



SIX YEAR STRATEGIC PLAN

2020-2026



INTRODUCTION

The vision of the International Society for Music Education (ISME) is to support and promote music education and music making for all. The ISME Six Year Strategic Plan (2020-2026) is vital for supporting ISME members from around the world in realising this vision.

ISME's Bylaw VII, 5) specifies: *The Board of Directors shall be responsible for strategic planning and action to ensure the long-term health and success of the Society.*

The aim is for the ISME Six Year Strategic Plan to be both operational and aspirational — to build on the past while being grounded in the present, and to leave room for being visionary and inspirational looking forward.

SCOPE

The ISME Six Year Strategic Plan identifies a broad set of priorities areas (or key challenges) that give direction and inspiration to ISME's activities over the next six years. The Plan serves as a guide for the planning of future world conferences, the development work that is needed to support future projects and activities, and the implementation of new initiatives that will support ISME's goals.

The Plan increases the transparency and accountability of the Society's commitments and ensures priorities align with ISME's core values and can be sustained beyond a few short years. The Plan also serves as a vehicle for communication of ISME's mission to members and beyond.

The Professional Staff and future ISME Presidents and Boards will do further work to identify the impacts, initiatives and resources specific to the priority areas through their distinct planning process each biennium. The Plan will assist future ISME Boards to be grounded in the past while also being nimble and responsive to new and emerging opportunities.



CONSULTATION PROCESS

To ensure a fulsome gathering of ISME members' views in developing the Strategic Plan, a consultation process took place during 2019-2020 that was participatory, consultative, and transparent. It included discussions, critical questions, priority setting, analysis and feedback. The consultation process enabled the ISME Board to establish a strategic plan that is developed in consultation with ISME members and other key stakeholders about key priority areas (or challenges) they envisioned for each of ISME's three core values: International Community (Networking), Intercultural Understanding (Internationalisation) and Advocacy.

An open consultation session took place at each of the ISME Regional Conferences in 2019. Consultation

sessions also took place among the ISME Commissions, Special Interest Groups (SIGs) and the Founding Partners of the Council of Professional Associations. Individual members were invited to complete an online survey that provided an opportunity to address the following questions:

- How can/does ISME work to build and maintain a worldwide community of music education? (Networking)
- How can/does ISME foster respect for international and intercultural understandings and cooperation? (Internationalisation)
- How can/does ISME promote access to quality music learning opportunities for all people? (Advocacy)

Analysis of Consultation Documents

A summary report was produced from each consultation session and this information was added to all of the individual member responses to the online survey and processed into one summary document. The Executive Committee met at NAMM headquarters in California, USA in January 2020 and engaged in a two-day intensive process of identifying the key themes and emergent priority areas that resonated most with ISME members and key stakeholders. This draft document was then shared with the full Board, who voted on the final set of priority areas and goals.



CORE VALUES

IISME's three core values guided the questions that informed the consultation process and the development of the Six Year Strategic Plan.



Networking

To build and maintain a worldwide community of music educators, ISME affirms that:

- There is a need for music education in all cultures
- Effective music education depends on suitably qualified teachers who are respected and compensated properly for their work
- All teacher education curricula should provide skills in and understandings of a selection of both local and international musics
- Formal and informal music education programs should serve the individual needs of all learners, including those with special needs and exceptional competencies
- Music education programs should take as a point of departure the existence of a wide variety of musics, all of which are worthy of understanding and study.



Internationalisation

With respect to international and intercultural understandings and cooperation, ISME believes that:

- The richness and diversity of the world's music provides opportunities for intercultural learning and international understanding, co-operation and peace
- In music education everywhere, respect for all kinds of music should be emphasised.



Advocacy

In its promotion of music education worldwide, ISME maintains that:

- Access for all people to music learning opportunities and to participate actively in various aspects of music is essential for the wellbeing of the individual and Society
- In teaching the musics of the world, the integrity of each music and its value criteria should be fully respected
- Access to music, information about music, and opportunities to develop musical and related skills can occur in a range of ways, that are essential in satisfying peoples' diverse musical needs, interests, and capacities.

GUIDING PRINCIPLES

These seven guiding principles were drawn from the information and feedback provided through the consultation process.



Equity, diversity and inclusion: ISME's goal is to ensure that all members experience a sense of belonging, inclusion, fairness and mutual respect.



Sustainability: ISME will pursue ecological, social and economic sustainability through its activities and operations and will seek and share solutions with ISME members.



Access: ISME provides members and partners equitable access to opportunities within the organisation.



Reciprocity: ISME and its members have a responsibility to foster mutually beneficial comprehensive relationships that are jointly created and equitably supported.



Transparency: ISME engages in processes that are consultative and transparent.



Collaboration: ISME recognises the importance of collaboration to advance and amplify the mission and values of the Society.



Value and benefits: ISME's goal is to provide members with opportunities that enhance their participation within the music education profession

EIGHT KEY PRIORITIES

Drawing from the information and feedback provided through the consultation process, eight key priorities were identified.

1. Membership Experience

- Cultivate a culture that is open and welcoming, supportive and relevant to the needs of the music education profession
- Develop a welcome pack for new members with relevant information on the structure, activities and opportunities available within ISME
- Develop an ISME Student Chapter and enhance student voices within the Society
- Expand student recruitment and mentorship opportunities
- Enhance the experience and participation of early career professionals through targeted initiatives (e.g. mentorship, networking)
- Expand opportunities for growth in under-represented areas of membership
- Assist with networking and professional association development and partnership opportunities in Africa and South Asia.

2. Professional Development

- Establish appropriate professional development opportunities for ISME administrators and Board members
- Develop leadership capacity-building professional development opportunities for members

3. Governance

- Ensure open and transparent governance structures and processes.
- Maintain regular communications with members regarding the Board's activities
- Strengthen relationships between the Commissions, Special Interest Groups and the ISME Board
- Strengthen collaboration between the Regional Conferences and ISME.

4. Communications

- Increase the consistency of ISME's brand and identity recognition across all the Society's activities
- Raise and enhance the visibility of ISME Commissions and Special Interest Groups
- Maintain and enhance the content and functionality of the ISME website as a resource that supports the work of the Society.
- Enhance the accessibility and searchability of ISME's publications
- Maintain and enhance social media activities to support ISME's efforts to inform, connect and amplify issues related to the music education profession.

Eight Key Priorities

5. Innovative Initiatives

- Develop accessible online resources for remote access (e.g., streaming events, webinars, YouTube channel) to inform, connect and amplify issues related to the music education profession
- Enhance and grow networking opportunities for members during and between ISME events
- Ensure new initiatives are responsive to members' needs and feedback.

6. Partnerships

- Establish a group of individuals and/or organisations who will serve to steer, guide and support ISME's initiatives
- Maintain and develop types and categories of ISME's partnerships
- Enhance relationships and participation opportunities in ISME's activities with diverse partners (e.g., Council of Professional Associations, NAMM Foundation, Sempre)
- Establish a clear mechanism for procuring and securing grants/sponsorship from a variety of partners.

7. Decolonisation

- Encourage critical reflection and actions within the Society that cultivate an inclusive environment
- Provide allyship in the form of support to ISME members that focuses on building relationships and enhancing accountability, particularly with those from marginalised or underrepresented groups
- Support initiatives that address barriers to participation in the Society's activities by ISME members based on cultural and/or language differences
- Maintain attention to and respect for the diversity of cultural expressions and practices represented by ISME members.

8. Advocacy

- Augment ISME's capacity to develop and collaborate in advocacy initiatives and partnerships
- Seek and engage with advocacy partners that align with ISME's mission and values
- Develop advocacy resources and narratives that illustrate diverse practices within the music education profession
- Develop strategic and targeted areas of advocacy action.



MONITORING, REVIEWING AND REPORTING PROGRESS

The Six Year Strategic plan is a living document that will continuously evolve as future ISME Boards and members take up this work in meaningful ways. Some of the priorities are aspirational and in the beginning stages, and will require further development work to identify subsequent goals and concrete actions. This development work is very important for laying the foundation for future actions.

At the beginning of each biennium, the new ISME President will develop an action plan that will advance the Eight Key Priorities. The Action Plan will serve as a guide for activities and the allocation of resources to support the stated goals for the next biennium.

ISME's Chief Executive Officer is responsible for monitoring progress toward the goals of this Plan and related strategies and actions, by tracking and reporting on key indicators and impacts of the work undertaken. A review process will be agreed at the start of each new President's biennium that should include an annual review of action plans, progress and updates. Regular updates will be provided to ISME members through the newsletter and a biennium progress report will be presented at each General Assembly.

ACKNOWLEDGEMENTS

ISME acknowledges the many organisations, groups and individuals who contributed to the consultation process, and the ISME Executive for spending many hours reviewing the documents, identifying the guiding principles and main themes, and then presenting the Six Year Strategic Plan to the ISME Board for their input and final approval.

In particular thanks go to:

NAMM and the NAMM Foundation for their input and the use of the NAMM offices in Carlsbad, California for the ISME Executive Committee to work on the plan.

The ISME Regional Conferences which all hosted a dedicated consultation session to enable ISME to reach deeply into the music education world. These conferences are co-hosted with a local organisation which included APSMER, PASMAE, EAS, the Pan American Regional Conference and the South Asia Regional Conference.

The ISME Commissions and Special Interest Groups who each consulted their commissioners and convenors as well as a number of people across their area of practice or speciality.

The Founding Partners of the Council of Professional Associations, in their first major activity as the newly constituted body.

The many ISME members who contributed their individual thoughts and views. Far more members responded than we had anticipated, which was perhaps indicative of how our sector collaborates so generously when needed.

This plan is drawn from across the profession, to serve the profession, and everyone's input was valued. Over the next six years it will serve the Society in building a stronger music education profession worldwide.





Suite 148
45 Glenferrie Road
Malvern, Victoria.
Australia. 3144
isme@isme.org
www.isme.org

