

Music Program Director's report, June 15, 2017

Very successful 10th anniversary year

INSTITUTE:

Teacher Training: Unit 1 recorder

- teacher fees covered most of the cost
- SCS teacher registered at last minute - avoided having untrained teacher in SCS position

Student classes

- beginners at institute - very helpful for Unit 1 observations

reflection: hosting teacher classes at home studio

reason: reduced rent considerably - built stronger social community with new teachers

action: plan to follow this plan again - with weekend teacher classes at home studio followed by more student classes in classroom venue

PERFORMANCES:

All performances were in community venues:

- Holy Spirit Lutheran
- Legislature
- Muttart Hall
- City Hall
- Southminster - Steinhauer United

Reactions uniformly positive, with requests to play in the same venues again.

reflection: did not utilize advertising opportunities presented by concerts as fully as possible

reason: time constraints

action: brought in additional teacher to act as admin assistant - put in charge of venue acquisition

result: eased pressure leading into events, able to announce location sooner

CLASSES:

Lesson length and class assignment brought into alignment

reflection: this worked well for most groups, but reading group was too large

reason: students that could have been acting as leaders due to their age were not at a level of reading or ensemble skill to permit that to happen

action: plan to subdivide reading group with two teachers, to allow for wide range of level and possible combinations over the course the year

LESSONS:

Two new teachers were trained after Institute in August

They did not get many students immediately, as we had saved spaces at request of SCS which were never filled, therefore did not advertise.

Spring intake from SCS helped, many families chose to get started immediately instead of waiting until fall.

Stats as of 2017 fall pre-registration: SCS: 20 students (53% teaching hrs) / Community 11 (46% teaching hrs)

reflection: teachers need to see ROI for training, especially after Unit 1

reason: Unit 1 is most expensive in time and money, teachers need to use skills immediately to retain training and commitment/enthusiasm

action: do more advertising for fall enrolment, now that we have more teachers with spaces

SAA:

LEADERSHIP RETREAT:

Emphasis on mentoring, communication, accessibility, creative problem solving

ESFRS take-aways:

- Certificate of Achievement: only about 60 of the roughly 7000 teacher members have qualified for this (1%). We now have two in Edmonton (only 6 in all of Canada). Need to take advantage of this quality of instruction in our community.
- Accessibility: the ones who would benefit most from our program are often the ones who can least afford it. Cost reduces diversity of student population. Music = rhythmic synchronicity = empathy. Reduce conflict through music. See Journal article about Detroit Youth Volume for inspiration. Need to create scholarship / financial assistance program and fundraising to support it.

UPCOMING:

INSTITUTE:

Revisiting Flute Unit 1 with Dr. David Gerry - co-sponsorship with McEwan University and Schoen Duo Studio for extra sessions on the 17th. Teachers coming from Europe. SCS refused our rental request for Institute space in mid May (submitted in Feb.). Luckily we had Faculty St. Jean already booked.

COMMUNITY:

Schoen Duo Studio is planning to expand Suzuki Early Childhood Education into a "bridge class" for 3-5 yrs.

ESPS is having Piano institute at SCS in July. Joyce Hodge (also SECE teacher trainer) is the clinician for their Fall Workshop.

City-wide Suzuki program "tutti day" still planned for October, under revision due to change in STE demographics which affect student orchestra.

RECOMMENDATIONS FOR DISCUSSION / MOTIONS:

ADVERTISING:

At the last Board meeting it was realized that as few as one or two students could make the difference between a positive or negative balance in our budget. I would like to recommend making an investment in our advertising budget for this fall, to see if we can increase our enrolment to a point where we can support a reliable

SCHOLARSHIP FUND

Fundraising for scholarship funds is easier if it is possible to provide tax receipts for donations.

ESFRS needs a charitable registration in order to do this.

Because we have to charge something for the lessons, and don't offer them for free, it is difficult to qualify as a charity.

Would it be possible.....

To shift the structure of the ESFRS society so its prime function is to fundraise to support tuition scholarships and free outreach events, leaving the actual operation of the music school in the hands of the teachers? We are practically there already.