



Trustee Recruitment Pack

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Dalcroze UK Charity Trustees

Every day, we are thrilled to be part of a world which uses the power of music to bring joy. We understand the importance of music education and we look for as many ways as possible to bring creative practices to enrich physical and mental wellbeing. If you would like to join us, then please read on.

We hope to hear from individuals with the skills, experience, and energy to help drive Dalcroze UK forwards. This recruitment pack includes information on the roles, and the recruitment process. If you would like to be part of the journey of one of the UK's oldest music charities, supporting the musical discovery and development of many, then we would love to hear from you.

Letter from the Chair



Dalcroze UK is at a time of change. A programme to grow and develop new activities has been taking place over the past few years and it's an exciting time for the society. We are one of the longest standing music education movements, with a long tradition of high-quality training and dedicated practitioners, going back to the early twentieth-century.

The duties of Trustees are laid out in charity law, and diligence and skill are required as well as a commitment to music education. We ask prospective Trustees to be prepared to commit to a three-year term, with a possible extension for a further three years, and perhaps to take an overall lead on specific subjects or projects the organisation embarks on. As existing Trustees retire, we are hoping to appoint a Trustee willing to become the Treasurer.

Government information on Trustee roles and responsibilities can be found here <https://www.gov.uk/guidance/charity-trustee-whats-involved>

Current Trustees come from all parts of the country, and we would welcome new members wherever they are based. Our Trustees have a broad range of skills and experience, and we are looking forward to welcoming individuals from a range of backgrounds who can complement our existing team and bring new knowledge and skills.

The Trustees wish to be representative of the communities we work on behalf of and aim to be both more diverse and inclusive.

This pack gives you more information about us as an organisation and what is involved in being a Trustee. If you have any questions you would like answered before making an application, please feel free to contact me to arrange a conversation.

Kathryn Templeman

Chair of Trustees, Dalcroze UK

Introduction to Dalcroze UK

Dalcroze UK exists to enable **anyone and everyone** to engage in musical learning, creativity, and expression, by promoting and delivering training in the Dalcroze Eurhythmics method. We are one of the UK's oldest music charities. Founded in 1915, we have **over 100 years' experience** in bringing out the full talent of professional musicians and dancers, giving music and dance teachers the tools to engage hard to reach groups, and supporting children with their physical, emotional and social development.

Dalcroze UK has **over 100 members across the UK and abroad** – practitioners, many of whom working at the highest levels, who are committed to developing and applying their Dalcroze practice.

Using the teaching and training methods developed by Emile Jaques-Dalcroze in the early 1900's, today we **bring the Dalcroze Eurhythmics method to life** in the UK and internationally through classes and courses, training, research and publications.

What is Dalcroze Eurhythmics?

In Dalcroze Eurhythmics, **music is experienced through movement** – the teaching and learning process engages body, mind and emotion. There are three branches to the method, which together give integrated experience and understanding:

- 1. Rhythmics:** Exploring the elements of music by experiencing music-movement relationships, usually in a large space and in a group.
- 2. Ear Training:** Developing aural skills and know-how to do with pitch, intervals, scales and harmony. This is also done through movement and in a group, but emphasises the voice and singing.
- 3. Improvisation:** Working on expression and communication for performance or teaching purposes. Improvisation in Dalcroze may be vocal, instrumental, or in movement.



"People engaging in Dalcroze - from all walks of life - find it not only fun and life-giving, but also a profoundly transformative experience. It touches all parts of the person - mind, body and spirit - and is more than just a 'music and movement' education or CPD, it's a way of flourishing and being well. Many participants testify to this, from children in musicianship classes, to world-class musicians, dancers and educators." – John Habron, Head of Music, Health & Wellbeing, Royal Northern College of Music

What makes Dalcroze special?

Because Dalcroze Eurhythmics is founded on the relationships between music and movement, all participants need is a body - no instruments, tools or even a shared language - which **completely democratises the experience of music making**.

This dynamic and inclusive way of teaching truly means that **anyone, anywhere, can take part**, learn and grow through their experience of music. There are no barriers for anyone to engage in the process which is why Dalcroze Eurhythmics is so effective in supporting the elderly, children with special educational needs and disabilities, and foreign language speakers.

Dalcroze Eurhythmics is one of the original and most established methods for teaching music, inspiring music teaching as we know and experience it today, as well as influencing other methodologies worldwide.

Why is Dalcroze Eurhythmics needed?

Lack of professional development opportunities: The government have cut teacher training places in arts education by 35% since the 2010 Election. Of the UK's eight arts conservatoires only three have postgraduate, or professional development courses for community education leaders.

Lack of programmes supporting improvisation, creativity and ownership: There is continued evidence, supporting the original Musical Futures findings, that instrumental programmes still struggle to offer skills in improvisation, creativity and artistic ownership by participants. There is a widespread lack of confidence found in in-school music teachers and visiting peripatetic teachers about supporting young people with diverse musical interests to the highest levels.

Not enough high-quality places: There is a strong demand for private informal music and dance training if it is judged by parents and their networks to be of high quality. In the preschool and primary years' informal sector (operating outside school) there is considerable demand for high quality music and dance tuition. There is a waiting list of 2+years at The Place Saturday morning classes, and up to 600 for Trinity Laban's classes.

Helps young people: Dalcroze is a highly inclusive and cross-curricular way of learning, useful in helping pupils access the Early Years curriculum, transition to Key Stage 1 and develop skills in subsequent Key Stages. It addresses multiple intelligences.

Helps older people: By 2032 over 60% of the population in the UK will be aged over 65. This is attracting interest in solutions around social care, managing associated health issues such as dementia, Parkinson's or multiple sclerosis, and considering how older people can have richer and more independent lives for longer. Dalcroze is a highly inclusive way of promoting engagement, enjoyment, and movement in the elderly. Research evidence shows that it reduces gait variability and the risk of falling in older people.

Helps those with Special Educational Needs/Disability (SEND): The method successfully creates positive outcomes for people with a range of SEND, such as dyslexia, dyspraxia (developmental coordination disorder) and autism.

Dalcroze made me fall in love with music again. I was in my mid-forties when I started training, and from the outset of the journey, I felt inspired and enlightened. My understanding of what I already knew has deepened and broadened, and I have learned many new skills. Dalcroze is now a completely integral part of how I think about music, performance and teaching. Children take to the process completely naturally: however, my most satisfying teaching moments are with adults. Watching my peers make new connections with music, others and themselves is a delightful privilege. – Monica Wilkinson, Dalcroze Practitioner

Trustee Role Description

The board of Trustees govern Dalcroze UK, guiding the overall strategy of the organisation. The board is accountable to the members of Dalcroze UK across the country, and they work together to promote and develop the organisation for the widest possible benefit. As a group of individuals, they bring a broad set of skills and experience, but are unified in their empathy for and belief in the Dalcroze method and the extraordinary contribution our members make to the music education world.

Being a Dalcroze UK Trustee

For you, joining Dalcroze UK's Board of Trustees will...

- Be an exciting challenge, an opportunity to guide the future of an organisation which has been influential in music education history, not only training practitioners in the UK, but also dozens who have gone on to establish and lead programmes internationally
- The opportunity to gain experience in a governance role with a national charity
- The opportunity to work closely with some of the world's leading music education practitioners, and leaders of music organisations from across the UK

For Dalcroze UK, you will bring...

- Enthusiasm for and commitment to the charity's vision, and a drive to get things done
- Empathy with the ideals of Dalcroze, the pursuit of personal and artistic development, and the promotion of the Dalcroze method
- Willingness to work with fellow trustees to meet challenges faced by the charity and develop its governance

Minimum commitment

- **3 board meetings per year**, two held via Zoom and one per year in-person, usually London or Manchester
- **Approximately six hours a month** – primarily outside office hours

During that time, you will be expected to:

- Be available for a bespoke induction programme
- Prepare for Board Meetings by reviewing materials sent beforehand
- Attend Board Meetings (including a shorter Annual General Meeting)
- Offer additional advice via email or over the phone as per expertise, and/or take part in Board sub-groups (i.e. recruitment, marketing, fundraising)
- Get to know Members and see Dalcroze Eurhythmics in action
- Act as a spokesperson and advocate for Dalcroze UK
- Discuss and decide on policies
- Provide general support for Dalcroze UK, drawing on your specialisms and experience

Skills and Knowledge

We are seeking individuals with professional experience in one or more of the following areas:

- Inclusivity, Diversity and Equality
- Financial Management
- Education
- Fundraising
- Human Resources
- Legal

Qualities

We are looking for Trustees who have some of the following qualities or a willingness to learn:

- An ability to think strategically, focusing on major issues
- Experience of leadership in either private or public sectors
- Effective communication and advocacy skills
- Financially literate

Treasurer

The Treasurer role has specific responsibilities;

- making sure the charity keeps proper accounts
- reviewing the charity's financial performance
- drawing up or reviewing policies for finance and investment
- ensuring that the charity has robust and effective financial controls in place
- liaising with finance staff and with the charity's independent examiner or auditor
- reporting on financial matters to members

Eligibility

The law places certain restrictions on becoming a charity trustee. For example, you cannot be under the age of 18, previously been removed from trusteeship of a charity by a Court or the Charity Commission, disqualified under the Company Director's Disqualification Act 1986, or been convicted of an offence involving deception or dishonesty (unless the conviction is spent). If you are in any doubt about your eligibility, visit the Charity Commission website at www.charitycommission.gov.uk . If you join us, you are required by law to certify that you are eligible to be a Trustee.

Recruitment Process

1. A copy of your CV and an Expression of Interest (no more than 1 side of A4), **received by e-mail to admin@dalcroze.org.uk**. We ask that applicants respond to the following questions:
 - a. What interests you about Dalcroze UK?
 - b. What skills, experience, and knowledge can you bring to benefit Dalcroze UK?
2. Short informal interview with the Trustees at a mutually convenient date (via Zoom)

Contact

If you would like an informal conversation in advance of an application please don't hesitate to get in touch with the Chair of Trustees, Kathryn Templeman, at chair@dalcroze.org.uk

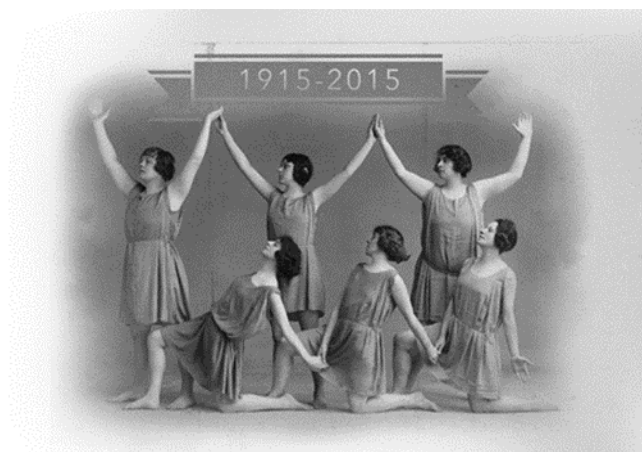
Equal Opportunities

Dalcroze UK is working towards achieving diversity and welcomes applications from all members of the community. Dalcroze UK work to actively combat discrimination and make sure that prospective or present employees, are not treated less favourably on the grounds of: Gender / Marital Status / Employment Status / Responsibility for Children or Dependents / Race, Colour, Religion, Ethnic or National Origin / Age / Disability / Class / Sexual Orientation, or are disadvantaged by the application of any other conditions or requirements, which cannot be shown to be justified.

Data Protection

General Data Protection Regulations

The information that you provide as part of your application will be used in the selection process only. All information about you will be securely held and access restricted to colleagues directly involved in dealing with the selection process. Unless you are appointed as a Trustee, your data will be kept for 12 months and then destroyed. By signing and submitting your application and the selection monitoring questionnaire, you are giving your consent to your personal data being stored and processed for the purposes of the Trustee selection process.



Kathryn Templeman (Chair, Lead for Examinations)

Kathryn has a Master's degree in Educational Leadership and Management from the University of Bath. She is a musician and a qualified music teacher, as well as a Dalcroze Certificate holder. She plays regularly as a violinist with Orchestra for the Age of Enlightenment and other historical performance groups. She is currently the Principal of an International Baccalaureate World School in Denmark. In addition, Kathryn also works for the International Baccalaureate Organisation, as a school visitor, workshop leader and Middle Years Programme examiner.

Richard Strivens (Lead for Governance, Interim Treasurer)

Richard is a singing teacher working with students in Manchester, Oxford and London and as vocal coach to the Hallé Choir. As a singer, he has worked with opera companies across the UK either on stage or as a workshop leader. His career as a music educator has spanned the community work of Sing Up to lecturing on vocal pedagogy at the Royal Northern College of Music. Richard's commitment to the next generation of opera is reflected in his co-founding and running Manchester Contemporary Youth Opera.

Having gained the Intermediate Level Dalcroze qualification, he weaves ideas from his training into all his work. The practical experience of Dalcroze Eurhythmics drives his enthusiasm to have it recognised as widely as possible for its profound value in anyone's music-making or pedagogy. The support that Dalcroze UK can offer teachers, trainees and members is crucial to their ability to become the most versatile and skilful educators and musicians they can be, which in turn broadens the reach of this remarkable approach, through movement, to music.

Mary Price-O'Connor (Lead for Membership)

Mary is an interdisciplinary artist working with sound, music, movement and text. Having studied music at Dartington College of Arts she moved to London where she worked as a violinist, composer and performer, becoming a silent film accompanist in 2003 and in 2008 trained as a Dalcroze Eurhythmics Teacher. She has participated as an improviser/deviser/performer/facilitator across many different platforms including "The Chaosbaby Project" with Stella Duffy, "Through The Door" with Angela Clerkin and Improbable, and working with Spare Tyre Theatre company. She plays with the band "Selkie". Mary recently appeared in the short dance film premiered on BBC4 "We are Ready Now" made by dancer and choreographer Jack Thompson and performed as an actor/musician in Shakespeare's Globe Theatre film "Christmas at the Snow Globe" (December 2020) having been a member of the original cast at the Globe theatre in December 2019. Mary has also taught and participated in collaborative pieces online throughout the Covid-19 pandemic and has continued to develop her ongoing research project "The Moving Theatre Lab".

Angie Aiken (Lead for HR)

Angie is a qualified teacher and Dalcroze certificate holder; she discovered Dalcroze Eurhythmics during her studies at the Royal Northern College of Music after graduating from Edinburgh University. She was struck by the potential of Dalcroze to engage learners and deepen their musical understanding and proficiency. Her teaching career has led her to many different primary and secondary schools in the Cheshire area; she is currently music lead for Alderley Edge Community Primary School delivering the music curriculum through Dalcroze Eurhythmics. In 2018 Angie took up the role of Musical Director at Macclesfield Music Centre where she delivers weekly Eurhythmic classes as part of the musicianship programme and, together with a colleague, established a programme of Holiday Music Courses that have run since 2015. Angie is passionate about empowering young people to fulfil their full potential and after qualifying as a teacher went on to work with marginalised young people as a founding member of Cre8 Youth and Community Programme in Macclesfield. Angie would like to see Dalcroze taught more widely across mainstream education in the UK and joins the board in order to support and nurture the growth of training and teaching across the country.

Karin Greenhead (Director of Studies)

Karin holds the Diplôme Supérieur of the Institut Jaques-Dalcroze (IJD), Geneva and is Director of Studies for Dalcroze UK and Co-Director of Studies for the Dalcroze Eurhythmics International Examination Board (DEIEB). Karin trained at the Royal College of Music, London as a pianist/violinist/harpsichordist and subsequently as a singer. She has performed in all these capacities and her performing experience has informed her teaching of Dalcroze Eurhythmics. She has developed Dynamic Rehearsal, an application of Dalcroze principles to the rehearsal and performance of repertoire which has been demonstrated worldwide with children, amateur and professional players and singers and is the subject of her doctoral thesis.

Karin teaches at the Royal Northern College of Music, Manchester and at TrinityLaban, London and has a well-established international practice. Her teaching experience includes teaching in nursery, primary and secondary schools but the main focus of her teaching in recent years has been on the training of professional musicians and Dalcroze teachers. Author of a growing number of publications, she is a frequent presenter at conferences, a member of the Collège of the IJD and a founder member of the scientific committee of the International Conference of Dalcroze Studies (ICDS).

Jacqueline Vann (Director of Projects)

Jacqueline graduated from the Institut Jaques-Dalcroze in 1997 and has, since then, taught on the UK's training courses from Foundation to Licence. She also teaches regularly on the International Summer School and Easter Courses. With a background in Performance Arts, she has experience teaching Dalcroze to children and adults of all ages including those with Specific Learning Difficulties. Jacqueline is also an examiner for the DEIEB exams (Dalcroze Eurhythmics International Examination Board).

Jacqueline gives Dalcroze workshops nationally and internationally. She has presented papers and gave a keynote presentation at the International Conference in Dalcroze Studies (2013 & 2019). She has taught at a number of universities, music colleges and schools including Canterbury Christchurch College, Birmingham Conservatoire and the Guildhall School of Music & Drama. Jacqueline is currently completing a master's course in Neuroscience & Education at the University of Bristol.

Sandi Smith (Manager)

Sandi is responsible for the day to day management of the charity, including financial and administrative duties, and supporting the freelance Dalcroze practitioners who manage and deliver the Dalcroze UK activities around the nation.

Christine Wardle (Development Manager)

Christine has 20 years' experience of fundraising and development in the arts, education and heritage sectors, specialising in strategy and philanthropy. For Dalcroze UK, she is responsible for fundraising and income generation strategy and in particular growing membership, managing donor relations and legacy marketing.