



The Manitoba Music Educator

October 2013

MANITOBA MUSIC EDUCATORS' ASSOCIATION

L'ASSOCIATION MANITOBAINE DE MUSIQUE EDUCATEURS

President's Message

Eric Marshall

It's already October and everyone will be in the midst of planning, rehearsing, interacting and engaging students in music making. Welcome to those music educators who are new to the profession or new to Manitoba. You are part of an amazing cohort of educators that deliver music education that has become the envy of other provinces.

Your MMEA continues to be the unified voice for music education in Manitoba. Together with our partner groups, the Manitoba Band Association, Manitoba Choral Association, Manitoba Orff Chapter and the Manitoba Classroom Guitar Association, we do our best to reach out and support every music educator in the province. I would like to take this opportunity to encourage each of you to remain involved and engaged with MMEA and our music education partners.

Music and the Provincial Report Card

Recent changes announced in the final report card documents are very positive for music education in Manitoba. A cooperative dialogue over the past 28 months has resulted in a document and policies that support music education. Familiarize yourself with these documents by going to Manitoba Education's website.

http://www.edu.gov.mb.ca/k12/assess/report_cards/index.html

We recognize that support in implementing this document will be needed. There in cooperation with the Association of Music Administrators of Manitoba, a full day workshop on reporting in music will be held October 24th, the day before TEMPO. As well, we have planned focused sessions on the report cards as part of TEMPO.

20K3 and Music Education

MMEA is closely monitoring the 20K3 initiative and its potential impact on music education in Manitoba. Thank you to all members who completed our 20K3 survey in May/June. Below are a few highlights from 133 completed surveys. As a result of 20K3:

- 32% report or expect their music teaching assignment to increase
- 19% report that the time to teach and assess curriculum outcomes will be reduced
- 27% report they will be teaching combined classes of 40+ students
- 9% report that they will be offering classes in a space other than a music room

For many, the 20K3 initiative will have a significant impact on their teaching. We are engaging in dialogue with interested stakeholders and developing ongoing action plans to help with implementation of this initiative.

Some of the People working for YOU!

Volunteering on our behalf is the MMEA Board, and also many others in portfolio positions and on committees. This creates an exceedingly strong web of professionals all focused on promoting music education in Manitoba. Each of these people has many others working along-side contributing in large and small ways. Currently the MMEA portfolio positions are as follows:

TEMPO: Manitoba Music Conference Chair - Judy Giesbrecht
Music Month Co-Chairs - Leanne Jensen and Helen Litz
Music Monday - Karin Klassen
Philosophy Statement - Dr. Janet Brenneman
Newsletter - Meaghan Walker
Advocacy - Bill Kristjanson
National Conference (CMEA/MMEA) - Tanya Derksen

Web Master - Vic Hooper
SAGE Representative - Rebecca Brown
Archives - Francine Morin
AMAM - Eric Marshall
Membership - Danessa Poiron
Finance - Dale Weevers

Tempo

Manitoba Music Conference, October 25th, 2013

Well here we are just a few weeks away from the October 25th, 2013 Manitoba Music Conference. The final details are being put into place and everyone is excited about the topics and the clinicians who will be providing wonderful professional opportunities for all who will be attending.

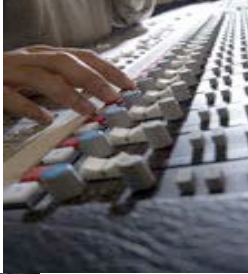
By now you will have had a chance to read through the SAGE Brochure on-line at mymmea.ca. There are many different sessions for you to choose from and it is our hope that you will find topics that will be relevant to your learning needs.

We are once again most grateful to Mennonite Brethren Collegiate Institute and in particular Elwood Wiebe, for opening their facility to us for the fifth year. We are also grateful to Andrew Klassen for organizing a group of MBCI students who will point us in the “right direction” within their facility. Don’t hesitate to ask anyone of these fine young people if you can’t locate the session room that you might be looking for.

On behalf of myself and my dedicated committee members, we hope that this conference will provide each of you with the opportunity to connect with colleagues, grow in your craft, meet with industry and be inspired and energized as music educators.

I look forward to seeing each of you on Friday, October 25th, 2013 at Mennonite Brethren Collegiate Institute, 173 Talbot Avenue, Winnipeg.

Judy Giesbrecht
SAGE Chairperson



Thursday,
October 24th,
2013



LEADING CHANGE IN
MUSIC
Education
IN MANITOBA

Association of Music Administrators of Manitoba
and Manitoba Music Educators Association
Leadership Conference – October 2013



DATE: Thursday, October 24th, 2013
COST: \$100.00 Payable to MMEA
LOCATION: Louis Riel S.D. Legacy Centre –
900 St. Mary's Road, Winnipeg
REGISTRATION: Attn: John Balsillie – St. John's Music
1330 Portage Ave. Winnipeg, MB R3G 0V6
john.balsillie@stjohnsmusic.com

The presenters:

Shelley Warkentin – Manitoba Education - ELA and Literacy Consultant Gr. 5-12 -
Bruce Lyons – MB Education – Assessment Consultant, Curriculum and Assessment Branch - Francine
Morin Ph.D. – Department Head Curriculum, Teaching and Learning, University of MB - Beryl Peters
Ph.D. – MB Education – Curriculum Consultant, Curriculum and Assessment Branch - Julie Mongeon-
Ferré - Bureau de l'Éducation française - Curriculum Consultant - AMAM Leadership Team

<u>TIME</u>	<u>SESSION DESCRIPTION</u>
8:30	REGISTRATION AND COFFEE
9:00	<p>Assessment as Story: Best Practice in Music Education Assessment: Shelley Warkentin – Manitoba Education</p> <p>This session will explore how music assessment needs to incorporate multiple stories, including those of the students while using the learning outcomes as the lens through which to observe the learning.</p>
10:20	NUTRITION BREAK
10:40	<p>Collaborative Assessment of Student Work in Music Education: Francine Morin Ph.D. University of Manitoba</p> <p>Teacher collaboration is one of the most powerful research-based strategies for linking assessment to improved teaching and student learning. This session offers ways that division-based teams of music teachers can work together to: 1) develop and implement common tools to assess music learning outcomes; 2) study and analyze student work or evidence of music learning; and 3) respond to the music learning needs of students by implementing new teaching interventions.</p>
12:00	LUNCH - Musical Entertainment
1:00	<p>Introduction to the Gr. 9-12 Music Curriculum Framework: Beryl Peters Ph.D. MB Education – Curriculum Consultant and Julie Mongeon-Ferré - Bureau de l'Éducation française - Curriculum Consultant</p>

Note: for the next sessions, participants will be invited to be involved in either the EY MY Report Card Comment writing session or the Introduction to the SY Arts Curriculum Framework.

Early-Middle Years Stream.

1:45	<p>Provincial Report Cards – Notes from the Trenches: AMAM Team</p> <p>A select group of classroom music educators (K-8) will share their experiences in a panel discussion. The group will explore the rewards, challenges, pitfalls and successes in year 1 of the provincial report card.</p>
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2:30 Break

**2:45 Comment Writing for Provincial Report Cards: Bruce Lyons –
Manitoba Education**

Foundations and principles of good comment writing will be discussed. Participants will have an opportunity to create and share outcome based comments.

4:00 Open Questions - Directions for Music Education: Eric Marshall

Senior Years Stream

**1:45 The 9-12 MB Music Curriculum Framework: Beryl Peters Ph.D.,
Julie Mongeon-Ferré Part 1 – a more detailed look at the music
framework document.**

2:30 Break

**2:45 The 9-12 MB Music Curriculum Framework: Beryl Peters Ph.D.,
Julie Mongeon-Ferré Part 2 – Going deeper, challenges, questions,
next steps.**

All Participants

4:00 Open Questions - Directions for Music Education: Eric Marshall
What next questions - One thing to take away - Wrap-up - Summary
The ongoing mandate of the Manitoba Music Educators Association and
the Association of Music Administrators of Manitoba.

4:30 Conclusion

5:00 Dinner – Maxime's Restaurant, 1131 St. Mary's Road
This important debriefing time is included in the registration fee.

**MANITOBA MUSIC EDUCATOR'S ASSOCIATION
L'ASSOCIATION MANITOBAINE DE MUSIQUE EDUCATEURS**



Music Leadership Conference 2013

Leading Change in Music Education in Manitoba 6th Annual Leadership Conference - 2013

*Thursday, October 24, 2013
Legacy Centre – Louis Riel S.D.
900 St. Mary's Road
Winnipeg*

REGISTRATION FORM

First Name _____ Last Name _____

Address _____ City _____ Postal Code _____

Telephone Number _____ Cell Number _____

Email address _____

School _____ School Division _____

Please indicate which afternoon session you will be attending.

_____ I will be participating in the Early/Middle Years Report Card Comment writing session

_____ I will be participating in the Senior Years Music Curriculum Framework session.

The cost of the evening dinner/banquet at ***Maxime's Restaurant, 1131 St. Mary's Road*** included in the registration fee.

_____ I will be attending dinner

_____ I will not be attending dinner

Please indicate any dietary requirements _____

_____ Payment enclosed (\$100.00) Please make cheque payable to MMEA

Mail registration to:

Music Leadership Conference
Attn: John Balsillie - St. John's Music
1330 Portage Ave.
Winnipeg, MB R3G 0V6
Email: john.balsillie@stjohnsmusic.com

Deadline for registration – October 11, 2013

“Connecting the Community” CMEA National Conference



Save the Date!

Winnipeg, Manitoba
July 9-11, 2015

The CMEA and MMEA are proud to announce that we will be hosting a National Music Educator’s Conference on July 9-11, 2015 in Winnipeg, Manitoba. The conference is titled “Connecting the Community” and you are invited to join us!

This conference will offer opportunities for dialogue, sharing, and professional development that will be enriching and rewarding for each participant. It will showcase leading-edge Canadian music education researchers and world-class teacher presenters whose best practices set new directions for music education in the 21st century.

The conference will bring hundreds of K-12 music educators, music industry partners, professional musicians and education researchers from across the country to the City of Winnipeg to experience and enjoy a vibrant and world-class arts and cultural scene.

More information will be available in November 2013. Stay tuned!

If you’re interested in getting involved, please contact Manitoba Co-Chair, Tanya Derksen at tanyaderksen@gmail.com.

Co-sponsored by



Inclusive Music Education = Music Education For All Children¹

Sheila Scott, PhD (Associate Professor, Brandon University)

Current administrative policy for special education emphasizes that, inasmuch as possible, children with special cognitive, psychomotor, or behavioral needs are integrated into classrooms alongside their typically developing peers. This perspective is commonly referred to as *inclusive education*.² Inclusive education requires more than the physical presence of students with special needs in classrooms; inclusion requires that students with exceptionalities are welcomed in school communities as active and engaged learners.

“There is no theoretical formula for ‘doing’ inclusion” (Ravet, 2011, p. 680). Within inclusive environments, music educators provide *all* students experiences that engage their musicality at appropriate levels of challenge. Thus, the efforts of all students are nurtured through authentic musical accomplishment. This becomes possible when music teachers believe that, by focusing on what individuals can do, all learners are successful. This overarching idea is explored below.

1. *All children respond positively to music.*

Music teachers often encounter the proclamation “musical education for all children.” Music educators who work successfully with exceptional learners believe that all children are capable of responding to music and, further, that music education provides numerous avenues for meeting the needs of diverse learners in inclusive school environments.

2. *RESPECT.*

Respect the rights of all children for an appropriate *education*, taking into account the special needs inherent to their exceptionalities. Provide opportunities for all children to interact as active and engaged music makers. Their smiles and laughter may touch your heart.

3. *Focus on children; not on disabilities.*

While it is helpful to have knowledge of how particular exceptionalities impact how children function within our classrooms, it is important that we interact with children as individuals irrespective of their diagnoses. When I first began teaching children on the autism spectrum, I chose materials for music class based on research findings about how children with ASDs engage (or disengage) within school environments. This quickly became a search for activities and materials suited to the needs and preferences of each child: for example, Gavin³ has a strong sense of beat so we play drums; Monica likes to move so we play a variety of structured and unstructured games that incorporate movement.

¹Reprinted, in part, from the newsletter of the Brandon University Student Music Educators Association (BUSMEA). Used with Permission.

² From a broad perspective, inclusive education emerges from a social justice perspective in which all students are embraced within diverse learning communities regardless of whether differences are due to social, cultural or ethnic backgrounds or are founded in differences in ability (Berlach & Chambers, 2011). Due to its brevity, this account is limited to the inclusion of children with a range of abilities (sometimes referred to as *disabilities* or *exceptionalities*) into regular (or typical) classroom settings.

³ Students’ names are pseudonyms.

4. *Emphasize student-centered learning environments.*

Given opportunities for personal exploration, students with exceptionalities outperform their teachers' expectations. Teachers and other caregivers are often surprised by the ways in which students with exceptionalities interact with music. For example: James invents his own ways to move expressively to music; Malcolm, who is mostly non-verbal, suddenly sings known songs in tune. It is within the flexibility of a student-centered environment that these propensities are revealed.

5. *Differentiated instruction benefits all students, not just those with diagnosed exceptionalities.*

The creation of positive educational environments for children with exceptionalities requires that teachers consider the learning needs of aural, visual, and psychomotor learners. Taking into account behavioural, cognitive, communicative, and psychomotor needs, educational experiences are carefully sequenced to maximize learning for all students while, at the same time, providing opportunities for students to explore their musical environments as individuals. Thus, effective intervention for students with exceptionalities is "effective intervention for all students" (Jordan, Schwartz, & McGhie-Richmond, 2009, p. 536).

6. *Music teachers are not alone.*

Through dialogue and the sharing of instructional strategies and information, caregivers (for example: parents, teachers, instructional assistants, and therapists) work together to devise Individual Education Plans to enhance learning environments for children with special needs. This provides an important support for music teachers who may consult these records to gain advice for how to include these children in music. It is helpful for music teachers to observe exceptional students in a variety of learning contexts, noting how other teachers and instructional assistants interact with exceptional children. These colleagues are often willing to assist music teachers in sequencing activities to meet the special needs of individual children.

7. CELEBRATE.

Celebrate the opportunities for children with exceptionalities to learn through music and for music teachers to learn from these children.

Reference

- Berlach, R. G., & Chambers, D. J. (2011). Interpreting inclusivity: An endeavour of great proportions. *International Journal of Inclusive Education, 15*(5), 529-539.
- Jordan, A., Schwartz, E., & McGhie-Richmond, D. (2009). Preparing teachers for inclusive classrooms. *Teaching and Teacher Education, 25*, 535-542.
- Ravet, J. (2011). Inclusive/exclusive? Contradictory perspectives on autism and inclusion: The case for an integrative position. *International Journal of Inclusive Education, 15*(6), 667-682.



Winnipeg Music Festival

MCGA will be assisting with the school ensemble portion of the Winnipeg Music Festival again this year. The festival is an excellent opportunity for school ensembles of any size or level to share their music and receive positive feedback from an adjudicator. Each group performs two selections, any style or level; emphasis is on sharing.

All gear including guitars and music stands will be provided compliments of the Louis Riel School Division. The guitars will be tuned and placed on a guitar stand next to each chair. You simply need to show up with your students and music. Groups are scheduled in 15 minute blocks and schools are encouraged to stay for the morning or afternoon sessions to watch and support the other ensembles.

The school guitar classes will likely take place at Westworth United Church sometime around March 5-8. Deadline for registration is December 1, 2013. Entry fee for the school guitar category is \$40.00. Please see the attached entry form and list of school guitar class categories.

PD Opportunity

The University of Manitoba will be offering Guitar Techniques and Pedagogy (3 credits) specifically designed for anyone new to the guitar or classroom guitar teaching. The course will run evenings starting January, 2014. For more information, please contact Susan Leeson: 204.474.9133; email: sleeson@cc.umanitoba.ca

MCGA
manitobaguitar.ca



UPCOMING EVENTS

MCA ANNUAL GENERAL MEETING

Saturday, October 26, 10:00 a.m.
MCA Office, 5-276 Marion Street

27th ANNUAL CHORALFEST MANITOBA

November 12 – 23, 2013

**Sturgeon Creek United Church
Canadian Mennonite University**

Senior Years and Community/Church Choirs: Nov. 18-23

Adjudicators: John Trepp (Vancouver, British Columbia), John Wiebe (Edmonton, Alberta), Vic Pankratz (Winnipeg, Manitoba), Andrée Dagenais (Brandon, Manitoba)

Elementary and Middle Years Choirs: Nov. 12-15

Adjudicators: Carole Anderson (Toronto, Ontario), Liz Kristjanson (Winnipeg, Manitoba), Marilyn Houser Hamm (Altona, Manitoba)

Vocal Jazz Choirs: Nov. 13-15

Adjudicators: After Four (London, Ontario) Ron Nauta, Jenny Nauta, Theresa Wallis and Dave Williams

Vocal Jazz Concert featuring After Four: Friday, Nov. 15, 7:30 p.m.

ChoralFest Gala Concert: Friday, Nov.22, 7:30 p.m.

32nd ANNUAL PROVINCIAL HONOUR CHOIRS

February 7 – 9, 2014

Concert

Sunday, Feb 9, 2014, 3 PM
Knox United Church
400 Edmonton Street
Winnipeg MB

Choirs & Conductors

Senior Mixed – Vic Pankratz
Women's Chorus – Michelle Chzyk
Junior Mixed – Johanna Hildebrand
Adult Choir – Eugene Rogers

