



**ULTIMATE GOAL**  
CYP have an active and valued role in determining their own music making and learning opportunities

**Why this work is needed**

- CYP participation is rarely at the heart of planning music education activities yet music is often an important part of all CYP lives
- Music Education Hubs aren't responsive enough to the changing needs of CYP

**How this work will make a difference**

- Focussing on long term change not short term 'wins'
- Building trust and respect with CYP
- Creating a knowledge base for and confidence in how youth participation can be effective and impactful
- Strengthening relationships with schools and community organisations

**Activities (TBC but for example)**

- Development of youth participation strategy
- R&D leading to toolkit development
- *Embedding of consultation activities across all teaching practice*
- *Surveys with teaching workforce*
- *Facilitation of youth advisory board*
- *Professional development programme*
- *Advocacy of youth participation to key stakeholders*

**As a result of the activities these are the outcomes we want to see**

**CHILDREN AND YOUNG PEOPLE...**

"We believe our musical interests, opinions and identities are more valued, listened to, heard and understood"

"We better understand what musical opportunities and activities are available to us that are reflective and representative of who we are and what we need"

"We feel increasingly empowered and in control over our music making and learning, and can directly see how our voices are making a difference for ourselves and others"

SHORT  
MEDIUM  
LONG  
TERM

**THE WORKFORCE WILL**

Develop an increased understanding of the musical interests, opinions and identities of children and young people

Improve skills, confidence and knowledge of embedding CYP participation into teaching and learning

Increase in flexibility and agility to meet the changing needs of CYP and to co-create music learning with CYP

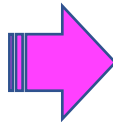
SHORT  
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LONG  
TERM

**THE MUSIC PARTNERSHIP WILL**

Develop systems and processes to be able to act and respond to CYP musical interests, opinions and identities

Increase the role of CYP with inputting into decisions about planning relevant and representative activities across the partnership

Increase the number and range of opportunities for CYP to proactively influence policy and programme design on issues and that directly affect them



**TARGETS / OUTPUTS**

- Increased numbers of CYP engaging in TMP activities / events
- Improved retention of CYP to activities
- Able to track long term engagement of CYP with TMP throughout their education

**Assumptions we are making**

- That music is important to CYP
- That CYP want to and are able to input into decisions about music activities
- That the workforce and schools are willing to flex and adjust their practice to incorporate more youth participation

**What needs to be in place for this to be effective**

- Senior leadership being able to influence policy and strategy
- Effective partnership working across Stoke, Staffs, Telford
- Capacity to resource this work (time, people, money)
- Joint commitment with schools and community organisations to youth participation

**Values underpinning this work**

- Active listening
- Relevance
- Inclusivity
- Transparency and openness
- Radical empathy
- Unbiased