

WHY CAN'T WE ALL JUST GET ALONG?

Establishing Supportive Relationships Between Instrumental Music Programs

Survey Results

- Survey asking music teachers about their perception of the relationship between music programs at their school
- 52 total responses
 - 20 Band Directors, 31 Orchestra Directors, 1 Band/Orchestra Director
 - No correlation between your subject area and your perception of your colleague (other instrumental music teacher at your school)
- 84 percent agree "Me and my instrumental colleague are a team and we enjoy working together"
- Only 60 percent of respondents collaborate closely and equally during recruitment presentations

When we collaborate closely together, our students are happier and more motivated, our ensembles are healthier and sound better, and our retention rates are high.

Our Approach: Four Pillars

1. **Intentional Collaboration**

- Small Steps Before Big Leaps: help each other with simple tasks and projects first before tackling bigger ideas
- Common Planning Time: establish a vision for both programs, set common goals, and get to know each other as people, not just as educators
 - Performance Opportunities: find opportunities for both groups to perform, separately or together

2. **Presenting a United Front**

- United Recruitment Efforts: presentations must occur together with equal weight placed upon both programs
 - Help parents understand that you want children to be in the music ensemble that is best for them
- Mutual Advocacy: be a champion of **music** at your school, not just your own program
 - Students and parents can sense attitudes of teamwork, but also attitudes of competition and desperation
- Repair Harmful Cultures: music is for everyone and we are all on the same team
 - United culture will increase interest, retention, and community support

3. **Be Visible**

- Attend Your Colleague's Concerts: cheer each other on and help with set up/tear down
 - "Pop In" to Rehearsals: say hello to students and provide positive, relevant feedback
 - Students will see they are cared for regardless of which ensemble they are in
- Attend School Functions as a Team

4. **Don't Overthink**

- Be Friendly and Be Yourself!

- Check Yourself and Assume the Best
 - Be willing to have restorative or clarifying conversations

Positive Outcomes

- Improved Ensemble Culture
- Increased Community Presence
 - More voices are stronger than fewer—we have a stronger voice when we advocate for one another rather than compete with one another
- Higher Rates of Participation
 - Percentage of school population at Grassland Middle School enrolled in music has increased from 19% to 35% in four years

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