

## MLL Orientation Frameworks: The Foundations and Formative History of Music Learning Leadership.

The concepts now embedded into Music Learning Leadership grew out of the frameworks and practices of Music-in-Education National Consortium (MIENC) over the past ten years. As these framework and practices developed many influences from its membership and from the work of others were carefully documented in the *Journal for Learning Through Music* - now published by the MIENC and New England Conservatory as the *Journal for Music-in-Education* and funded by Federal Department of Education FIPSE grants.

Sections are ordered from:

1A. What is Music Learning Leadership? Describes the principles and practices of Music Learning Leadership and how it differs from past models of the music instruction that remained unconnected with the whole school curriculum.

1B. What is the Music Learning Leadership Institute and Certification Program? is answered by this brochure produced for the initial institute in Maryland in July 20-26, 2008

2. A list of the foundational conceptual framework of the Music Learning Leadership Certificate Program

3A. The Ten Guiding Principles which define a set of beliefs common to all member of the Music-in-Education National Consortium.

3B. An essay on how the MIENC Ten Principles also serve as the foundation of the Music Learning Leadership program.

4. The Artist-Teacher-Scholar Framework captures the dynamic of the dynamic expansion of the role and persona of the music educator needed to build Music Learning Leadership teams with musicians dedicated to the scholarship and artistry of teaching in comprehensive music plus music education programs developed in the Learning Laboratory School Network.

5A. The MIENC Learning Laboratory Scale Out Dissemination Flow Chart, which represents a logic model for the purpose, need, rewards and essential strategies for creating research based “music plus music integration” programs in laboratory school settings.

5B. Guidelines of school planning to join the network of MIENC Learning Laboratory Schools.

5C. A sample graphic from Minneapolis that defines a partnership model for scale out dissemination of MIENC Learning Laboratory School Dissemination.

6. The flow chart representation of the Rubrics Cube System that is used to chart the relationship of action research based program development to eight expected types of program outcomes in schools.

7. A definition of what the MIENC means by Music Plus Music Integration Programs in schools that value the optimal balance between music for its own sake and music for the sake of learning across the curriculum.

8. Three fundamental pillars of music plus music integrated teaching and learning: 1) Five Fundamental Learning Processes in Music Applied Across All disciplines, 2) Learning is Enhanced (And academic learning is enhanced) by Investigating Fundamental Concepts Shared between Music and Other Disciplines, and 3) Music-Integration Teaching and Learning Framework.