

# Australian National University MUSIC ENGAGEMENT PROGRAM Summary of Activities 2016-2017

Enhancing human potential through music





Students from Senior Introductory English Centre at Dickson College visiting a care facility on Outreach Day, 2016.

*The ANU MEP program is a model for the nation.*  
(ACT school teacher)

## A Message from MEP Ambassador and Alumna Mrs Linda Hurley



The MEP Program at ANU changed me.

It helped me grow and develop as a teacher who loved singing with children in my classroom. It also changed my life and instilled in me a passion and belief that everyone can enrich their lives through singing.

I always loved to sing but never saw myself as being good at music after failing music in my Higher School Certificate. I did well in music subjects at College when I trained to be a Primary School Teacher and enjoyed singing with students, but never considered myself clever enough to teach music. I left that to the experts.

It is 15 years since I did my first MEP Course. Since then I have been spreading the joy of singing in many schools including Darwin, Sydney and Canberra.

The MEP gave me confidence and taught me the liberating freedom of singing my heart out and not being devastated if I made a mistake. This program has helped many teachers to sing with their classes and pass on to their students the wonderful joyous experience of singing.

Enthusiastic singing is contagious. The children feel the energy and just sing! As I saw the students responding my confidence grew. Their enthusiasm and the energy of their singing encouraged me to do more and more difficult part singing. They responded by rising to the challenge and producing greater singing. Even though this philosophy doesn't aim for perfection, the quality of the singing improves because the children like the songs and the sound their voices are making. The two fold positive result for me has been I am confident to teach music through singing and the students are enthusiastic to make music through singing. My singing is different to my previous experience before the course because the songs I sing now are fabulous songs. I love them and so do the students. They have very singable lyrics and melodies and are easy to learn. They were written for group or mass singing.

The Outreach has added another dimension. The children see the effect of singing on others. They see a purpose for singing that is not just entertaining. Outreach is a social occasion for the students. This program is non-elitist. It is for everyone and includes all students.

I know the course and the program has been a success. I know from the positive student behaviour I have seen and the feedback I have received for example:

- Parents came in to say their children sing at home all the time
- I received thank you letters from parents because their children sing
- The Principal joins in and says how good singing makes you feel
- Students don't want to stop at the end of a session
- Students make song requests
- Students sing beautifully
- Non singers start to sing and request songs
- Students clap other singers
- Students encourage others to sing
- Students ask to go back to the nursing home because they have loved it so much
- Old students meet you in the community and remember the songs they sang at school

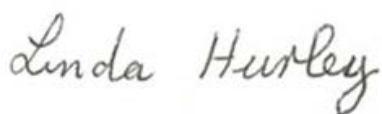
When my husband had a senior position in the Defence Force I included music and singing in all our functions including with dignitaries from overseas. Many of our guests came from singing nations and they would share their songs with us.

Now as the wife of the Governor of NSW I have introduced community singing at receptions. We sing carols at our Christmas reception and often burst into song at other receptions. It sometimes comes as a shock but there is very positive feedback and surprisingly it makes people feel relaxed and happy! This would never be happening without the skills and confidence I gained from the enthusiastic and passionate staff in the MEP program.

Sadly we are not a singing nation. I meet many people who tell me they cannot sing. Many have childhood memories of missing out on being in the choir when they were six years of age, and for the rest of their life they believe they cannot sing. Others were told to mime the words as they stood with other students singing. We would never tell a child to stop reading if they weren't very good at it when they were six!

I am a very passionate ambassador for the MEP. It is enriching the lives of children and adults. It is ground breaking and internationally significant. It is non-exclusive and has a unique approach focusing on altruistically using singing to help other people help still others to simply engage actively with music making in a new way.

With the MEP program we can grow a nation of singers who sing for the intrinsic joy of singing.

A handwritten signature in cursive script that reads "Linda Hurley". The ink is dark and the handwriting is fluid and personal.

Mrs Linda Hurley, retired teacher and MEP Ambassador.

# The Music Engagement Program (MEP)

The Music Engagement Program (MEP) is delivered by Convenor Dr Georgia Pike and Founder Dr Susan West of the Australian National University through funding from the ACT Government ANU Community Outreach Program. The MEP is recognised as an International leader in music education and has a proven track record of over 20 years in the ACT education, community and arts sectors. Each year the MEP directly engages a minimum of 7000 students, 250 teachers, 70 schools and thousands of parents and community members through events, teacher training, school site visits and outreach. The MEP provides 550 site visits to schools and over 60 performance and outreach opportunities each year through schools visiting care facilities ('outreach') and community groups visiting schools ('in-reach'). MEP programs work across the arts, education, community services, migrant support and integration, health and ageing. Collaboration with the general community and specialist arts groups contributes to the sustainability of school programs.

The philosophy of the program is based on Assoc. Prof. West's 40 years of experience and research in music education, general education and music for well-being through both traditional and alternative pathways. Its foundation is in the school system but its application now extends well beyond this realm. Through its teacher programs, outreach concerts, shared goals, shared repertoire, school-to-school and school-to-community activities, the MEP encourages music making as a part of the normal social and cultural lives of all participants, regardless of age, background, ability or skill level. The MEP is based on a social philosophy of shared, active music making known as the Music Outreach Principle. It promotes, but does not demand, high-level skills, and does not require expensive instruments or equipment to be effective. It offers an on-going musical pathway for all, regardless of perceived talent or previous experience. Skill development occurs as a natural by-product of joyful engagement, where performance is a stress-free part of the outreach approach.



## The Music Outreach Principle (MOP)

The Music Outreach Principle is an extremely simple social philosophy of music making. It draws on the philosophies of Dr John Diamond, Founder of the Institute of Music and Health, New York. This philosophy encompasses a modern interpretation of the idea that sharing music making promotes general well-being as well as skill development. As the name implies, the Music Outreach Principle involves making music with the intent of altruistically reaching out to others. In essence, individuals involved are encouraged to think: 'I make music in order that others will make music, for the benefit of all'. This intent is exercised not just from 'teacher' to 'student' but is passed on from individual to individual so that all music making 'reaches out' in an on-going cycle. The aim of the Music Outreach Principle is to allow all participants to be both givers and receivers of music through helping others to engage in music making. All participants become facilitators in shared music making.

Since the Music Outreach Principle is not focussed, or reliant, on the musical skills of the music makers, there is no minimum musical skill requirement. Everybody is already musically qualified to engage in outreach activities. It is through the on-going involvement in practical music making that musical skills are developed as a natural and stress-free outcome of joyful engagement.

*Music should be a present to other people. If they at this early age can think of the idea of giving, of thinking of other people, then their lives will be different.*  
(Dr John Diamond, interviewed about the MEP approach in 2006)



# A Brief History of the MEP

The Music Engagement Program was introduced through the Canberra School of Music (now ANU School of Music) in 1984. Its first manifestation, as an elite program from 1984 to 1994, focussed on 'specialised tuition for children with special music potential'. The Program involved intensive and prolonged specialist contact for selected students in a small number of schools, first just primary, then secondary, focussing on depth for a few, rather than breadth for many. As the program has developed, this focus has shifted to an approach that emphasises innovative enhancement of music making opportunities for all. The MEP has grown, developed and changed since its first manifestation in response to the needs of its stakeholders, with a variety of names across its 30 year history. These include: the Music Education Program (MEP), the School Singing Program (SSP), Music in Primary Schools (MIPS), Music in Primary and Secondary Schools (MIPSS), and, since 2012, the Music Engagement Program.

Several early reviews of the Program at one of its original 'home bases', Ainslie School, helped influence the program's direction. These were the Education Department's own Performance Review and Development (SPRAD, 1993) process and the School of Music's subsequent review, The Pearce Report (1994).

The SPRAD process at Ainslie School helped clarify the attitudes of the various stakeholders of the Music Engagement Program and led to the specific review of the program in 1994. This 1994 review, the Pearce Report, further formalised the history and detail of the initial program model as well as signalling a change in direction for the MEP. Eventually an alternative paradigm emerged that now affects the lives of thousands children each year.

The MEP is built around a simple way of making music, the practical result of a philosophy, not a method. The philosophy assumes that music-making is a normal human activity that has an important social function. By prioritising the social function of music, we can develop an alternative model for music in education in modern Western society, which has lost much of the basic, social enculturation processes for music that might exist in other societies. A social model of music-making does not place central importance on achievement or technical virtuosity, but on joyful and sustained engagement. The principal intent behind our music-making is, therefore, to prioritise shared music-making by all in a stress-free, non-judgmental and joyful environment, where each individual develops his own musical identity and musical skills in a way that promotes on-going involvement.

The opportunity to enhance and broaden this new concept came in 1999 when the ACT Government decreed that the program needed to spread beyond the borders of its one-school environment and offer its research and development to teachers throughout the system. The MEP began a transformation from a 'train the students' model at one school, to a 'train the teachers' model across many schools. Training, coaching and music making via the MEP now occurs throughout the ACT in a multitude of environments within and beyond the education system.

The MEP has gradually transformed the local ACT landscape in a way that is principally about engagement. In more recent years this engagement, having influenced a broad range of schools and environments, is giving rise to a different approach. This approach has led to the development of high-level musical outcomes, including instrumental engagement and the training of those within the professional music arena.



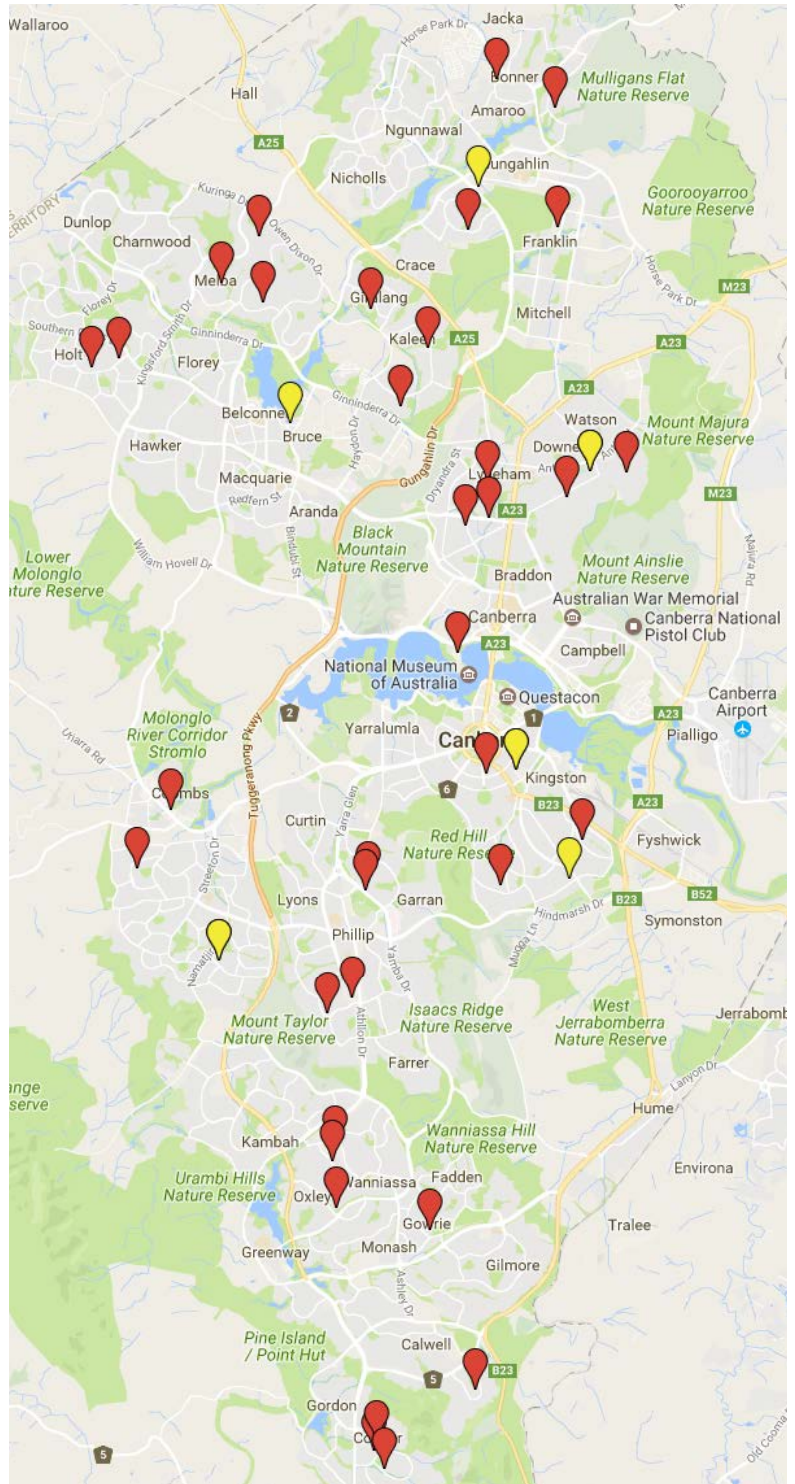
# 2016 Data Summary

- The MEP is funded by the Community Outreach Grant to the ANU from artsACT
- Funding provides for Assoc. Prof. Susan West (fulltime academic), Georgia Pike (fulltime academic) and a range of support staff including teachers from the system who both work and train with the MEP intensively. In 2016 these teachers included Tiffany Fletcher from Palmerston District Primary School, Robert Crisp from Kingsford Smith School and Katrina Rivera, a private piano teacher at Majura Primary School and Trinity Christian School.
- It has been estimated that since the year 2000 the MEP has trained over 850 teachers in the ACT school system, 255 of whom participated in training and coaching in 2016 (up from 213 in 2015). Of the 255 trained in 2016, 158 teachers were new attendees to MEP courses. In addition, twelve teachers received advanced coaching, enabling them to mentor educators in MEP philosophy and approaches, and take an active role in their professional learning communities. It is estimated that more than 50 teachers also received training and resources through peer-mentoring and in-school coaching, rather than formal course attendance.
- More than 7000 ACT students were impacted directly by MEP programs in 2016, through events, teaching training and on-site support visits. This does not include the students who continue to benefit from teachers trained by MEP staff in previous years since 2000, estimated to be in the several tens of thousands across the ACT.
- 75 schools in the ACT were directly engaged and affected by MEP programs during 2016 (up from 70 in 2015).
- In the years since 2010, approximately 30% of schools where a teacher has undertaken MEP training courses in that year have sought in-school support from MEP staff. In 2016 MEP staff conducted in-school support visits in 38 schools (up from 29 schools in 2015).
- Outreach visits to nursing homes and care facilities by schools and community groups directly facilitated by MEP staff from 2006 to 2016 is estimated at approx. 550 outreach visits (this number does not include outreaches led by MEP-trained teachers which the MEP staff did not attend). In 2016, MEP staff facilitated a total of 66 community outreach visits.
- Approximately 400 hours of film has been collected to document the MEP's activities, including several documentaries and teaching materials. The full collection is currently being digitised for teaching purposes.
- Types of groups directly engaged by MEP staff:
  - o Teachers (through teacher professional development courses)
  - o School children (through in-school support visits and large-scale events e.g. The Big Gig)
  - o Individuals with diverse needs and abilities (e.g. through Community Services and special schools)
  - o Seniors (through seniors' groups and community singing programs)
  - o Music professionals (through community performances and teacher training)
  - o Residents of nursing homes and care facilities (through outreach visits and events)
  - o Community members (through community groups, school communities, and public events)
  - o Families (through whole-family singing events hosted at schools, and public events)
  - o Communities with diverse linguistic and cultural backgrounds (through Introductory English Centres)
  - o Academics (through research sharing visits, guest lectures, conference presentations)
  - o International and national organisations (e.g. Music Council of Australia, the Institute for Music and Health, NY, and the Australia New Zealand Association for Research in Music Education)

# Engagement with ACT Schools 2016

## Schools visited by MEP staff

- 📍 University Preschool and Chi...
- 📍 Cranleigh School
- 📍 Kingsford Smith School
- 📍 Lanyon High School
- 📍 Mount Rogers Primary School
- 📍 Stromlo High School
- 📍 O'Connor Cooperative School
- 📍 Narrabundah Early Childhoo...
- 📍 Palmerston District Primary ...
- 📍 Franklin Early Childhood Sch...
- 📍 Melrose High School
- 📍 Gowrie Primary School
- 📍 Taqwa School
- 📍 Charles Weston Primary
- 📍 St Clare of Assisi Primary Sc...
- 📍 Charles Conder Primary Sch...
- 📍 Wanniasa School Senior Ca...
- 📍 Wanniasa School - Junior C...
- 📍 Lyneham Primary School
- 📍 Miles Franklin Primary School
- 📍 Maribyrnong Primary School
- 📍 Senior Introductory English ...
- 📍 Theodore Primary School
- 📍 St Michaels Primary School
- 📍 Malkara School
- 📍 North Ainslie Primary School
- 📍 St Bede's Primary School
- 📍 Giralang Primary School
- 📍 Amaroo School
- 📍 Burgmann Anglican School F...
- 📍 Forrest Primary School
- 📍 Telopea Park School
- 📍 Trinity Christian School
- 📍 Sacred Heart Primary School
- 📍 Hackett Preschool
- 📍 Sts Peter & Paul Primary Sch...
- 📍 St Joseph's Catholic Primary...
- 📍 Duffy Primary School

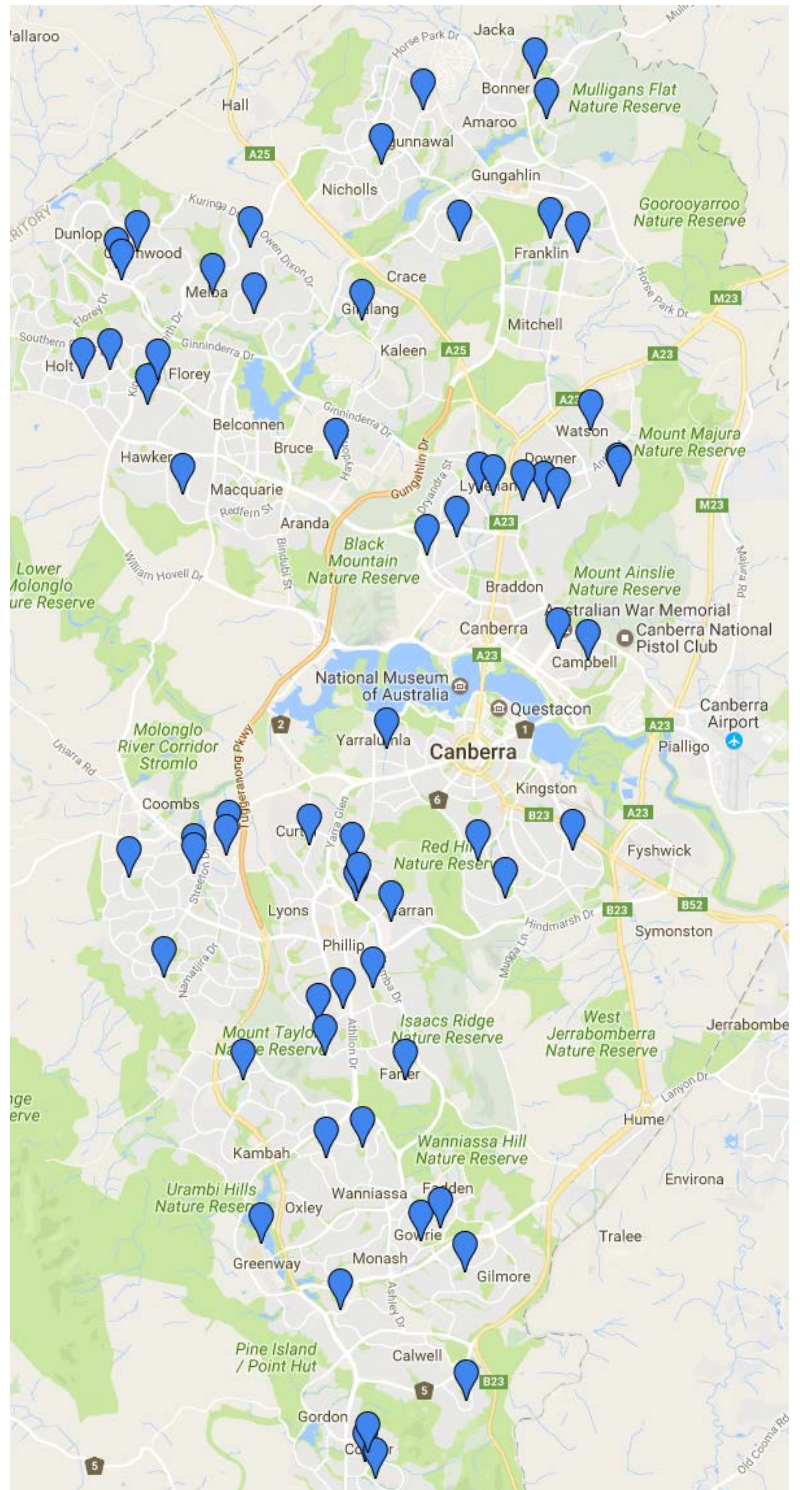


## Students engaged at ANU Campus

- 📍 Mount Stromlo High School
- 📍 Telopea Park School
- 📍 Dickson College
- 📍 Narrabundah College
- 📍 University of Canberra Senio...
- 📍 Burgmann Anglican School.

## Teachers trained by MEP staff

- 📍 Canberra Grammar School - ...
- 📍 Lake Tuggeranong College
- 📍 Lanyon High School
- 📍 Kingsford Smith School
- 📍 O'Connor Cooperative School
- 📍 Lyneham Primary School
- 📍 Mount Rogers Primary School
- 📍 Hughes Primary School
- 📍 Duffy Primary School
- 📍 Sacred Heart Primary School
- 📍 Sts Peter & Paul Primary Sch...
- 📍 Brindabella Christian College
- 📍 Charles Conder Primary Sch...
- 📍 Malkara School
- 📍 Franklin Early Childhood Sch...
- 📍 St Thomas Aquinas Catholic ...
- 📍 Burgmann Anglican School F...
- 📍 Yarralumla Primary School
- 📍 Orana Steiner School
- 📍 Wanniasa Hills Preschool
- 📍 Taqwa School
- 📍 Southern Cross Early Childh...
- 📍 Canberra Montessori School
- 📍 Ngunnawal Primary School
- 📍 Lyneham High School
- 📍 Garran Primary School
- 📍 Miles Franklin Primary School
- 📍 St Jude's Primary School
- 📍 Taylor Primary School
- 📍 Chapman Primary School
- 📍 Emmaus Christian School
- 📍 Majura Primary School
- 📍 Caroline Chisholm School- J...
- 📍 Canberra Grammar School
- 📍 Weetangera School
- 📍 St Clare of Assisi Primary Sc...
- 📍 Harrison School
- 📍 St John the Apostle Primary ...
- 📍 Islamic School Of Canberra
- 📍 North Ainslie Primary School
- 📍 Giralang Primary School
- 📍 Mawson Primary School
- 📍 Wanniasa School Senior Ca...
- 📍 Gowrie Primary School
- 📍 Cranleigh School
- 📍 Torrens Preschool
- 📍 Charnwood-Dunlop Preschool
- 📍 Hackett Preschool

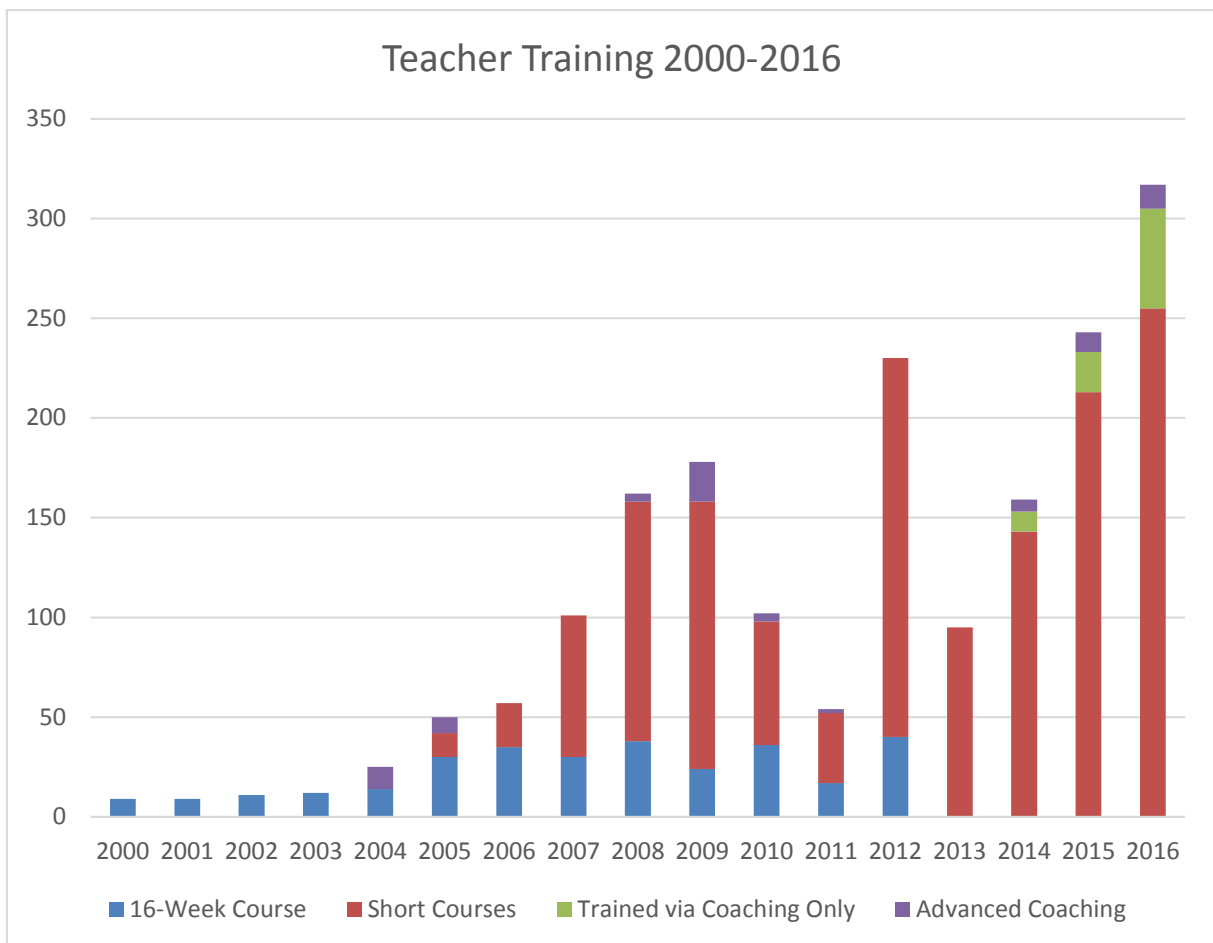


- 📍 Farrer Primary School
- 📍 Blue Gum School
- 📍 Holy Trinity Primary School
- 📍 Neville Bonner Primary School
- 📍 Theodore Primary School
- 📍 St Thomas More's Primary S...
- 📍 Isabella Plains Early Childho...
- 📍 Daramalan College
- 📍 Red Hill School
- 📍 Holy Family Primary School
- 📍 Radford College
- 📍 Black Mountain School
- 📍 Gold Creek School
- 📍 Melrose High School
- 📍 Narrabundah Early Childhoo...
- 📍 Palmerston District Primary ...

# Teacher Training Data Summary

The MEP has been training teachers in the ACT school system since the year 2000. Since that time, the program has developed a range of training courses, coaching, and in-school support in consultation with teachers and schools. The needs of schools and their teachers have changed over the last 15 years, and the MEP courses have reflected those changes. The graph below illustrates some of these changes.

The blue bars indicate the intensive 16 week course, the only course offering available in the years 2000 - 2003. In 2005 some short courses were offered (indicated by the red bar), which grew in popularity and demand over the following years. In 2013, the 16 week course was finally abandoned due to restrictions on teachers' time, and only short courses were offered. This still allows teachers to engage in as much, if not more, professional learning than was offered by the 16 week course if they choose to do so. The shorter courses provide opportunities for teachers with less time and more specific needs to engage in whatever small way they feel able. Since 2014 advanced coaching (indicated by the purple bar) was again made available to those teachers with many years of experience in the MEP approach. This has been continued in 2016, and will expand in 2017. These teachers are trained to become music coaches to other teachers within their schools, as well as assist the MEP in running training courses for teachers across the ACT system. Also introduced in 2014 was a program of training through coaching in schools where no specific training courses had been undertaken (indicated by the green bar). This approach suits teachers such as high school music specialists, pre-school teachers, and teachers of children with special needs, who prefer learning the MEP approach through in-class demonstrations. The range of training opportunities trailed in 2014 grew in popularity in 2015 and 2016, with a view to expanding these opportunities in 2017.

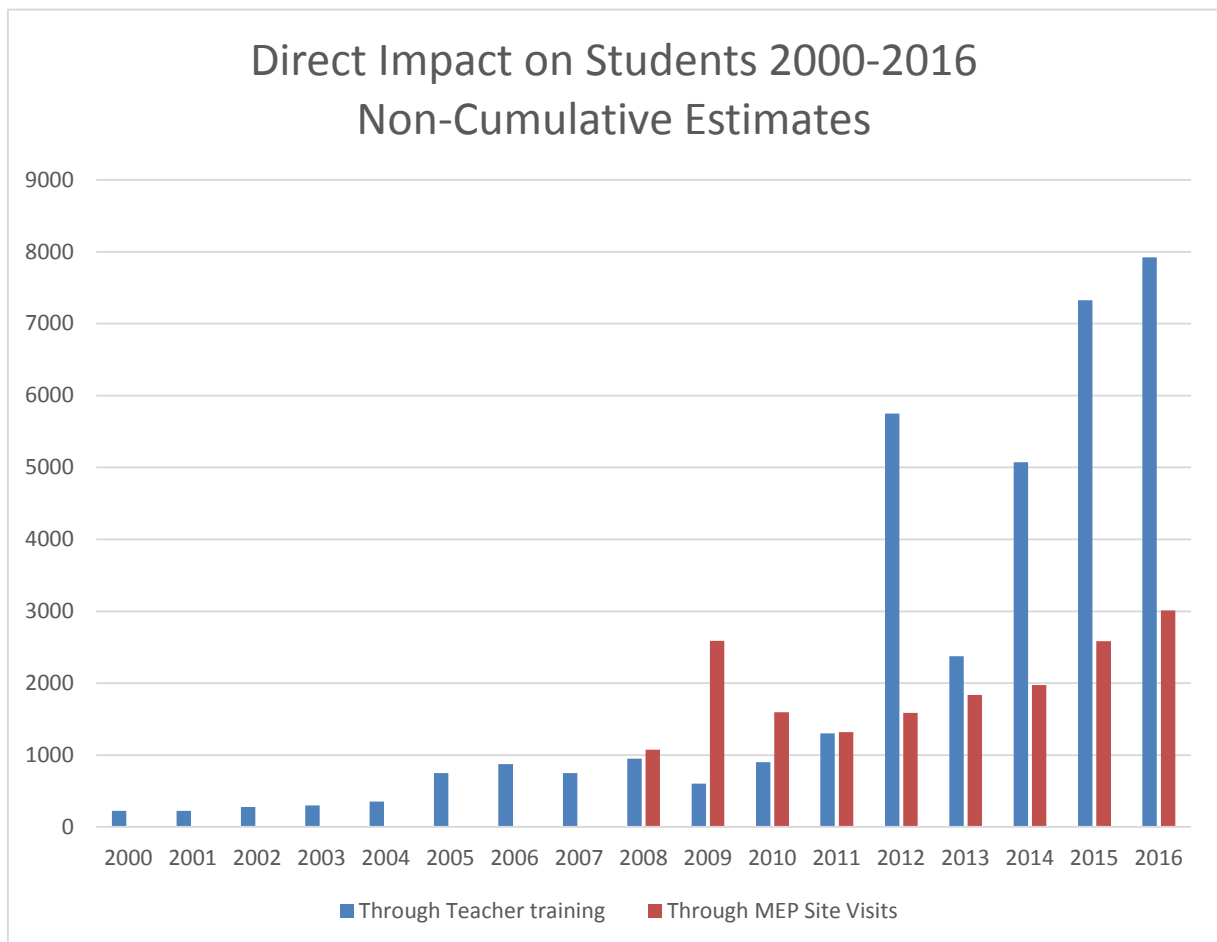


# Student Impact Data Summary

Estimating the impact on students of the MEP's programs is complex, because the sustainable philosophy of the program is founded on passing skills onto others so that an expert is not always required for musical activity. This means that many students benefitting from MEP approaches do so without the MEP's knowledge. It is common to receive an email from a teacher who has participated in a training course many years prior, and has since made music with their class and taken them on music outreach, without additional support from the MEP. This type of independent activity is encouraged and celebrated. The MEP is now working with researchers to determine how best to capture and measure the true extent of the MEP's impact.

Below is an estimate of student impact based on two measurements: the number of students benefitting from teacher training in a given year (indicated by the blue bar); and the number of students who received in-school support site visits in a given year (indicated by the red bar). The measurements are kept separate as some of the students receiving in-school visits would be the same students benefitting from an MEP trained teacher. These numbers are non-cumulative, and therefore do not include those students who continue to benefit from working with teachers trained by the MEP in previous years. It is estimated that the cumulative impact of MEP training and school visits with teachers and students in the ACT measures in the several tens of thousands. The estimates here do not take into account the many casual teachers trained in the MEP approach who use MEP materials and repertoire at numerous schools.

The number of students engaged through trained teachers has generally grown each year, in direct alignment with the growing number of short course offerings. Due to an injection of extra funds into the program from the beginning of 2014, the MEP was also able to increase the number of students reached through on-site visits. In 2016 the MEP exceeded the record high of 2015, despite increases in staffing costs.



# Teacher Training Programs

In 2016 the MEP offered a range of courses, many of which are accredited through the ACT Teacher Quality Institute. Those courses not accredited can be used to meet the TQI professional learning requirements, as they count towards necessary 'teacher identified' hours. 2016 courses included:

## Established Courses:

- MEP Basic: Principles and Practice
- Folk Songs and Games Across the Curriculum
- MEP for Early Childhood Years K-2 (3x2 hour sessions)
- MEP for Primary Years 3-6 (3x2 hour sessions)
- Learn the Piano in 3 Hours
- Do More with the Piano in 2 Hours
- Fun with Music and Art
- Simple Instruments: Hands on activities for enhancing music-making
- Fun with Dramatising the Curriculum
- Choice, Music and the Curriculum
- Fun with Singing and Dance
- Literacy and Music
- Music Across the Curriculum Day (detailed next page)

## New Courses in 2016:

(NB: KIDSING is the MEP's repertoire set collected through a decade of research and consultation with students)

- KIDSING Preschool
- KIDSING Kindergarten
- KIDSING Year 1
- KIDSING Year 2
- KIDSING Year 3
- KIDSING Year 4
- KIDSING Year 5
- KIDSING Year 6
- KIDSING Revision
- End of Year/Celebration Songs
- Origins of English: Fun with Ancient Languages and Music (3 x 2 hour sessions)
- MEP Relief Special: Ideas for Relief Teachers
- Advanced Teacher Symposium

*Thank you for providing us with a relaxing and useful PD [Professional Development course] that actually provides us with teaching material – unlike so many other PDs!!!*  
(Teacher participant in KIDSING course, 2016)



## Music Across the Curriculum (MAC)

After the success of the Music Across the Curriculum Day in 2014, the MEP has run an annual day of workshops aimed at embedding music within other areas of the curriculum. In 2016, over fifty teachers came to the MAC Day at the ANU School of Music to engage in workshops. The workshops are designed to provide teachers with practical ideas to enhance music making and embed music into other areas of the school's program, all in a fun and creative learning environment. The MEP prioritises ongoing engagement in music for all, and the MEP curriculum reflects this aspiration. There are no mandated outcomes, rather a catalogue of outcomes that naturally result from free and joyful engagement in music making. The MAC day offers teachers the opportunity to engage with the MEP from this perspective, while demonstrating how such an approach can relate to the evolving National Curriculum and enrich other areas of the curriculum. Workshops on the day covered embedding music in visual art, drama, folk songs and games, the making of simple instruments, and literacy. The workshops were each evaluated, and popular workshops were repeated later on in the year to meet teacher demand.

*TQI done took my Saturday,  
TQI done took my Saturday,  
But MEP made it almost OK!*

(Blues lyrics written by teacher participant in Music and Literacy workshop, referring to the Teacher Quality Institute [TQI] 2016)

*This workshop was so worthwhile & enjoyable. Thankyou! I have written pages of notes that I will be using in my classroom planning. Georgia was very enthusiastic and energetic and a pleasure to listen to and learn from! Once again, Thankyou.*  
(Teacher participant in Fun with Dramatising the Curriculum workshop, 2016)



## In-School Support, Coaching and Demonstrations

Any individual who has completed MEP training courses is eligible for on-going support. Support may come in the form of demonstrations to teachers and organisations new to its philosophy, on-site teacher coaching, refresher training and curriculum planning. The MEP network is constantly expanding and keeps in touch with its stakeholders through regular emails and invitations to events. In 2016 the number of schools impacted by the MEP increased from previous years. In addition to regular classroom support, school visits centered on specific events such as school-based outreach concerts, community events and care-facility outreach. MEP staff encourage schools to increase interaction with the local community, as well as undertake training to expand the train-the-trainer model. Advanced teachers learn how to support their colleagues in the classroom through advanced teacher symposia.

*It's not just therapeutic for our kids. Working in our school can be fun, exciting but also tough mentally...we all look forward to singing and releasing the week's stress.*

(Teacher at a school for children with disabilities on receiving in-class support, 2016)



*Thank you SO MUCH for coming in last Thursday and supporting me in the classroom. I finished the school day on such a high, excited about what might be achieved in the future for the boys in [my class].*

(Teacher on in-class support, 2016)

*I feel so inspired. I want to go to school tomorrow to get kids singing. I feel confident to do that with the songs sung in workshop. I'm also very eager to tap into the wider programme and visit age homes.*

(Teacher workshop participant, 2016)



## Music Support Teachers

Teachers who have engaged in MEP training and coaching for many years are encouraged to coach other teachers in their own schools. Teachers from the ACT school system have both worked for, and been trained by the MEP intensively, so that their skills and experience might be fed back into the education system. Three examples are included below:



Nicole Mengel, Red Hill Primary School (formerly Mount Rogers Primary School)

*Nicole has been a fixture of the MEP since she came to work for the program on secondment from the Education and Training Directorate in 2007. Since that time, Nicole has pioneered various coaching and support approaches in schools across the ACT, written research papers, developed resources, and drafted the MEP Curriculum which aligns MEP approaches with the outcomes suggested by the National Curriculum for the Arts. Nicole continues to run MEP teacher workshops as well as support music making in her school and local community.*

Mariana Fuenzalida, O'Connor Cooperative School

*Mariana introduced the MEP at the O'Connor Cooperative in 2013. This has involved aligning music with other areas of the curriculum such as history and the broader arts. Mariana runs weekly community singing sessions which offer children, staff and parents the opportunity to make music together. Mariana organises whole school music making events such as Mother's Day, singing as part of learning journeys, outreach visits, and the school's participation in MEP events. In 2015, the focus of Mariana's action research was to look at the role of singing and how it affected children's oral language and literacy development.*



Meredith Regan, North Ainslie Primary School (formerly Narrabundah Early Childhood School)

*Meredith has experienced MEP approaches as a mother, community member and early childhood educator. She focusses on embedding daily singing into the fabric of her classroom, and is passionate about the power the MEP approach has in developing the personality and confidence of all her students. Meredith is committed to engaging the wider community, particularly families, in singing with their children, and has found application for singing in all aspects of children's social learning as well as supporting literacy skills.*

## Early Childhood Initiatives

Since 2013 the MEP, in particular Assoc. Prof. Susan West, has been focussing on Early Childhood education due to the great demand from the early childhood sector in the ACT. Through an increase in specific early-childhood professional development offerings and intensive school visits, the MEP has enhanced its resourcing and support in this area. Franklin Early Childhood School, O'Connor Cooperative School, Narrabundah Early Childhood School and University Preschool and Child Care Centre (UPCCC) continue to receive regular support for teachers to help implement more music making in the school setting as part of day-to-day activities. In line with the MEP's intent to engage families and encourage parents to engage for the benefit of their children, each school offers events that invite parents to attend and participate in singing activities. With regular support from MEP team members, O'Connor Cooperative School has pioneered regular community singing on Friday afternoons. Having started with a small group of regular parents, the initiative has expanded to include a large group of parents and friends of the school, including former students and interstate relatives. O'Connor students and their families also volunteer to support events in holiday periods. Narrabundah Early Childhood now institutes whole-community singing as an integral part of their end-of-year celebrations. They also include singing within their innovative 'Bush School' program where students spend entire days exploring and learning amidst the natural environment.

*Wonderful experience mixing theory with practice. Bringing out all my inhibitions and making myself feel comfortable to do so.*

(Early childhood teacher, 2016)

*I've done a few MEP courses now and they're all great. I'm a total convert! I'd love to do more and use these songs at work and my daughter's preschool.*

(Early childhood teacher, 2016)

*We LOVE working with you. Every day you inspire us all as we sing songs, hum tunes and hear children singing randomly. Thank you once again for the amazing work you do every week*

(Principal of early childhood school, 2016)



## Primary School Initiatives

Each year specific schools work intensively with the MEP in order to advance the music making activities and provide test environments for MEP initiatives. In 2016, the MEP has been working intensively with a range of schools, focussing on applying music making and outreach concepts across the curriculum. Charles Weston School, which opened its doors for the first time in 2016, engaged its entire K-1-2 cohort in daily singing, and will expand to include the entire school in 2017. Charles Conder Primary School engaged its entire staff in the MEP training workshops, and followed up with support visits for every cohort. The school also engaged in regular outreach visits with nearby Lanyon High School. At Kingsford Smith School, teacher Bob Crisp continues to embed outreach music making activities within the primary school music curriculum. Supported by the MEP, Bob is experimenting with the role music technology plays in supporting music making, composition and creative expression amongst his students. The MEP's Nicole Mengel continued her work at Mount Rogers Primary School, and her year 6 class acted as a test group for many new MEP initiatives. These initiatives included the Penny Whistle Project (described below) and a new set of workshops designed by Georgia Pike which explored ancient cultures through music, art, mythology and history. The ancient cultures covered in this set of workshops included: Ancient Egypt, Rome, Greece, South America, Norse Culture, and Ancient Australia. Results of these experimental workshops are now disseminating to teachers across the ACT through new professional learning courses.

*At the end, I feel more comfortable singing in front of adults. I sound O.K.! All of it is useful and I can take it straight back to the classroom. Very practical & useful.*  
(Primary teacher, 2016)

*The philosophy re: choice – I love it. In a way I have been offering choice but now I have a reason to do it and feel OK with that!*  
(Primary teacher, 2016)

*This is probably the most important learning that I have ever experienced as a music educator and I think it should be made available to more and more teachers.*  
(Primary school music specialist teacher, 2016)



## Secondary School Initiatives

The MEP runs a range of programs for secondary school students, including the ACT Senior Vocal Ensemble, as well as supporting high school music making at the school base. The ACT Senior Vocal Ensemble is a high calibre *a capella* ensemble made up of enthusiastic singers in ACT public secondary schools. The ensemble maintains a high performance standard whilst being unauditioned and open to all students, including those with disabilities. In 2016 the group included new students from countries such as Iraq and Syria, as well as individuals with Autism Spectrum Disorder and vision impairments.

Mount Stromlo High School, Melrose High School, Lanyon High School and Wanniasa School were each supported by MEP staff in 2016. Mount Stromlo engaged in two nursing home outreach visits every term, whilst Wanniasa engaged large numbers of students in a senior-junior campus outreach project. The Wanniasa project culminated in a lovely story where the secondary students taught a preschool group some new songs, which the preschool students then took home and taught to their parents and siblings. It is expected that 2017 will see an expansion of secondary school participation in events such as Outreach Day (described below).

*The high school students included a large group of loud boys, many of whom had never sung before. They taught the 4 year olds a song called 'Bow Wow Wow'. A week or two after the high school students visited the preschool, we received an email from the principal of the high school with a video of one of the preschool kids singing 'Bow Wow Wow' to camera. Also singing to camera was the little girl's brother, who was not yet 2 years old. His sister had taught him the song that the high school kids had taught her! I showed the clip to the high school students, and told them the story. They were glowing with pride.*

(MEP staff member memo to supervisor, 2016)

*This is good for us...keeps our heads out of our own problems.*

(Secondary School student from ACT's inner South comment on engaging with students who are refugees and those who live with disabilities, 2016)



## Tertiary Student Engagement

Aspects of MEP programs and projects have been available to undergraduate students for some time, particularly through research projects, guest lectures, school outreach tours and mentoring. The MEP continues to engage higher degree by research (HDR) students who produce peer-reviewed papers and industry articles with outcomes that can immediately be trialled and implemented within the ACT through the MEP's networks. Many students (both graduate and undergraduate) continue to volunteer within the MEP simply for the fun of engaging in music with their community. Events such as the Floriade Family and Community Concert, and the MEP's Big Gig, provide avenues for volunteering and ongoing engagement for any student or volunteer, whether studying music or any other discipline. In 2016 a group of University of Canberra students completing a Masters of Occupational Therapy engaged in a set of three music outreach sessions facilitated by MEP staff. A first year Occupational Therapy student chose to complete his 10 week Occupational Therapy practicum with the MEP, designing projects which has resulted in partnerships with the Royal Society for the Blind and Alzheimers Australia.

*Today in my Psychology class I used the activity from one of the TQI courses I attended with you – painting to music. It was a great success, fitted in well with the lesson on sensation and perception and the students enjoyed it a lot!*

(ANU College educator, 2016)

*One student in particular would never make eye contact and generally be uninterested in me being in the classroom and would generally have a very blank affect. When we moved from the classroom to the large room where the MEP sessions take place she would begin to move around the room and show signs of excitement. When the session actually started and singing began she moved around the room and was full of energy. She wasn't singing but was completely engaged in the music session.*

(University of Canberra Masters of Occupational Therapy student on placement with the MEP, visiting a school for children with disabilities, 2016)



## Aboriginal and Torres Strait Island Students, and Students from Diverse Linguistic and Cultural Backgrounds

The MEP does not discriminate in terms of who has access to their services, but provides additional support based on the needs and requests of their stakeholders. Students who identify as Aboriginal and Torres Strait Islander are an integral part of ACT school's populations, such as Narrabundah Early Childhood School with 20% of the school population identifying as Aboriginal. The MEP supports and mentors young Aboriginal artists, such as didgeridoo player Jayden Goodrem and singer-songwriter Rachel Armstrong (unearthed by Triple J in 2015). In 2017 the MEP is developing a new professional learning workshop for teachers to use music and history as a means of engaging meaningfully in learning about Aboriginal culture and heritage. The MEP continues to provide engagement opportunities for students and community members from all backgrounds and all walks of life. Through its work with both Northside and Southside Introductory English Centres, and cross-curricular professional development in music and literacy, the MEP provides resources for those assisting newly arrived families and students from diverse backgrounds to learn English through fun and effective means. In 2016 Georgia Pike ran weekly singing sessions with the Senior Introductory English Centre at Dickson College. These students then visited primary-aged students at the Introductory English Centre at North Ainslie Primary School. Georgia also facilitated singing at a class for adults through the Navitas English's Migrant English Program, who were then visited by a group of students from Franklin Early Childhood School - a school with over 45 languages represented amongst their school community.

*I am an Indigenous year 12 student who has been involved in the MEP for five years...It is what I have most looked forward to each year and am extremely saddened to finish this year...I did a one week work experience with the MEP team...I watched them work their magic with students, at each school we went to...I am an aspiring musician (singer/songwriter) and have found great support and encouragement from the MEP team. In 2015, at the age of sixteen, I released my first single 'Obsessed'. (<https://www.triplejuneearthed.com/artist/rach-armstrong>). The MEP team were kind enough to write a recommendation letter for me when applying for the 'Aboriginal and Torres Strait Islander Secondary Student Teaching Scholarship', which was successful.*

(Rachel Armstrong, 2016)

*Many of our refugee students have had traumatic experiences and may often have been separated from family and loved ones. The outreach program at both the primary school and aged care home provided an opportunity for the students to talk and sing with young children from similar cultures and at the aged home we saw many examples of students connecting with older members of the community.*

(Teacher at Dickson College Senior Introductory English Centre, 2016)



## Diverse Needs and Abilities

The MEP offers its program, activities and events to all sectors of the community. The social approach embodied by the Music Outreach Principle is embedded in all its activities, and has been shown to have a profoundly positive and empowering effect on students with a diverse range of needs and abilities. The MEP continues to work with Learning Support Units in schools and provides in-class support, in-reach and teacher training for two of Canberra's specialist schools for children with disabilities: Cranleigh School and Malkara School. Facilitated by MEP staff and volunteers, a group of adults with disabilities from Belconnen Community Services visited both Cranleigh and Malkara. MEP staff continue to provide weekly singing sessions with multiple classes at Cranleigh and Malkara where students with higher levels of ability are able to assist the engagement of those students who are less able. Cranleigh School nominated the MEP Convenor Georgia Pike for a Children's Week Award, which was presented to her by the Governor General Sir Peter Cosgrove. Cranleigh students were also invited to sing at the presentation event held at the National Museum of Australia.

*We have to admit one of the reasons that makes this singing experience so valuable is the fact that as teachers we can focus fully on our students, their enjoyment and engagement and at the same time get the benefit of a mental break...It is seldom that we as teachers have the luxury to be fully focused on our students and model expectations and behaviour because we are usually the ones leading...[listening to] our students who have autism, living in their own worlds, who never initiate verbal communication, spontaneously start to sing these songs at any time, is indescribable.*

(ACT teacher of children with special needs, 2016)

*During the course of my visits to Cranleigh there has been a student that has two teachers with him at all times as he is strong and can be aggressive. His focus on any given task usually lasts no more than 3 minutes and he is often away from other students. During MEP sessions he would hear the music and stand outside the room and listen through the window for about the length of one song...he has now progressed to sitting inside the room during sessions and can currently participate and engage in the singing for three songs.*

(Masters of Occupational Therapy Student on placement with the MEP, 2016)



# Instrumental Playing

In 2013 the MEP initiated a practical instrumental project in music and skill sharing called the MEP String Project. The project was made possible via an internal ANU Fellowship awarded to Susan West, which built on the regular funding from the ACT Government that supports the on-going activities of the MEP. The project explored the application of the MEP's Music Outreach Principle to instrumental playing. This involved multiskilled, intergenerational groups of string players. This context provided research projects in community engagement models for undergraduate students from across the university. Their projects highlighted and expanded the research potential of the MEP while also matching the brief of the ANU School of Music to provide music units that would be suitable and attractive for both music majors and non-music majors across the university. The String Project continued in 2015 with a particular emphasis on the MEP 'Big Gig', which saw string players of all ages from Canberra and regional areas converge to join in singing and playing with local schools. The pilot Penny Whistle Project that began at O'Connor Cooperative School in 2015 saw an expansion in 2016 to Mount Rogers School, with children acting as fellow researchers in developing an approach which caters for all participants. In 2017 the project will be expanded to include ocarinas, with new resources and strategies adapted for the ACT and developed from sources in the UK and South America.





## Whole Family and Community Singing

As of 2011, the MEP has been expanding its Whole Family Singing programs throughout the ACT. The opportunities for engagement have continued through a number of popular initiatives taken up by schools. These included whole family singing evenings, and shared community singing sessions where parents come half an hour early at the end of the day and sing with their child's class. In 2016 the MEP continued its partnership with Community Services #1 (formerly Southside Community Services) to create singing opportunities for various groups that CS#1 support, and these groups now offer community service to care facilities and schools. A group of singers called 'Mixed Bag' that emerged from this initiative are particularly active in volunteering at the nearby Narrabundah Early Childhood School. A group of adults with disabilities, who gather through a program facilitated by Belconnen Community Services, visits a school or care facility once a fortnight, and have forged beneficial partnerships particularly with Malkara and Cranleigh Schools (detailed below). The MEP has established a particularly important partnership with RSL Lifecare through Bill McKenzie Gardens and Moreshead Manor. As well as regular outreach visits by adults and children from surrounding schools, the MEP has pioneered a hybrid form of outreach concert that includes high quality performances from musicians of all ages and community engagement items. MEP teacher Tiffany Fletcher attends Communities@Work (Weston) day programs to facilitate singing with seniors and encourage them to sing with their children and grandchildren. The collaboration with Communities@Work will expand to their Ngunnawal Centre in 2017.

*These events enable students to get together and develop an understanding about what it means to belong to a community. Community singing at gatherings such as assemblies gives all students an opportunity to regularly participate in a whole school events and develop a shared story and a sense of belonging.*  
(Parent and primary school arts specialist, 2016)

*We all need this kind of event to remind us that we inhabit a vast and delightfully noisy community.*  
(Professor Will Christie, Director of the ANU Humanities Research Centre, 2016)



## Hand-in-Hand (Care Facility Outreach)

Under the title 'Hand-in-Hand' the MEP facilitates between 50 and 80 outreach visits to care facilities each year, with ACT schools and their teachers. The outreach visits involve students spreading across a room, working one-on-one with residents to encourage their engagement in singing. In 2008 the Hand-in-Hand program was recognised with a community music award from the Music Council of Australia. New innovations in outreach include 'In-Reach', where care facilities transport residents to schools, rather than the students visiting the residents. This new approach is proving extremely popular with many schools in the ACT. In 2015 MEP staff collaborated intensively RSL Lifecare, setting up regular collaborations between nursing homes and nearby schools. Staff of RSL Lifecare nominated the MEP Team for an ACT Volunteer of the Year Awards, which was won, in the category of 'Arts and Environment'. This partnership will be expanded in 2016, and involve research outcomes developed in consultation with residents, students, teachers, and local communities. New communities and groups involved in school-community outreach include the ACT chapter of the Royal Society for the Blind, students from Navitas English's Migrant English Programs, and Palliative Care ACT.

*The residents loved your last visit so much they were still talking about it the next day, for dementia residents that is a big thing. Please, please, please, feel free to come visit us any time, You and your lovely students are always welcome.*  
(Care facility nurse, 2016)

*I enjoyed having these sessions, we were able to meet new people and make them smile.*  
(Secondary student, 2016)






















*The singing was excellent. The students definitely leaned more English through singing. The outreach was awesome. I saw the students holding hands of the elderly people and talking to them. A very moving and touching scene.*  
(Teacher at the Secondary Introductory English Centre, 2016)

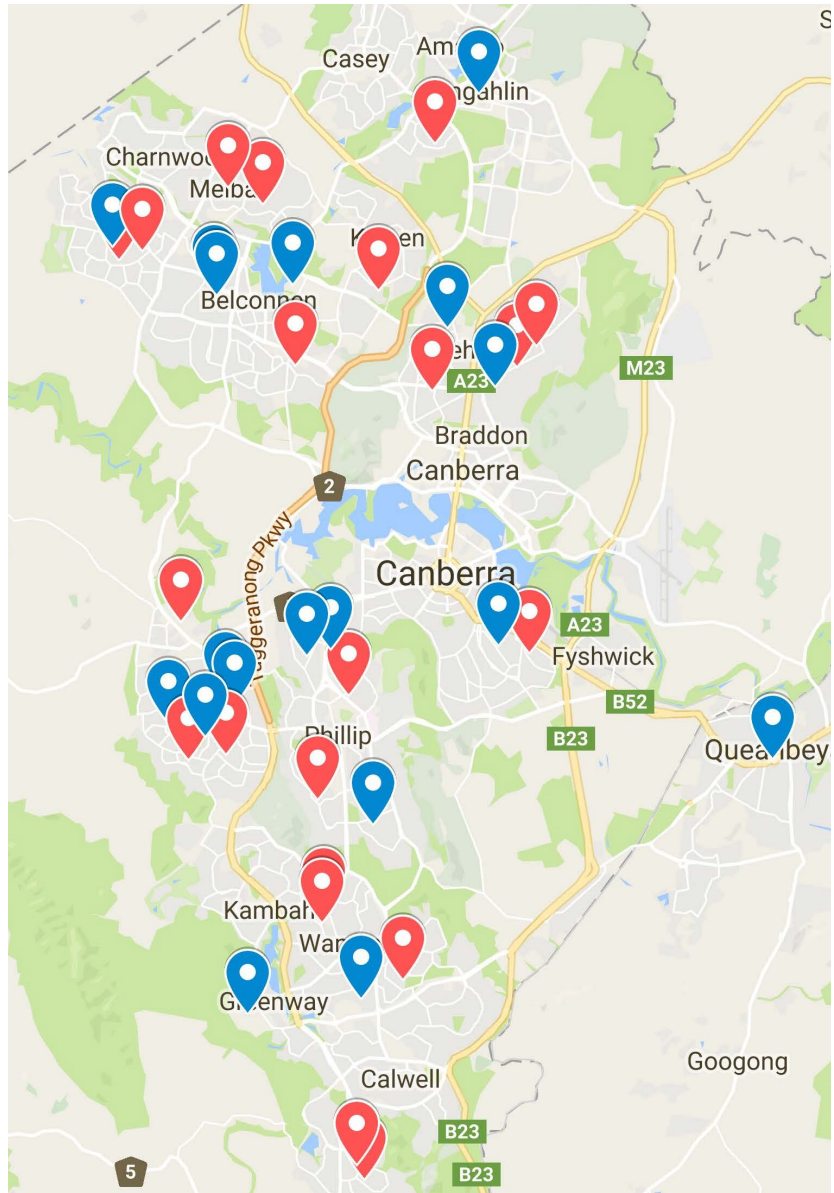


# Outreach Day

June 24, 2016 saw the second Outreach Day, which involved students from 21 schools visiting 18 care facilities and community centres all on the same day, to celebrate the joy of sharing singing as a community. The MEP provided resources and training, as well as buses for those in the ACT who wished to undertake a music outreach visit. Colleagues in New York and London who have trained under the MEP in previous years undertook their own music outreach activities on the day, and sent through a record of their experiences. This is now an annual event, in order to raise awareness of the importance of community outreach, and to encourage more people to set up their own events. The popularity of Outreach Day 2016 suggests that in 2017 Outreach Day becomes and Outreach Week, as the number of schools who wish to participate has grown substantially.

## Schools

-  Charles Weston School
-  Gowrie Primary School
-  Palmerston District Primary ...
-  Kingsford Smith School
-  Miles Franklin Primary School
-  ST Vincent's Primary School
-  North Ainslie Primary School
-  Dickson College
-  O'Connor Cooperative School
-  Sts Peter & Paul Primary Sch...
-  Sacred Heart Primary School
-  Narrabundah Early Childhoo...
-  Mount Rogers Primary School
-  Maribyrnong Primary School
-  Mount Stromlo High School
-  Chapman Primary School
-  Wanniasa School Senior Ca...
-  Wanniasa School - Junior C...
-  Charles Conder Primary Sch...
-  Lanyon High School
-  Cranleigh School



## Venues

- |  |  |   |
|--|--|---|
|  Bill McKenzie Gardens           |  Goodwin Ainslie              |  IRT Kangara Waters Lifestyle... |
|  Eabrai Lodge                    |  Goodwin Village Farrer       |  Villaggio Sant' Antonio         |
|  Tuggeranong Men's Shed          |  Morshead Home                |  Bupa Aged Care                  |
|  Mirinjani Nursing Home          |  St Andrews Village           |  BaptistCare Griffith            |
|  Burrangiri Aged Care Plus Re... |  Community Care               |  RSL LifeCare                    |
|  Goodwin Village Monash          |  Kalparrin Aged Care Facility |  Warrigal Care                   |

## Large-Scale Events

The MEP's famous participatory outreach concerts, known as 'Big Gigs', have been running most years since 2005. In 2016 the MEP filled Llewellyn Hall twice, with students from 28 schools, amounting to over 2000 students engaged over the course of the day. The community played a major role in the event, with a Community Singing Group supporting school groups onstage who led specific songs. Both concerts were accompanied by the Telopea School senior band led by Rob Clements. A special adults item was included in the event, with participation from principals, academics, teachers and politicians. The event was live-streamed across the world, and attracted views from India, South Africa, the UK, New Zealand and the USA, and Australia.

For the seventh year running, the MEP ran the Family and Community Day Outreach Concert at Stage 88 amidst Floriade. The community concert was hosted by local teacher Tiffany Fletcher and MEP Convenor Georgia Pike, and supported by members of school communities engaged by the MEP throughout the year. An audience of approximately 400 community members joined in the singing from the word sheets handed out by enthusiastic volunteers. Audience members were invited up on stage to sing 'What a Wonderful World' and 'Aeroplane Jelly', with dozens of proud parents either onstage with their children or enthusiastically photographing their child's 'stage debut' at Stage 88. Additional intergenerational events in 2016 included a singing outreach session at the Royal Australian Mint for the 50th anniversary of decimal currency, and a tree-themed singing session during National Heritage Week for the National Trust at the old Forestry precinct in Yarralumla.

*Just want to say a MASSIVE thank you to you all for the MEP Big Gig. It was once again an amazing experience for all. So great to hear so many voices united in song, seeing children and community members making music together and for our children to be part of that and see a fabulous concert - Just fantastic.*

(School principal, 2016)

*Thankyou to YOU for running such a special event! I'm very grateful and impressed that [our school] and our family community were so involved in the Big Gig. It was such a great opportunity for the students to learn the songs and have a great time performing! Thankyou for the opportunity to lead 'Let It Play' - the students are most thankful. We look forward to an even Bigger Gig in 2017!*

(Primary school music specialist, 2016)



# Collaborations and Partnerships

The MEP is based around the concept of 'helping others to help others'. As such, all our trained teachers and members of the public become collaborators. Many of these collaborators have been responsible for developments within the MEP. We also collaborate with a range of community and arts groups in and around the ACT including the Music Council of Australia, Belconnen Community Services, Tuggeranong Arts Centre and Children's Week.



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## Events and Programs through Collaborations

Many MEP events and programs involve multiple collaborators and volunteers throughout the year, bringing together organisations and communities. Examples include:

- The Big Gig event at Llewellyn Hall was supported by the Music Council of Australia, and involved volunteers from Southside Community Service and the ACT and NSW community. Audience participants included members from RSL Lifecare and other care facilities.
- Masters of Occupational Therapy students from the University of Canberra volunteered to attend nursing home outreach and undertook placements with the MEP, as well as continued to develop outreach research projects as a part of their course which would then add value to the MEP's work in the community.
- RSL Lifecare manages a range of care facilities, and have been collaborating with the MEP to set up regular outreaches, staff training, and engagement with local schools. The aim of these strategic partnerships with care facilities, such as RSL Lifecare venues, will support ongoing community engagement and break down institutional barriers between aged care, schools, and the broader community.
- Forty adult students from the Navitas English Adult Migrant English Program shared singing with a group of Year 1 students from Franklin Early Childhood School, a school where over forty languages are represented within their school community. We are hopeful that an ongoing partnership can be established between these two local community hubs.

## Awards

The MEP team received recognition for their efforts in 2016 through a number of commendations and awards, including:

- Assoc. Prof. Susan West named as one of the Financial Review's 100 Women of Influence of 2016 in the Local / Regional category
- Georgia Pike presented with a Children's Week Award by the Governor General of Australia for her work with Cranleigh School, a specialist school for children living with significant disabilities
- Led by Tiffany Fletcher, the MEP team received a Highly Commended at the Sustainable Communities ACT Awards, developed by Keep Australia Beautiful.

women  
of *influence*  
AWARDS



## Research and Dissemination

The MEP has developed a practical research infrastructure that, true to its funding model, provides outcomes that directly support its users, particularly teachers in schools. The Design-Based Research model uses a range of methods to collect data and feedback designed to modify existing initiatives and create new ones. In 2015, the MEP gained approval for a Canberra-wide ethics proposal that allows for on-going collection and use of information for sharing with teachers and interested community members to help in the development of more experienced facilitators. Research initiatives that are underway include: a partnership between University of Canberra Occupational Therapy researchers and Georgia Pike to investigate the use of music with non-verbal children within ACT schools; documenting instrumental projects, like the Penny Whistle Project; expanding repertoire sets; developing new training programs for teachers, such as the use of music in ancient languages that can be used in the teaching of literacy and history.

Recent academic publications and conference presentations include:

- Susan West, 'What do they really think? Creating change in music education through authentic collaboration with participants in music making'. Musicological Society of Australia, December 2016
- Georgia Pike, PhD thesis (submitted September 2016): *The Past, Present and Future of Music in Education: a transdisciplinary framework designed to promote re-engagement and reform in music education for teachers, students and the community.*
- Georgia Pike, 'The Voiceless Song: how musical interaction has enabled non-verbal children with disabilities to find a voice, and allowed their teachers and parents to hear their stories', presented at the Children's Voices in Contemporary Australia symposium, University of Melbourne, September 2016.
- Susan West, 'Developing the Middle Ground: the politics and economics of a differentiated approach to encouraging on-going social music making for all', ANZARME, Auckland, September 2016
- Susan West, 'Rebuilding the Scaffolding: space, place and music-making', International Society for the Study of Popular Music ANZ, December 2016
- Susan West, 'Which children are which? Removing boundaries through social-altruistic musical sharing', Australian Council for Educational Leaders (ACEL) : The first Asia Pacific Congress on Creating Inclusive Schools, Sydney, May 2014



## Resources, Compositions and Publications

The MEP produces resources based on the needs of its stakeholders. An innovative resource is the research-based 'Seventy Over Seven Song Set' (70/7), which was renamed as the 'KIDSING' set in 2016, formed the basis of seven new workshops for teachers designed to expand their repertoire of songs and teaching ideas. The set was developed in consultation with teachers and, most importantly, primary school students of all ages over the last ten years. The set provides ten song recommendations for each year of primary school, acting as a 'base-line' model for teachers to begin engaging in music with their students. The MEP base-line model can act as a catalyst for the commencement of on-going music making, as well as support other musical activities in school. Other resources include 'Sing Out! Reach Out!' designed to assist teachers in preparing themselves and their class for Hand-in-Hand outreach visits, the 'Folk Songs and Games' book, and 'Natural Extension: Building Choice and Multiple Skill Levels Into Upper Primary Music'. In 2012 and 2013 the MEP worked with educational designers in primary, secondary and tertiary sectors, to begin rolling out MEP resources online. Susan West also composes and arranges songs specifically designed to be singable and teachable by anybody to anybody. These resources are available FREE to anyone in the ACT who engages with MEP training courses. 2016 also saw the roll-out of pre-school and high-school song sets to supplement the original 'KIDSING' set for primary schools.



*Can we do the vo-vo-deo song? I love the vo-vo-deo song.  
It's my favourite!*  
(Year 8 high school student, 2016)



## Film and Audio

In the early 1990s, the MEP began a long-term program of documenting its activities, including classroom teaching, concerts and community outreach. Progressively, over an 18-year period, some 400 hours of MEP activities have been filmed, with approval from parents for the participation of children. This archive is available for researchers and will progressively be made available as a teaching and pedagogical resource. A number of short videos have also been edited from the material and are frequently used in MEP classes and demonstrations. Selected films have been screened on Pay television (Ovation Channel) and community television networks. The footage has been captured by expert professional cameramen who have been at the forefront of documentary filmmaking – such as Gary Kildea and Scott Wombey. The archive forms a key part of the research data used by MEP staff member Georgia Pike in her PhD, under the supervision of ethnographic filmmaker Judith MacDougall. Director and editor Michael Kenneally is assisting the MEP in digitising the entire film collection as an online library that the MEP team uses daily in teacher training and classroom situations.



### *Oh Beethoven!* (1999)

DVD, Pay TV (Ovation) - an arrangement of themes of Beethoven with biographical lyrics sung by children from Ainslie with notes for teachers (composed West).

### *Kidsing!* (2001)

Audio CD - a collection of popular songs sung by children of Ainslie Primary School (Voices of Ainslie).

### *Chifley Cantata* (2006)

DVD - the premiere performance, National Museum of Australia (Voices of Macgregor) (composed West).

### *How to Run a School Concert* (2010)

DVD, Pay TV (Ovation) - a documentary following the lead-up to the 2010 'Big Gig' Outreach Concert.

### *The Music Education Program* (2006)

Short DVD film introducing the MEP featuring Voices of Ainslie.

### *Everyone Loves Aeroplane Jelly* (2008)

Short DVD documentary on secondary school students and the Outreach approach featuring students from Campbell High School.

### *Music. Count Us In* (2008)

DVD - teaching resource featuring students of Gordon Primary School.

### *Common Artistry* (2012)

DVD - public lecture by Susan West from the Larry Sitsky Recital Room at the ANU School of Music.

# A Global Community

The MEP has established National and International connections through the wide-spread interest its prioritisation of community wellbeing and social cohesion. In 2015, the MEP was again included in the Music as a Global Resource Compendium. The Compendium was published on the Public Administration Network of the United Nations, and made available to members of the General Assembly. The Compendium is a resource used to illuminate the universal power of music, and features information and technologies being used and explored to solve critical economic, social, and health issues on national, regional and local levels, all around the world. The academic members of the MEP team, Susan West and Georgia Pike, ensure that the MEP is offering the world's most up-to-date research and teaching methodologies through attendance and presentations at international conferences, and have successfully encouraged interest in the approach from other institutions. The MEP raises external funds to support their attendance at such events. International institutions who have shown particular interest in the MEP approach and who engage in community outreach include: Kingsborough Community College (City University, New York); the Institute of Music and Health (New York); Southern Institute of Technology (Invercargill, New Zealand); The Institute of Education, University College London (UK); University of Canterbury (UK). Many of these institutions engaged with the MEP on Outreach Day.



## International Visitors and Community Volunteers

The MEP is grateful for the interest and time given by International visitors and local volunteers, a regular feature of MEP activities. These individuals offer their time and expertise to the program in order to share ideas, promote music outreach, and support the global spread of musical activity that supports the development of empathy and social cohesion in our modern society. MEP staff also donate much of their own time to engage in outreach. Examples of some of the MEP's active visitors and volunteers include:



Dr Sally Bodkin-Allen, Research Manager, Southern Institute of Technology, Invercargill, New Zealand  
*Sally is the Research Manager and also Academic Leader for the Bachelors of Contemporary Music and Audio Production. She completed her doctoral thesis at the University of Otago in the area of Ethnomusicology/Early Childhood Music Education and is also on the MENZA Board (Music Education New Zealand Aotearoa). Sally became interested in the MEP approach after attending a presentation by Susan West, and has now developed a research project based around the application of the MEP approach in the South Island of New Zealand with fellow musician and community collaborator, Sarah Lovell.*

Susan Burghardt Diamond, International Outreach Ambassador, Director of Vocal Pedagogy at the Institute for Music and Health, NY  
*Susan is an internationally acclaimed opera singer and practitioner of music outreach, based on her husband Dr John Diamond's approach to music and wellbeing. She completed post-graduate studies in opera at the Juilliard School of Music, and has performed with opera companies and orchestras in the US and Europe. She has facilitated music outreach in care facilities, correctional institutions, schools and community centres for more than 25 years. Susan is an enthusiastic advocate of the MEP, and often volunteers her services to support programs in schools and with individuals living with disabilities.*



Mixed Bag, Community Services #1  
*Mixed Bag is a singing outreach group of volunteers, participants and social workers from Community Services #1 (formerly Southside Community Services) who regularly volunteer to attend MEP events, outreach sessions and schools. A number of Mixed Bag members volunteered weekly at Narrabundah Early Childhood School, and a large contingent attended and performed in the MEP's Big Gig in Llewellyn Hall. Mixed Bag members are some of the most musically active and giving of the MEP's participants.*

Harley Valerius, Masters of Occupational Therapy Student at the University of Canberra  
*A qualified graphic design artist, Harley is retraining in occupational therapy, and undertook a ten week placement with the MEP in 2016. He spent a significant amount of time visiting Cranleigh School as a part of his placement, and was so moved and inspired by the effect of the music on the students that he continues to volunteer his time to visit Cranleigh during the MEP singing sessions. Harley also developed flyers to explain the MEP approach as it applies to occupational therapy, and conducted research into the use of music in the care of those suffering from dementia.*

## The MEP Team



Founder and Artistic Director: Assoc. Prof. Susan West  
BMus (Melb), GradDip (Kodály Inst., Kecskemet), MEd  
(CSU), PhD (ANU)

Associate Professor Susan West brings to her role as Artistic Director of the MEP over forty years experience as a performer, educator, composer and arranger. Her work in developing pre-tertiary music programs and post-graduate teacher-training is at the cutting edge of music education with wide-ranging influences from traditional music philosophies, both ancient and modern, to holistic and therapeutic uses of music.

Dr West trained in music performance at the Melbourne University Conservatorium of Music and the Victorian College of the Arts and obtained a post-graduate degree in music education from the Kodaly Institute of Hungary. She played Principal Piccolo with the Western Australian Symphony Orchestra in 1980 and then Associate Principal and Principal Flute with the Sydney Symphony Orchestra from 1981-1985. During this time she was also a member of the Australian Wind Virtuosi, touring nationally and internationally.

She was invited to the Canberra School of Music in 1984 to help establish the Music Engagement Program. Recognising a need for different and more successful forms of music education, she continued her studies, first at Charles Sturt University and later with the Institute for Music and Health, New York. She developed the innovative approach to music education, 'The Music Outreach Principle', a therapeutic approach that affects the musical lives of over 10,000 adults and children in the ACT each year. Assoc. Prof. West's work has attracted both national and international interest. She not only works as a music educator but composes and arranges for children, instrumental groups, and for film. Her work is being documented in a range of short films from Ronin Films, Australia. She has been recognised through various awards, including a National Children's Week Award, a National Women's Day Award and a citation for Teaching Excellence from the Carrick Institute. The Hand-in-Hand Outreach Program was recognised for its excellence as a community outreach program through a national awards program run by the Music Council of Australia. Most recently, West was named one of the Financial Review's 100 Women of Influence for 2016.



Convenor: Dr Georgia Pike  
BArts (ANU), GradDipEd (Monash), PhD (ANU)

A singer, educator, community outreach facilitator and transdisciplinary researcher, Georgia spent a year in New York training in voice with Susan Burghardt Diamond and Claire Alexander (former voice coach to Frank Sinatra) and studied at the Institute of Music and Health with founder Dr John Diamond (2002). She completed a Bachelor of Arts majoring in Law and Classics at the ANU (2006), a Graduate Diploma in Secondary Education through Monash University (2009), and submitted her doctoral thesis in September 2016, also at the ANU.

Her thesis developed a transdisciplinary framework encompassing history, ancient world studies, etymology, pedagogy, philosophy, and the origins of music in human society, for application to the every day

practice of music in classrooms and communities. She specialises in developing unique cross-disciplinary professional development workshops for teachers and students. Georgia has presented at International conferences across Europe, the United States, New Zealand, and Australia. One such presentation resulted in the Program's inclusion in the United Nations Compendium of Music as a Natural Resource (2013 and 2015), which is made available to members of the UN General Assembly.

Supported by the ACT Government, each year the Program trains over 250 teachers and engages thousands of children in music making and outreach through their free programs and events, designed in response to teacher and student feedback. Georgia visits up to ten schools and community groups every week, including preschools, primary schools and secondary schools, introductory English centres, nursing homes, and schools for children with disabilities. She coordinates and hosts the Program's 'Big Gig' outreach concerts engaging thousands of children and community members in communal music making. In 2016 Georgia was presented with a Children's Week Award by the Governor General of Australia, Sir Peter Cosgrove, for her work with Cranleigh School, a specialist school for children living with significant disabilities. Georgia's practice and research within the Music Engagement Program plays a central role in the maintenance and acquittal of the sizeable Community Outreach Grant from the ACT Government to the Australian National University.

#### Support Staff:

Katrina Rivera, Piano Teacher (MEP administrative support and instrumental music coordinator)

Katrina was first introduced to the MEP in 2012 and has since completed her major Honours project under the supervision of Dr Susan West and Georgia Pike, and learnt more about the MEP approach by attending teacher professional learning workshops. Katrina teaches piano and is interested in the application of the MEP approach to instrumental learning, particularly in one-to-one lessons, and has been gradually introducing her students to the MEP philosophy. In 2016, Katrina set up a number of outreach visits for her piano students which have become the basis of a research project on the possible link between outreach and reducing performance anxiety.



Tiffany Fletcher, Palmerston District Primary School (MEP coordinator of care facility outreach, curriculum alignment and ETD liaison)  
Tiffany first trained with the MEP in 2006, and since then has taken a leading role amongst her fellow teachers in how to embed music making into the curriculum and across the school. Tiffany has particular interest in nursing home outreach, and the importance of music making for at-risk children. Tiffany supports the creative activities of children and school communities through weekly site visits and volunteering. In 2016 Tiffany co-hosted both the Floriade and Big Gig Community concerts.

Bob Crisp, Kingsford Smith School (MEP online resources development)  
Bob Crisp began as a classroom teacher, and since training with the MEP in 2006 is now the music teacher responsible for singing in the primary school years at Kingsford Smith School. Bob has pioneered the use of music technology in supporting music making and outreach, and regularly takes his students on community outreach. Bob co-hosted both the Floriade and Big Gig community concerts in 2015, and began running MEP workshops for teachers.



*Reaching out to those who need us most.  
Seeing the smiles creep upon their faces.  
The singing flowing everywhere,  
Memories flying through my head.  
Everyone's happy, holding hands.  
Teamed up with someone special,  
Not only a friend, but someone much, much older.  
Bringing happiness, laughter, having a chat.  
See the glow in their eyes,  
Shining so brightly,  
Bringing joy to their faces.  
So friendly, So happy,  
Making others lives...  
... Much, Much Better...*

(Unsolicited poem by 7 year old student)



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