BUNDLE

TALKING TO LEADERS

The Talking to Leaders bundle is filled with research, tools, and information. These tools can either be shared with leaders to enhance their knowledge or used by teachers to increase their own confidence and effectiveness in communicating with leaders.

DEVELOP YOURSELF

These tools have been designed to facilitate your learning and understanding of the research on music learning and brain development.

Discover practical ways to apply the research directly to your teaching.

SHARE DIRECTLY WITH LEADERS

These tools have been exclusively tailored to be shared directly with school and/or department leaders.

Use these resources as a tool to connect with leaders, gain their support for the work that you do and help them understand the powerful benefits of music learning.

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WHAT'S INCLUDED?

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TALKING TO LEADERS BUNDLE

$50AUD

8 x Social media ready Research bites

3 x Shareable Music Learning Infographics

- Is high school too late to benefit from music learning?
- What if every child could keep a beat?
- Music learning improves academic performance

1 x Easy to share research Ebook

- Music education benefits every child

8 x News Articles that you can share at the click of a button

6 x Actionable research articles with Teaching Reflections

- Skill vs Benefit, Need vs Deserve
- Three arguments for music education
- Which music & reading model is best in schools?
- Should students do music or sport?
- Is high school too late to benefit from music learning?
- Why does music learning improve grades in Maths, English and Science?

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Yes please!

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8 X SOCIAL MEDIA READY RESEARCH BITES

These bite-sized gems of information are tailored to enhance your emails, newsletters, and school presentations, making it effortless for leaders to grasp the advantages of music education.

Easy to add to newsletters, emails and social media

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Ready to print and hand out to your community

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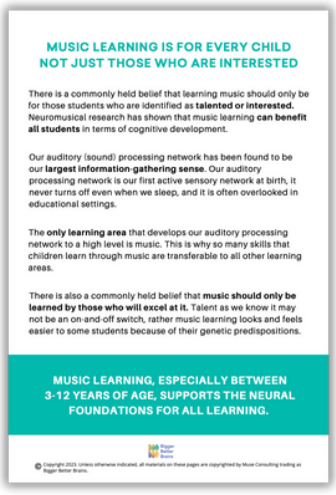
1 X EASY TO SHARE RESEARCH EBOOK

Present complex research in a reader-friendly format, helping you grasp the profound connection between music education and brain development.



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3 X SHAREABLE MUSIC LEARNING INFOGRAPHICS

Infographics are powerful communication tools that simplify complex information, engage audiences, and are highly shareable, making them a versatile tool.

Amplify your program booklet or add into your concert invitation

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Great for A4 printing

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6 X PROFESSIONAL READINGS WITH TEACHING REFLECTIONS

Authored by Dr. Anita Collins, these professional readings provide a comprehensive analysis of research findings and offer practical strategies for incorporating them into your teaching practices.

Discover how you can apply the research to your teaching

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Three arguments for music education

A short article by Professor Nina Kraus and Dr Travis White-Schwoch, from the Brainvolts Lab at Northwestern University USA, was released in the July/Aug edition of American Scientist. The title said it all – The Argument for Music Education. They did, in fact, present three arguments for music education, but favoured one as providing the most vital points about the importance of music education.

It is a great read, and I appreciated their expert handling of the issue that, by its very nature, research wants to control as many variable or intangible elements as possible, but "every layer of control added to experiments with music education can obscure the intangible that make music music." They also illuminated the real-world experie research into music education by nesting their ideas in the story of The Harmony of America. Here is a project that, on their first data gathering experience, found learning had little to no impact on brain development. Yet what they needed wa and when they returned a year later, they found evidence to support the idea that training sets up children's brains to make them better learners by enhancing both processing in the brain and cognition."

While I enjoyed the storytelling and the deft way Kraus and White-Schwoch outli issues of researching music education, I was intrigued when I got to the final pag they started outlining the three arguments, as they see them, for music education a summary of the three arguments.

The indirect, incentive and intangible arguments for music education

The first argument described by Kraus & White-Schwoch is the indirect argume is that "music boosts brain and cognitive function that is important for learning add to this definition a few details, music [learning] boosts brain and cognitiv that is important for [non-musical] learning.

The second argument described by Kraus & White-Schwoch, the incentive arg similar in many ways to the indirect argument but goes straight to measurable metrics related to the non-musical learning outcomes. These are metrics such graduation rates, college admission rates and standardised test results.

The third argument described by Kraus & White-Schwoch is the intangible which "proposes that the deepest benefits of music education [which] are cha a set of data points and parameters. Such benefits include the focus and dis come from years of regular practice, the social engagement and satisfactio when making music in an ensemble, the friendship that results from staying tv after school for a rehearsal, and the confidence that develops from performin stage."

Which argument is better?

Whether it be an implicit or explicit judgement, the intangible argument oft as the better and/or pure argument for music education. And it may well b often get quietly reminded that music is good for music's sake, and all the skills or benefits are cheapening or lessening the true value of music educa it doesn't ring true to have only one argument for anything. Indeed, enrich of any kind will have more than one reason to do them. What matters to

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Should students do music or sport?

Should students do music or sport? I wish I was asked this question more often. Why? Because it is a straightforward question. Which activity has more merit, benefit or impact on every student – music or sport?

As a music teacher, you may have already shaken your head and said, "sport". This might not be what you personally believe, but it may be the most likely answer. With limited time in the school day to give to an activity, the benefits of sport may well outweigh the benefits of music learning.

The reasons could be social, cultural, resource-based or historical, but in most schools, sport and music are perceived, timetabled and esteemed very differently.

The either/or approach

The first question for me is why does it need to be an either/or proposition. Why should we make students choose, or choose for them, between music learning and sports learning? The answer is, a lot of the time, we don't make them decide at the start of their schooling experience. They get to do both music and sports learning as a regular part of their everyday education.

> Learning music involves all the aspects that account for an effective training of executive functions.

At what age does it become an either/or proposition? Or is it at what level of either sport or music? Is the choice between music and sport influenced more by resources, cost or availability of experienced and qualified staff or more by underlying values and school or personal status? Or is it all about choice – students who like music should do music and students who like sport should do sport? And what happens to students that like music and sport?

I often find the more questions I can pose about a given situation, the more complex that situation is. This is because I have to first acknowledge my own natural bias. I am a music teacher, and I think all students should learn music, and if they get to learn sport, well that is just a bonus. Now let's flip that one around – I am a sports coach, and I think all students should learn a sport, and if they get music on the side, then that is just a bonus.

Did you nod your head at the sports coach statement but feel a bit uncomfortable about the music teachers statement? Should music learning be prized above sport, or is it that we, as music teachers, think and feel that the scales are heavily weighted against music learning favouring sport?

Whenever I feel like something is very one-sided, I try to flip it around and see it from the opposite perspective. From an educational perspective, do I really think that my students

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