injecting the music into their daily routine, and just making it a part of their day to day in a very organic way (for example having the CD on when the children were doing outdoor play), making music a living organism within their nursery. This meant that not only did the target group of toddlers in the pre-school participate and gain something from these songs and activities but as they spread it throughout the whole nursery with all the different age groups benefited from it. With the different age groups being together making music sometimes a lot of peer learning could take place there as well - a lot of the time children internalise and learn more when they learn from their peers, or children just slightly older than them.



## About WE ARE HERE!!

WE ARE HERE!! was created to provide an outstanding opportunity for 850 children aged 2 to 5 in highly deprived and marginalised communities in the south of Hammersmith & Fulham to secure the development of their speech and language skills through a musical programme specifically designed to address deficits in this critical area of early years development and improve their long-term personal, social and educational outcomes.

We planned to achieve this by the delivery of a specially devised programme based on the highly effective i am here!! model created by Musiko Musika in 2012-14 which is an evidence-based approach to the use of music to achieve significant improvements to speech and language skills in early years. In partnership with the borough's Early Years Advisory Team and the Lyric Hammersmith, Musiko Musika set out to work with local providers and families to deliver a comprehensive project comprising in-depth training, development and support for 72 early years practitioners; the development and delivery of workshops for two cohorts of local children (2 year old funded and 3-5 year olds); parental engagement projects leading to a festival day at the Lyric; and a package of resources created in consultation with speech and language specialists and the local community.

## About Musiko Musika

Musiko Musika is an artist-led music education and cultural charity, jointly directed by the musicians Mauricio Venegas-Astorga and Rachel Pantin who founded the organisation in 1998.

Our vision is that the wonderful and remarkable diversity of the world's cultures available in London, England and the world is creatively thriving and celebrated, and is valued and accessible to all as performers, creators, learners and audiences.

Musiko Musika has established itself as a unique and highly respected organisation using world music and the diversity of pedagogical approaches within those different cultures as a tool to connect with children, young people, families and the community and engage them with music as a powerful agent for social change, as a means of increasing our understanding of each other and giving creative and cultural expression to our lives. Our work is cited as an example of exemplary practice in music education and for the creative and social values of our approach to cultural diversity, encouraging and enabling participants to bring the sounds, songs and stories of their own cultural backgrounds into their music-making with us.

We are an Arts Council England National Portfolio Organisation, and are proud to have Baroness Christine Crawley, Baroness Gabrielle Bertin, Martin Morales and Richard Harvey as our very supportive patrons. We joined the Lyric Hammersmith's group of partner organisations in 2015, other partnership work includes EFDSS and Middlesex University, the publishers Victorina Press and the international production music company West One Music Group. As well as projects based at the Lyric our work takes place in Hammersmith and Fulham, and in schools and communities in other areas of London. Our NPO funded programme includes touring projects and collaborations in other regions of England. International work in Chile is also a regular part of our activity.

## Project funders & partners:

**YOUTH  
MUSIC**



Supported using public funding by  
**ARTS COUNCIL  
ENGLAND**

