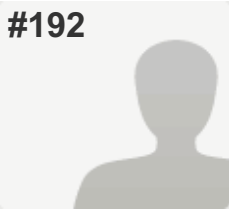


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PAGE 1: Please complete this consultation paper in respect of your area of interest and/or expertise

Q1: Name:

Deborah Kelleher

Q2: Organisation:

Royal Irish Academy of Music

Q3: Email:

deborahkelleher@riam.ie

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Q4: 1(a) What improvements can be made within existing resources

More opportunities to develop increased music tuition in primary schools through activities with local music schools and conservatoires. We believe that music education improves a child's ability to socialise, respond to criticism and develop their temporal and spatial reasoning, to name just a few benefits.

Q5: 1(b) What improvements can be made through new provision

The opportunity for every school child in Ireland to learn a musical instrument.

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Q6: 2. Comment on work currently being undertaken by the Department in your area of interest and/or expertise. (What are we doing well, what could we do better)?

The Department gives a grant to the Royal Irish Academy of Music and this enables us to offer subsidised tuition and limited instrument loans to over 1800 students each year.

Our relationship with members of the Department is cordial and supportive.

In the future, we have a masterplan for the re-development of our Westland Row site, giving Ireland an international music conservatoire to rival those in London and Paris. We put in for planning permission in July 2016. We look forward to sharing those plans with you and we hope to be able to bid for capital financial support when that time comes.

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Q7: 3. Are there opportunities (e.g. new areas of work) which the Department should consider when developing the 2016 - 2018 strategy which would advance the achievement of our mission, vision and objectives across the continuum of education and skills?

You have an impressive statement of strategy 2015-17, and your targets of innovation and entrepreneurship are right for the 21st century. I would urge you not to discount the value of arts and culture in the development of the imagination, and as an extension, creativity and the creative economy. The economic and social benefits of arts in society have been proven time and again.

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Q8: 4. How should success on achieving our strategies be measured.

Education is like large juggernaut - the impact of change or policy (or the vehicle turning around) is not felt for many years. One problem with the 'millennials' is their lack of resilience, and their unrealistic expectations but we didn't know this as they were growing up.

I think it is difficult to have metrics, but in provision for music instruments, this can be done by checking if each child had access to music instrumental education in Ireland.

I should say I am aware of the great work that Music Generation is doing in limited locations, which is supported by the Department of Education, but I still believe music belongs more in the formal school setting because that is the only true measure of equal access for children.

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Q9: 5. Comment on any issues relating to the continuum of education and skills, in addition to your particular area of interest and/or expertise

Music education training for the profession starts age 5/6. Like ballet, a performing musician becomes serious about music at a time where their muscles develop and their ability to hear music accurately can become innate. This is a crucial reason why conservatoires have junior schools as well as Bachelor, Master and doctorate degrees. Once a student finishes a degree, there is the problem of getting a job. Musicians tend to be quite entrepreneurial in finding work and this is developed in the conservatoire with their teacher as advisor and guide.

In amateur music making again students start young and might keep this hobby up to old age. the Royal Irish Academy of Music has a nationwide examination system which has examined over 1,000,000 musicians since it started and student are from all age groups.

PAGE 7

Q10: 6. Any other observations that you would suggest the Department should consider in the formulation of our strategy for education and skills 2016 - 2018

None other than an awareness of the value of music and the arts to a child's growth. The Bonn Declaration on the value of music education to society may be of value: http://www.emc-imc.org/fileadmin/user_upload/Cultural_Policy/Bonn_Declaration.pdf

PAGE 8: A Programme for a Partnership Government - Chapter 10: Education

Q11: 1(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Not my area

Q12: 1(b) How should progress on Prioritising Early Years be measured?

Not my area

Q13: 1(c) What would you consider to be the priority actions and outcomes in this area?

not my area

PAGE 9: A Programme for a Partnership Government - Chapter 10: Education

Q14: 2(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Not my specific area (though we have inclusion programmes)

Q15: 2(b) How should progress on Tackling Disadvantaged be measured?

Respondent skipped this question

Q16: 2(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

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Q17: 3(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Again, not my area

Q18: 3(b) How should progress on Diversity and Choice for Parents be measured?

Respondent skipped this question

Q19: 3(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

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Q20: 4(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

I think you are capturing the importance of aspiring to standards and also developing the ability to think innovatively.

Q21: 4(b) How should progress on Promoting Excellence and Innovation in Schools be measured?

Respondent skipped this question

Q22: 4(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

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Q23: 5(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

I think that more can be invested here, and my recommendation is more investment in music education, particularly access in schools to instrumental tuition.

Q24: 5(b) How should progress on Promoting Creativity and Entrepreneurial Capacity in Students be measured?

How many children access instrument tuition.

Q25: 5(c) What would you consider to be the priority actions and outcomes in this area?

Providing subsidised instrument tuition to school children for at least 2 years of their primary school education, focusing on either strings or brass bands, depending on the school preference.

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Q26: 6(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Music making and sharing is very much a community thing. Music Generation captures this in the communities it serves. If the model could be rolled out to all schools and communities then it would be exciting.

Q27: 6(b) How should progress on Making Better use of Educational Assets within Communities be measured?

Respondent skipped this question

Q28: 6(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

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Q29: 7(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Nor my area

Q30: 7(b) How should progress on Special Needs Education be measured?

Respondent skipped this question

Q31: 7(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

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Q32: 8(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Not my area

Q33: 8(b) How should progress on Meeting the Skills Needs of the Future be measured?

Respondent skipped this question

Q34: 8(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question