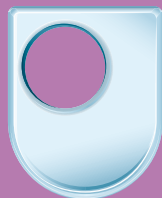


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# KS2 Music CPD Programme Handbook





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## Introduction

Welcome to the Key Stage 2 Music Continuing Professional Development Programme.

The KS2 Music CPD Programme has been devised to provide professional development support for all those involved in children's musical education in primary schools and particularly those engaged in whole class instrumental and vocal teaching. This includes classroom teachers, teaching assistants, specialist instrumental and vocal teachers, and musicians working in the community. The content and structure of the programme are designed to meet the needs of:

- those from a wide range of musical traditions and genres
- those working in both the formal and non-formal sectors
- those who have and those who have not received specialist musical training.

The programme website can be found at [www.ks2music.org.uk](http://www.ks2music.org.uk)

You should read this handbook carefully in order to understand the aims of the programme, how it works and how to get the most from it.



## The programme principles

The underpinning philosophy of the programme is encapsulated in the following four principles which surround the programme curriculum areas and modules. These principles reflect and support best practice in whole class instrumental and vocal teaching and indeed all effective teaching.

### Access and inclusion

- Each child has the right to high quality music education, including access to sustained instrumental and vocal tuition
- Each child is an individual and therefore has his or her own musical aspirations and learning needs
- Recognising, acknowledging and meeting individual and group needs is fundamental to effective music teaching and learning
- Recognising and valuing the range of musical traditions and practices within society is key to providing for access and inclusion.

### Creativity

- Everyone is capable of thinking and acting creatively
- Music teaching and learning should support young people in learning to think and act creatively
- Creative teaching is critical to creative learning
- Creativity is not exclusive to composing and improvising but is central to all musical activity.

### Collaborative teaching and learning

- Children will experience a 'joined up' approach to music education when organisations with responsibility for music education work together
- Building cross-sector teams of practitioners results in divisions being broken down and skills and understanding shared
- Children should see their music making in and out of the classroom as a unified whole.

### Integration

Music teaching and learning is at its most effective where:

- all those involved in music education value and take account of each other's work
- full account is taken of young people's musical experiences both in and outside of school
- a holistic approach to musical experience is promoted where performing, composing, listening, appraising and responding are brought together
- there is an integrated approach to provision across key stages 1-3.

These principles underpin, and are promoted through, all aspects of the CPD programme. They are developed in further detail in the Principles Documents, which can be found on the KS2 Music CPD Programme website. **One of your first tasks should be to read these documents.**

## Registering on the programme

Practitioners register for the programme via the website [www.ks2music.org.uk](http://www.ks2music.org.uk)

### Registering as an individual practitioner

Registering is a simple process that takes under five minutes.

To register as an individual practitioner go to the website and click the word 'go' in the pink box at the top right of the page.

Once you are registered you will be sent your own log-in name and password for the website, giving you access to view the resources and the practitioner pages, download the Study Guides, book places on workshops, participate in the forums and operate your own **My Programme** area.

### Registering for the Local Authority (LA) Route

If your Local Authority/music service is involved with the Local Authority Route you can either register yourself, or the designated administration support person at the LA will register you. In the latter instance you will be given a form to complete.

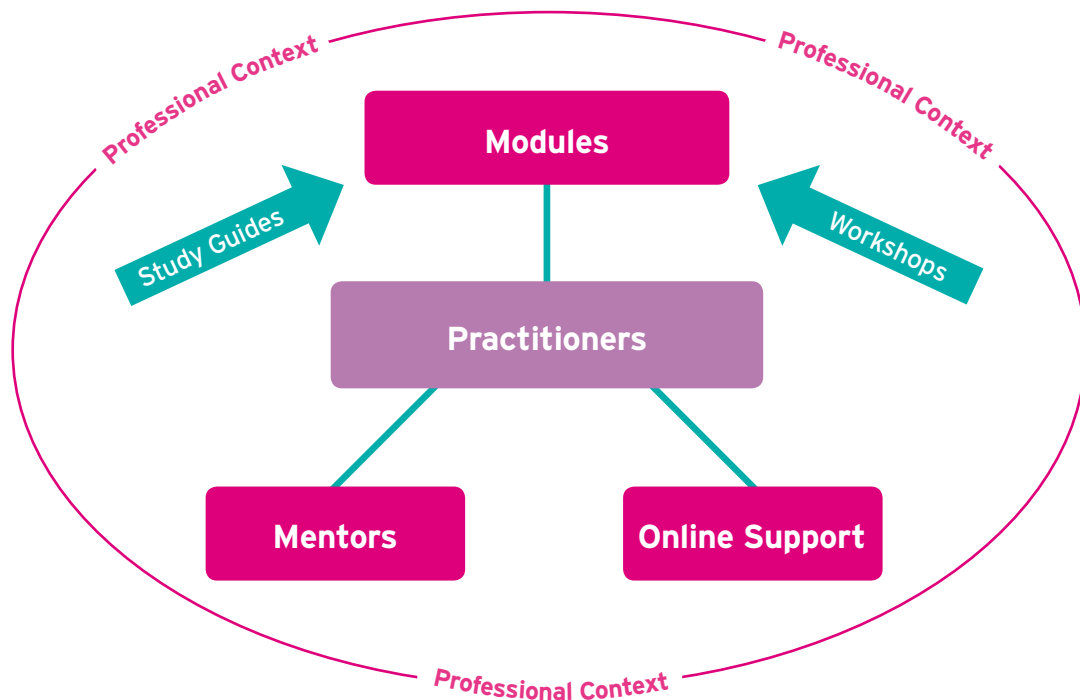
The programme requirements are the same for the LA Route but the following procedures are different:

- The workshops are planned and booked by the Local Authority or music service and offered in INSET days
- If you are a member of the music service you will be assigned a mentor from within that service.

## The KS2 Music CPD Programme: Support for your professional development

### How the programme works

Practitioners' professional development needs are supported by four interrelated strands: the modules, the mentor, online support and your professional context. All the modules have a Study Guide and some include a workshop.



## The Modules

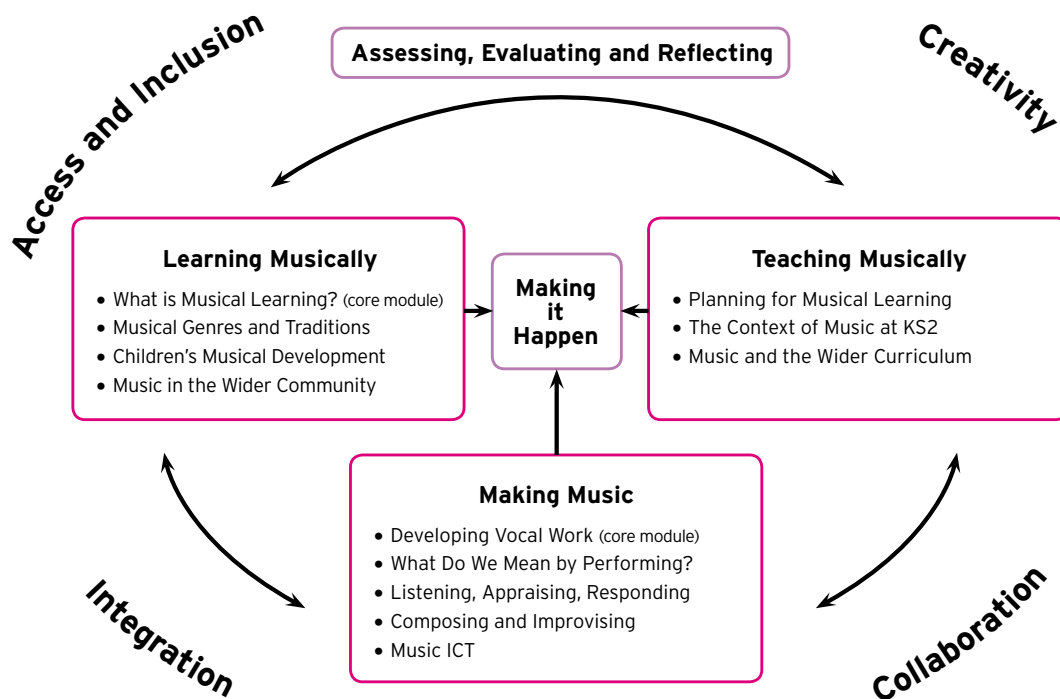
The KS2 Music CPD Programme is structured around 14 modules which are underpinned by the programme's four key principles. Modules consist of a Study Guide alone or a Study Guide and a workshop. Practitioners select from these modules according to their individual needs. Twelve of the modules are organised into the following curriculum areas:

- Learning Musically
- Teaching Musically
- Making Music

and there are two free-standing modules:

- Making it Happen
- Assessing, Evaluating and Reflecting.

The programme's content is set out in the diagram below.



There are two core modules which everyone must take. These are **What is Musical Learning?** and **Developing Vocal Work**. In addition to these you should select a minimum of three others; all practitioners must complete at least five modules. There is no maximum number of modules you may take so select as many as you need in order to support your professional development needs as identified through discussion with your mentor.

## The Study Guides

Each Study Guide explores ideas, concepts and understanding about music teaching and learning related to the module's focus. The Study Guide contains many ideas for, and examples of, classroom practice which can be adapted for your own teaching.

## Activities

Study Guides contain activities which encourage you to reflect critically on your own practice and to expand and develop your ideas about music learning and teaching. Activities ask you to develop resources and ideas to use in the classroom. The activities are designed to engage you actively in your learning and we encourage you to undertake those which you consider to be helpful. **However they are not compulsory and do not need to be submitted at the end of the programme unless you wish to do so as part of your response to the Key Tasks.**

### Key Tasks

As well as the activities, each module contains two 'Key Tasks'. These tasks are designed to make strong connections between the different elements of the programme and your work with children. They will also demonstrate that you have engaged reflectively and critically with CPD within the context of the KS2 Music CPD Programme.

Where the module includes a workshop you must work through the Study Guide up to and including the first Key Task. This Key Task should be completed and your response to it brought to the workshop as this will be used as the basis of some of the workshop activities.

Following the workshop you return to the Study Guide and complete the second Key Task and then the module evaluation. You should then upload both Key Tasks to the portfolio area of **My Programme**.

### Overarching Key Task

In addition to the Key Tasks for each module, there is an Overarching Key Task called **Reflecting on your Professional Development**. This should also be submitted in your portfolio at the end of the programme. This task can be found on the **Practitioner page** of the website.

### The Workshops

The workshops are practical events which reflect the nature of music as an essentially experiential art form and cover a range of teaching and learning strategies. Workshops last for three hours and will take place in venues across England throughout the year.

The presentation of the workshops models effective teaching and learning (pedagogy). In addition to supporting your own learning and development, they provide you with resources to use and explore in your own teaching. Workshops also provide opportunities to meet with other practitioners and discuss and share your experiences and ideas.

The workshops exemplify practically many of the ideas and concepts discussed in the Study Guides. This is why it is important that **before attending the workshop you complete the Study Guide up to and including the first Key Task**. You should bring your response to the first Key Task and the Study Guide itself to the workshop.



## Your Area Leader

Your Area Leader (AL) oversees and helps provide mentoring in your area of the country. They will contact you soon after you have registered.

If you are following the programme via the Individual Route, your Area Leader will assign you to your mentor and oversee your involvement. You can contact them with any questions you have if your mentor can't help. If you are on a Local Authority route and work for the music service you will be allocated a mentor from within that team.

To find out who your Area Leader is, click on the **Contact Us** link on the left hand side of the website, then click on the Area Leader contacts link.

## Your Mentor

The most important relationship you have on the programme is with your mentor.

Your mentor has a crucial role in supporting your professional development, particularly in helping you get the most out of the programme, and encouraging and challenging you to reflect on your professional practice.

Your mentor will support you through:

- helping you identify your professional development needs and route through the programme
- ongoing telephone and email support
- visiting you in the school in which you are working to observe and discuss a lesson.

We ask that mentors be:

- approachable
- encouraging
- willing to listen
- able to give constructive feedback
- able to challenge thinking.

However, mentoring is fundamentally a partnership and you also have responsibilities to yourself, to your mentor and most of all to the children with whom you are working. You will gain most from the programme if you:

- demonstrate a willingness to develop professionally
- think of yourself as a learner as well as a teacher
- recognise that your images of teaching and your own views may not be the only ones
- are prepared to consider and reflect upon your own professional learning needs.

More details about working effectively with your mentor can be found on the **Practitioner page** of the website.

## Your journey through the programme

### Identifying your professional development needs: Creating your Professional Development Plan (PDP)

Once you have read this handbook, one of the first things you need to do is to create your Professional Development Plan. This records your professional development needs and the modules you need to take to support you in addressing these.

The programme's Needs Analysis Audit, which maps against the programme content, is designed to help you identify what you need to do to address your professional development needs. You should complete the audit prior to the initial discussion with your mentor.

The Needs Analysis Audit will support you in:

- reflecting upon your professional understanding, skills and experiences
- making an initial identification of your professional development needs and the modules that you will follow in order to address these.

Once the Needs Analysis Audit has been completed (which should take no more than 30 minutes) you should:

- develop a draft version of your Professional Development Plan (PDP) containing:
  - an outline of what you consider to be your professional development needs
  - an initial identification of the modules you will take to support you in achieving these
  - professional targets, experiences and activities which you feel will support you in progressing towards addressing these needs.

**An example of a completed Professional Development Plan can be found on the website.**

You should then email both the Needs Analysis Audit and your draft Professional Development Plan to your mentor. Within two weeks of receiving these your mentor will:

- read the Needs Analysis Audit and Professional Development Plan and identify the issues and areas to discuss with you
- contact you and arrange a time to discuss your Needs Analysis Audit and Professional Development Plan.

By the end of the discussion with your mentor you will have decided upon and entered onto your PDP:

- your priorities for professional development
- the modules that you will follow (i.e. your route through the programme) and the framework of experiences and targets that will support you.

If possible you will also have agreed with your mentor the point in the programme for the school visit and identified a provisional date.

Once the PDP has been agreed, you should upload it to your **My Programme** area and email a copy to your mentor.

Your mentor will keep a copy of the PDP for their own records and email a further copy to your Area Leader to help them plan workshop provision.

### Principles underpinning the Needs Analysis Audit and Professional Development Plan

The Professional Development Plan is a working document that you will amend at various points during the programme as your professional needs are addressed and/or you identify or prioritise other ones.

The programme's Needs Analysis Audit and identification of professional development needs is underpinned by the following:

- the Needs Analysis Audit process and Professional Development Plan are owned by you
- identifying professional needs and aspirations through the Needs Analysis Audit is a key part of your professional development and support through discussion with your mentor is an important element in this
- you should draw on a wide range of evidence from the contexts in which you work when identifying your areas of strength and those where you need additional support.

The templates for the Professional Development Plan and Needs Analysis Audit are available in the **Resources** area of the website for you to download. They should be stored in your **My Programme** area on the website. Once you have completed the Needs Analysis Audit and your draft PDP you can begin the programme.

### Working with modules

Once you have completed a draft PDP you can select your first modules. We recommend that where possible you begin with **What is Musical Learning?** as this contains the ideas about the nature of musical learning that underpins the other modules. When identifying a date to attend a workshop (for those modules which have a workshop) ensure that you have given yourself sufficient time to have worked through the Study Guide up to and including completing Key Task 1.

Once you have completed a module (including attending any workshops where necessary) you need to evaluate it so that it shows as completed in your portfolio. Only when you have submitted your evaluation will the module show as completed in your portfolio. Go to the modules area in the **My Programme** area of the website and click on the evaluation button. Complete the short evaluation form which asks you to reflect on the module's contribution to your professional development. When you have done this the module will show as complete.



Photograph: Rita Burt

## Booking workshops

### Individual route – booking workshops

Workshops are booked via the website. When a module includes a workshop there will be a link from the module page taking you to a booking page. Once booked you will receive an email to confirm your place and subsequently a reminder. If you need to cancel your place you can do this from the **My Programme** area of the website. **Please remember to cancel your place if you are unable to attend so that we can offer it to someone else.**

### Local Authority route – booking workshops

Those who are engaging with the programme via their LA or music service book workshops in the same way unless the designated administration person is booking for you.

N.B. It may be possible for individual route practitioners to attend LA route workshops by arrangement with the appropriate Area Leader.

## Visits by your mentor to school

Your mentor will make a minimum of one visit to you in school during the course of the programme. The visit will last in the region of two hours and will include some of the following:

- observation of your teaching with an agreed focus, and discussion of the lesson observed. It is expected that you will provide your mentor with a lesson plan
- agreeing any amendments to the PDP in the light of the lesson observation and discussion
- assisting you in identifying further professional development needs
- discussing with you the progress you have made in addressing your professional development needs
- helping you to identify your professional development beyond the programme, and strategies for addressing this.

Within one week of the visit your mentor should email you a copy of the School Visit pro forma. You then complete the 'Practitioner Comments' section and store it in the **My Programme** area of the website.

### Arranging a visit from your mentor

- You must gain consent from the school (head teacher and class teacher) for your mentor to visit and observe a specific lesson
- You must ensure that the music leaders/school staff are aware of, and give their consent to, being present in a lesson in which you are being observed. Assure them that it is you who is the focus of the observation, not them
- The post-lesson discussion must take place immediately after the lesson and will last up to 40 minutes. Please agree with the school somewhere quiet where this one-to-one session can take place
- Give the name of your mentor to the school office so that they will be expecting him/her
- Ensure that your mentor knows the name, address and telephone number of the school, and other useful information such as the best way of getting there. Give them the name of the head teacher and the names of those other teachers or leaders with whom you will be collaboratively teaching.

Arrangements within LA Routes may vary.

## The programme website

The website contains all the programme materials. It is where you access the modules, book your place on workshops and store your work.

The website contains key course documents such as:

- the Needs Analysis Audit
- the template for your Professional Development Plan
- the Study Guides for each module
- the school visit pro forma which will be used by your mentor on their visit(s) to you in school
- the Overarching Key Task which must be completed before you finish the programme.

The **Resources** area contains materials and resources for teaching and learning which will be added to on a regular basis.

The **Practitioner** page contains information relevant to you as a practitioner.

## My Programme

When you log in to the website you will find a personalised area called **My Programme** which contains a record of all the modules that you are working on or have completed. You can add notes and documents to the **Portfolio** area of this section such as activities you have completed, resources you have developed and records of school visits. When you get to the end of the programme you will submit all the evidence and work that you have stored in your portfolio in order to gain your certificate. Instructions for uploading your work into your **My Programme** area are on the website.

## The Programme Forum

The website also contains the **Programme Forum** where you can discuss aspects of music education with other practitioners. You might raise particular challenges that you are experiencing in an aspect of your teaching to see if anyone else has suggestions as to how these might be addressed. You can also use this forum to exchange ideas for teaching and learning which you have found to be particularly successful or to discuss Key Tasks and activities within the CPD programme modules.

Do try to read and contribute to the forum to make it a worthwhile and rich environment which supports all practitioners in their work in schools. Your contributions also have the potential to provide clear evidence of your engagement with the course. To access the forum, log in and click on the **Programme Forum** link on the left.

## Online Seminars

At regular intervals through the programme we will invite leading figures in music education to post an article for discussion and debate.



If you have any problems using the **My Programme** area please contact your Area Leader or the KS2 Programme team – see the contact us page on the website for details.

## Submitting your portfolio

At the end of the programme you are asked to submit a portfolio to the Open University which provides evidence of your engagement with the programme. Details of how to submit your portfolio can be found on the programme website. The file should contain:

- your Professional Development Plan
- the two Key Tasks for each of the modules identified in your Professional Development Plan
- The completed school visit pro forma with your comments added. (See page 10.)
- the Overarching Key Task: **Reflecting on your Professional Development**
- supporting evidence for the Overarching Key Task and the module Key Tasks which might include:
  - examples of responses to the activities in the Study Guides which support the Key Tasks
  - resources you have developed (these might include audio resources)
  - examples of pupils' work that have resulted from your work on the programme (recordings are welcome)
  - any further evidence in the context of your teaching, e.g. self-review, conversations with adults and children.

Based on the evidence in the portfolio, you will be awarded the KS2 Music CPD Programme certificate.

You can either submit your portfolio as a hard copy or email us to let us know that your work is ready to be viewed online. More information can be found on the website under **Portfolio Guidance**.

## Timeframes

We anticipate that practitioners will work through the programme over the course of 4-5 terms and submit their portfolio at the end of this period.

If you are on the LA Route the timings of the workshops will be dictated by your INSET provision but in all cases modules should be completed and evaluated within 6 weeks of the workshop date.

It is a good idea to keep your online portfolio updated as you progress through the programme so that all of your work is organised in one place when you are ready to submit your portfolio.

## Accreditation

If you would like to find out about how the programme can support your progression towards an accredited qualification, please visit the accreditation section on the website.



## Your journey through the programme

What you need to do		Which area of the website to use	
<b>Step 1 – Register and create your Professional Development Plan (PDP)</b>			
<ul style="list-style-type: none"> <li>Register – do this from the pink box on the homepage.</li> </ul>		Homepage	
<ul style="list-style-type: none"> <li>Identify what you feel are your professional development needs using the Needs Analysis Audit we provide and work with your mentor to decide which modules are most relevant to your needs.</li> </ul>		My CPD Needs page Resources page (for Needs Analysis Audit) Module pages (for summaries)	
<ul style="list-style-type: none"> <li>Create your Professional Development Plan (PDP) and upload it into your My Programme area on the website.</li> </ul>		My Programme Resources page – PDP template	
<b>Step 2a – Access the modules</b>			
<ul style="list-style-type: none"> <li>Click on Modules, then the name of one of the modules on your PDP. (tip: you can work on any number of modules simultaneously but we highly recommend you start with What is Musical Learning?)</li> </ul>	Area of website	<b>Step 2b – Uploading your work and evaluating modules</b>	
<ul style="list-style-type: none"> <li>Click on the link to the Study Guide to get started.</li> </ul>	Modules area		
<ul style="list-style-type: none"> <li>For modules with a workshop you should complete the Study Guide up to and including Key Task 1 and take your response to this Key Task to the workshop. Following the workshop you should work your way through the remainder of the Study Guide and complete Key Task 2 and then evaluate the module. Ideally this should be within six weeks of the workshop.</li> </ul>	Modules area (download Study Guide and book workshop)		
<ul style="list-style-type: none"> <li>To book a workshop go to the Modules page and click on the Workshops link.</li> </ul>	Modules area – there is a link to workshop booking on each module page		
<b>Step 2c – Mentoring and observations</b>			
<ul style="list-style-type: none"> <li>Your mentor will support you throughout the programme by observing you teach, discussing your lesson and writing a school visit report. Upload this and your lesson plan in your portfolio.</li> </ul>	Area of website	<b>Step 2d – Online seminars and programme forum</b>	
	My Programme – Portfolio for saving lesson plan and reports	<ul style="list-style-type: none"> <li>Engagement with the programme forum is a great way to share experiences and network with other practitioners and mentors on the programme.</li> </ul>	
		<ul style="list-style-type: none"> <li>The online seminar programme gives you the chance to discuss topics set by leading figures in music education and your contributions in these can be included in your portfolio as evidence of your engagement with the programme.</li> </ul>	
		<ul style="list-style-type: none"> <li>News updates for practitioners will be posted on the website – check regularly for latest communications.</li> </ul>	
		Practitioner page My Programme page (link on the left when you are logged in)	
<b>Step 3 – Submit your portfolio</b>			
<ul style="list-style-type: none"> <li>For details of what needs to be in your portfolio and the ways you can submit it see the link on the website.</li> </ul>		Portfolio Guidance	
<ul style="list-style-type: none"> <li>Upon receipt of your completed portfolio you will receive a certificate from the Open University.</li> </ul>			

Website user guides are available on the practitioner page of the website.

