



‘Investigate how Big Noise-Sistema centres have evolved in United Kingdom, and the challenges and triumphs of their journey so far and what we might expect in NZ’

Or



So you are going to give some underprivileged kids a musical instrument to learn and everything is going to be alright?

**Primary Principal’s Sabbatical
Report Term Three 2015**

**John Shearer
Sir Edmund Hillary Collegiate**



Acknowledgements

Thank you to:

- ✚ The Ministry of Education for giving me the opportunity for the sabbatical leave
- ✚ The Sir Edmund Hillary Collegiate Board of Trustees who supported me in my application for this sabbatical
- ✚ To Kula Peryroux who was Acting Principal and Nita Afeaki our Assistant Principal who both did a wonderful job of leading the school in my absence.
- ✚ To Dr Joe Harrop (previous programme Director Of Sistema Aotearoa), Ros Giffney Programme Manager Sistema Aotearoa and Barbara Glaser Chief Executive Officer to the Auckland Philharmonia for their encouragement and support in doing this review and help with making contacts in the UK.
- ✚ To the schools and Sistema centres in Liverpool, Glasgow, Stirling, and Aberdeen who gave me such a warm welcome and an inside look of what they are achieving.
- ✚ To Nicola Killean who is the Chief Executive Officer of Sistema Scotland and Dr Laura Turney who was the Head of Culture Scottish Government who gave their time to share their stories and plans for future directions
- ✚ And to Dr Melinda Muir, who helped set up the terms of the reference.

Executive summary

Sistema Schools and Centres had many of the following traits in common on their journey.

- Sistema Scotland started its journey with Richard Holloway exploring the Venezuelan model which was having amazing effects in communities with huge deprivation. Holloway had a question: Could this work and make a difference in a Scottish setting which has similar issues of poverty? He believed it could work.
- There were criticisms of El Sistema Venezuela and consequently criticism of El Sistema being introduced and expanded in the UK. Geoffrey Baker, a music lecturer at Royal Holloway University review of the Venezuela's model was scathing. His review itself however has been heavily criticised as limited and unbalanced.
- Sistema UK – Scotland's Big Noise and England's In Harmony did not appear to have any of the same issues. They were totally independent organisations.
- There are two parts to Sistema: the teaching of music and using it as a vehicle of social change and uplifting of communities. Sistema appears more as vehicle for social change and renewal that uses music as the vehicle.
- I observed enormous commitment to the Sistema vision in Scotland and Northern England and buy in from all stake holders.
- Sistema Scotland (Big Noise) has a long term vision- 'We aren't going away, we are looking to be here -50 years plus. 'Nicola Killean Director Sistema Scotland.

- Centres are always based in communities where there is huge social and economic challenge.
- The Raploch in Stirling was the first centre set up and the model has been replicated but it could also be adapted. Adaptability appears to be part of Sistema's success.
- There were two delivery models; within the school day and these aligned well with the National curriculum, and an after school model.
- In both in school and after school models there was a core programme/pedagogy that was the same.
- In removing barriers and giving maximum access to Sistema programmes the embedded, within school model used in Liverpool seemed the more effective in removing barriers of access/transport.
- In the after school centres model there were further opportunities for community involvement. E.g. Support workers for supervision, light meals, and transport.
- All centres provided substantial pastoral care.
- A community 'sea change' appeared strongest in interviews where a geographical area was being refurbished physically alongside the introduction of the Sistema programme- (The Raploch model)
- Tutors: - Of all influencing factors that I observed the selection and professional development of the music tutors seemed most critical. The tutors are like teachers at the chalk face and while these tutors were there for the teaching of music they were also there in nurturing and mentoring roles.
- Some of the older pupils interviewed expressed interest in taking on careers as teachers and becoming part of national orchestras themselves.
- Some research already indicates that the Sistema programme is making an outstanding difference already and even economically out stripping the initial support resource, but as one person I spoke to stated, *"We will know the true extent of our success when these children are having their children and those children are empowered and their communities have been renewed."*

Purpose

The aim of my sabbatical was to investigate how Sistema got to where it is now. What have been some of the benefits in music, academic outcomes and in potential life choices for these pupils and their families? Has this programme been a game changer for the children in some of Britain's most socially and economically depressed areas and if successful here, what might we expect for our New Zealand students in the future? We have just started, what are the likely outcomes for us in years ahead? I interviewed some of the lead people in the Sistema centres and schools to find tentative findings. Could this be a game changer for NZ?

I wanted to get a first-hand account of their journey so far and where they see Sistema and the Big Noise and In Harmony Orchestras heading into the future. I was also conscious that noting the limitations of the sabbatical this will be a recount/ anecdotal stories from a few lead people. I can't do more than raise questions for further research.

I had heard good things about Sistema generically and I hoped that from the stories and accounts I gathered I would see the first sketch lines of future promise for us here in NZ. What would I find? Would I find this programme gave potential for our pupils to expand key skills and new learning at an accelerated rate or not? Holistically too how does Sistema help develop the whole child? I also thought we might be able to use the gathered wisdom of Sistema programmes that had been running longer than ours to enhance the potentials and avoid the pitfalls for us in the New Zealand context.

Rationale and Background information

I am the principal of Sir Edmund Hillary Collegiate Junior School. The Collegiate was founded on the basis that we can offer a one stop education shop; a seamless pathway, where we have early childhood/parent support groups that go from new born babies and pre-school to primary school to middle school to college. In many ways we are already a prototype of the community of schools that the Ministry of education is currently trying to develop. What we hope to do is to provide through our shared vision and common pedagogy that we will accelerate learning and build our young tamariki (children) of today into the young men and women of tomorrow, leaders confident in who they are and what they can do.

The Otara community that I work with is described as a decile 1A with a medium income of \$21,000 for people aged 15 years and over (www.stats.govt.nz/Census). It is a socially and economically deprived area with high unemployment and with the poor health issues often associated with high poverty.

- *Incomes under \$20,000*
- *High unemployment*
- *Low educational achievement*
- *High number of single parent families*
- *Household crowding*

Even more concerning is that 88% of the children living in Otara are living in high poverty. About 850 babies are born into Otara each year and about 750 of these babies will be born into impoverished homes and neighbourhoods. Otara also has the highest number of teenage pregnancies, with just over 100 babies born to teenage mothers each year.

(Otara Health Charitable Trust 5 Year Strategic Plan 2012-2017)

The United Kingdom (UK) schools/centres I wanted to visit would be described in the New Zealand context as deprived or low decile 1A -similar to Sir Edmund Hillary Collegiate. They have high unemployment or people are paid minimum wage. The schools community ethnic mix ranges from almost 100% European poor Scot (Raploch) to Govanhill which has become a centre for displaced refugees/migrants from Syria/ Eastern Europe and Roma Gypsies. Thousands of migrant/refugee families have been crowded into the Govanhill area. As a result this has become a non-integrated suburb, a de-facto migrant/refugee/new settler only area. Some of the local schools reported that they have families are nearly totally from these backgrounds and the 10% Scot that remain are trying to leave. These communities are under stress and they face huge challenges.

Liverpool too which I hoped to visit has deprived areas with long term unemployment- some now inter-generational, and while there is several re-developments in the heart of the city and particularly around the wharf and harbour

side areas, there are still housing districts which have not had this renewal. Liverpool has a large number of social and economic challenges. A most telling tale I heard was from a taxi driver who was commenting on how bad it got in Liverpool. It got so bad after the Toxteth riots in 1981 that Margaret Thatcher was secretly urged to consider abandoning Liverpool to a fate of 'managed decline.' The taxi driver said there was still, 'A hell of a lot to do.'

Cities like Glasgow, Stirling and Liverpool need 'game changers' that can uplift whole communities and take pupils in deprived areas out of their current life experience and show them there is more in life and that they can take a full part. I had heard that the influence of Sistema could be **one** of the critical factors that could be opening up successful pathways for these communities.

NZ also has deprived communities that need to be empowered and able to see a better path ahead. I wanted to know could Sistema help my own learning community and communities experiencing challenge throughout New Zealand.

Activities undertaken (methodology)

I had only a few weeks to undertake this look into Sistema so after meeting with Dr Muir I decided my study would take the form of a very light review. It would be based on qualitative data and would record the stories of key stake holders within the Sistema family. In doing this I recognised that with a small sample, my findings would all only be tentative and they would not be substantive enough to make any generalisations. This was going to be an explorative piece of research to help better understand the experience of schools and centres that have been using the Sistema programme longer than we have in NZ. I did hope though that if there was some sort of similar positive alignment in what I was hearing then this might suggest that further research may be worth doing.

I meet with Nicola Killean the Director and Chief Executive Officer of Sistema Scotland and visited four Sistema centres in the U.K. Three centres were in Scotland (Big Noise) and one was in Northern England (In Harmony Liverpool). I spoke with the lead team members in the centres, principals and I also spoke with parents and care givers. I was also able to record the stories of some of the children and teenagers for their thoughts and views on Sistema from their perspective.

Schools and Centres

Liverpool In Harmony

Embedded in School model-

Faith primary School

The Beacon CE Primary School

Glasgow

Govanhill Housing Association

Big Noise Govanhill

Centre Feeders-

St Bride's

Holy Cross

Annette Street
Cuthbertson Primary School

Stirling

Big Noise Raploch (Centre)

Centre Feeders-
Our Lady's Primary
Raploch Primary
Castleview Primary
Wallace High
St Modan's High

Aberdeen

Big Noise Torry (Opened July 2015)

Centre Feeders-
Walker Road Primary School
Tullos Primary

Scotland currently has three Big Noise communities which I visited along with Northern England's In Harmony centre in Liverpool. The number of children they are engaging with is already in the thousands- and this is still just their beginnings:

- **Big Noise Raploch**, Stirling, was established in 2008 and currently engages with almost 500 children and young people
- **Big Noise Govanhill**, Glasgow, was established in 2013 and currently engages with almost 800 children
- **Big Noise Torry**, Aberdeen, was established in 2015 and currently engages with almost 500 children
- **In Harmony Liverpool**, was established in 2009 and currently engages with over 700 children

- Some key questions that I asked were:
- Why introduce Sistema?
- What have your experiences been?
- What's gone well?
- Do you think it's been a game changer for children, families, and schools?
- What's gone wrong?
- Have there been successful failures?
- Is there something we need to continue?
- Have all the children who started continued?

I visited the Scottish Parliament in Edinburgh and spoke to Dr Laura Turney who was the head of culture and heritage in the Scottish parliament to gather their perspective.

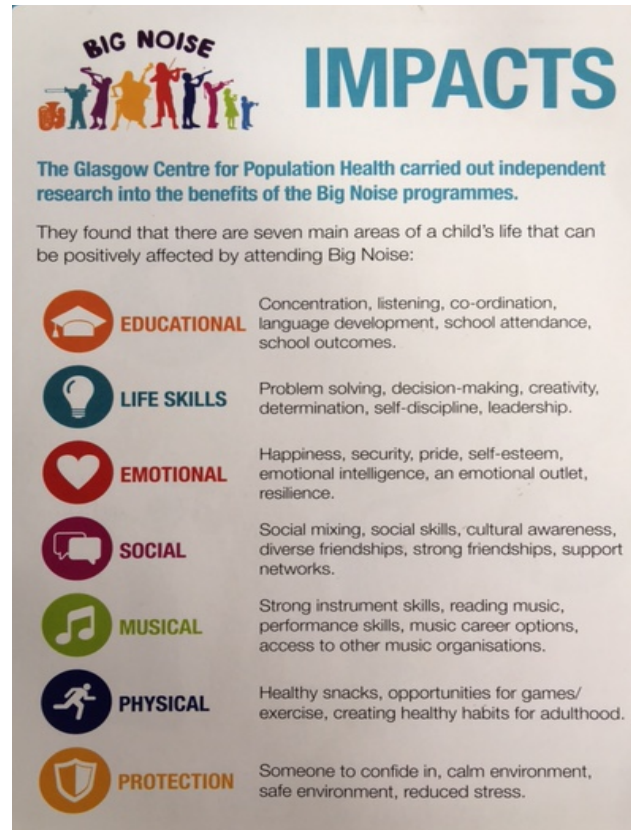
Secondary research

- ✚ El Sistema Venezuela began in 1975 with 11 musicians in a garage. Now forty years later it has had more than 2,000, 000 children involved. The programme has been described as life changing and lifesaving and it has been highly acclaimed internationally. However not a lot of serious academic research has been done and this has been one of the criticisms levelled at the programme. This has been blamed on limited funding for research. Writers and musicians like Reynaldo Trombetta strongly support El Sistema as does Chefi Borzacchini's work Venezuela the Miracle of music (2010) but there are detractors.

El Sistema, Orchestrating Venezuela's Youth by Geoffrey Baker is highly critical. Baker describes El Sistema as 'a cult, a mafia and a corporation with 'opacity of its financial affairs.' Trombetta though criticised Baker for his lack of in-depth research stating that Barker was like a blind man grabbing the elephant's tail convincing himself that an elephant was a piece of rope. Trombetta while acknowledging there is always room for improvement stated that Baker's research was flawed and was just throwing mud around to see where it would stick. He stated Baker and had a predisposition to find fault.

- ✚ Sistema Scotland – Big Noise has been the subject of two independent research studies. The latest was published in May 2015 and undertaken by the Glasgow Centre for Population Health (GCPH) in partnership with Audit Scotland, Education Scotland and Glasgow Caledonia University. The researchers found convincing evidence of positive change to children's lives and concluded the programme represents a good investment for society. The impact diagrams shown here (below) were created as pictorial representations of the key impacts that were identified at this stage.





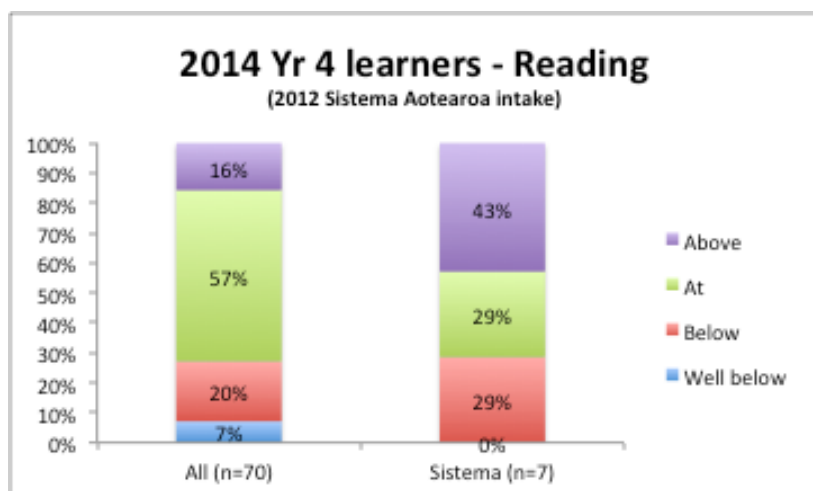
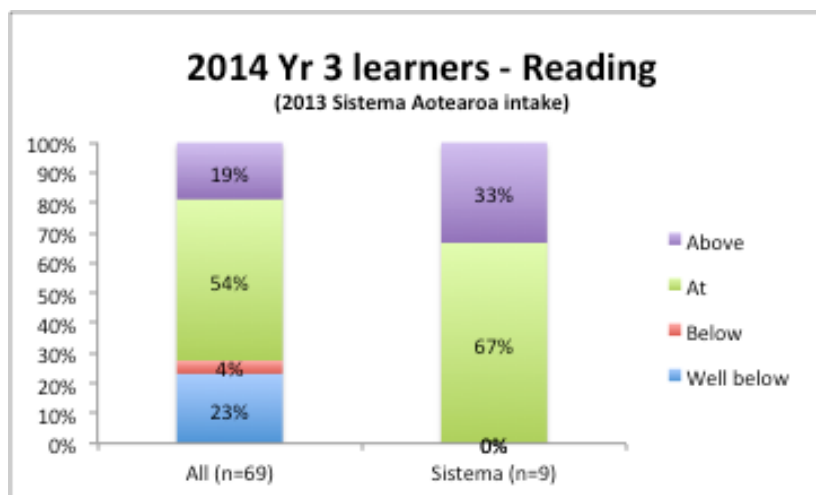
- **What does the early research say about the NZ setting?** Sistema Aotearoa has been in operation since April 2011. This second outcome evaluation (Dec 2015) while reviewing a programme still in its early stages paints a picture of successful beginnings. *'The educational analysis identified that students participating in Sistema Aotearoa have a significantly higher educational achievement in both reading and mathematics than those not participating in the programme.'* **Sistema Aotearoa outcome evaluation.**

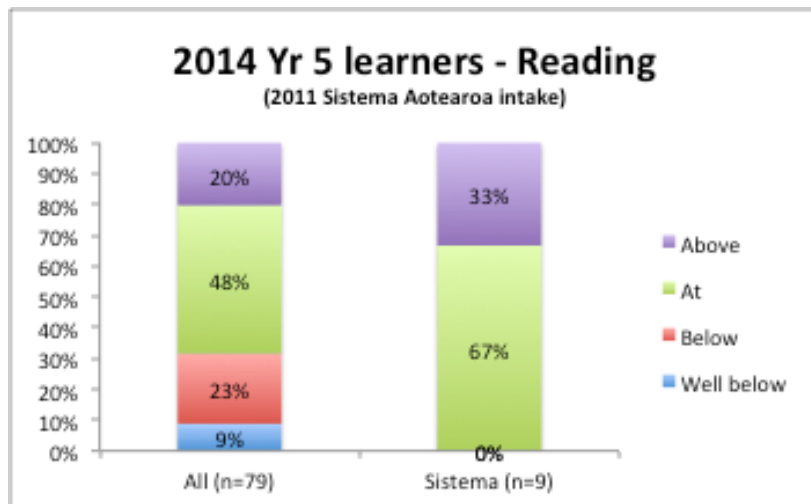
Sir Edmund Hillary Junior School was part of the evaluation project to understand what early effects could be observed. Schools who are involved in the Otago project were asked to share their data on pupils who were in Sistema and compare their learning outcomes to pupils who were not in Sistema. The following results are the reading attainment levels for the pupils in Sistema at Sir Edmund Hillary Collegiate Junior School (SEHC Jnr). The sample is small but interesting in its pattern of achievement results. I have used our learners' results in reading as an example but these results were echoed in writing and in mathematics.

Educational achievement data for Sir Edmund Hillary Collegiate Junior School was collected by our lead teacher Lorine Itere and analysis was conducted by Independent evaluation and research consultant Alicia Crocket. The data for the Sistema group consists of the OTJs for students who started Sistema in 2011, 2012 and 2013 who were in Years 3, 4 and 5 respectively in 2014. The comparison data used for all students was downloaded from Education Counts.

Student achievement in Reading

2013 Sistema Aotearoa intake	2014 Yr 3 learners	Well below	Below	At	Above
	All (n=69)	23%	4%	54%	19%
	Sistema (n=9)	0%	0%	67%	33%
2012 Sistema Aotearoa intake	2014 Yr 4 learners	Well below	Below	At	Above
	All (n=70)	7%	20%	57%	16%
	Sistema (n=7)	0%	29%	29%	43%
2011 Sistema Aotearoa intake	2014 Yr 5 learners	Well below	Below	At	Above
	All (n=79)	9%	23%	48%	20%
	Sistema (n=9)	0%	0%	67%	33%





This is an incredibly small sample so stating anything from these results for our reading data it is almost impossible. These results need to be seen as very tentative. In **conjecturing** though Sistema pupils do appear to have an edge. It maybe for a variety of reasons; the Sistema programme itself, a filtering effect may be in place for pupils who are on Sistema. i.e the more motivated pupils stay with the programme, others drop off, a virtuous circle and so on. But the higher achievement levels of Sistema pupils are definitely interesting to note.

'We think that this analysis possibly indicates differences in achievement between students in Sistema Aotearoa when compared with all students at SEHC.' – (From Alicia Crocket's SEHC report.)

Findings

- Sistema started small. Sistema Scotland (Big Noise) started its journey with Richard Holloway exploring the Venezuelan model which was quoted as having amazing effects in communities there that was experiencing huge deprivation. Holloway was convinced that the Venezuelan model would work in the UK too and went about establishing Sistema in Scotland.
- I heard stories of setting up, getting strong from small beginnings and of community involvement in the programmes. When Sistema chooses to begin a centre it is always based in an area which has huge challenges. It also stays the course. Several times I heard from parents that so many programmes come and they go and in the end they make no difference. They expected the same from Sistema but what has surprised them and has made a difference to them was that Sistema has kept going and continues to journey with them.
- Sistema is a charity; there never seems to be enough funding but it keeps planning and achieving even when the funding is not all there. At times this is a real walk of faith that it will all come together. It relies on donations and private funding however it now has some support from the Scottish Government's ministry of art and culture.

- The **Scottish Government** sees Sistema as part of its plans for community regeneration and tackling inequalities. They see Sistema as an impressive key partner to achieve the long term goal of social transformation and bolstering the wellbeing of communities and enriching lives.
- The Scottish Government see Sistema as bringing direct benefits to learning and education and economic development. (**Scottish Budget Draft 2014-15**) Even while there is talk of cuts in the air for the 2016 budget they are spending millions of pounds on their Culture and Arts programmes and Sistema now has some money directly ring fenced for its development and support.
- The Scottish Government also saw Sistema as a preventive spend which would eliminate or reduce the need for statutory intervention of social and justice services.
- There was a strong comparison between our decile 1A school communities and the school communities in deprivation in the UK where Sistema has been set up: low socio economic conditions with high un-employment or families on minimum wages, often with poor or overcrowded housing, new migrants and refugees were a new feature and correspondingly in most of these cases English was as a second language. (Govanhill)
- Both UK and NZ schools place huge focus on literacy and numeracy. These national education goals however seem to struggle particularly when placed upon low socio-economic/low decile communities who don't speak English and are disconnected and vulnerable.
- **Sistema teachers/tutors** are an incredibly powerful factor in motivating pupils to learn.
- Most of the music tutors were not teacher trained- though they all had PDL on Sistema and the consistency of the teaching and learning approach was strongly evident everywhere I went. They were all musicians in their own right too and this added credibility to them in the eyes of their pupils.
- Hattie's Visible learning research shows Teacher credibility in the eyes of students is a most powerful influencing factor with a high effect size (Hattie Visible Learning effect size = 0.90)
- I observed quality tutor - student relationships which Hattie's research also states has a high effect size on learning. (Hattie Visible Learning effect size = 0.72) While tutors were there for the teaching of music they were also there in nurturing and mentoring roles. The children I observed felt cared for, connected and even loved. Tutors I observed were very positive role models and displayed a good skill set in behaviour management and relationships which paralleled well with the NZ models of Positive Behaviour for learning (PB4L) and with Professor Angus Macfarlane's The Educultural wheel. Both these NZ programmes believe that by strengthening relationships and creating more positive school (and home) environments we remove barriers to engagement and improve students' chances to achieve at school and beyond.
- Expectations from the **family/whanau** are equally significant.
- Sistema parents/care givers I interviewed had very positive aspirations for their child and they all thought their children were doing exceptionally well. To these parents Sistema had given their child an opportunity to do something special that they would otherwise never have done; learn an orchestral instrument and it was magic to them. The learning of an instrument and being part of an orchestra and performing in front of an audience in as renowned

- places as the Albert Hall or travel overseas made them think that their child could and would be successful in their education and in life generally.
- One parent stated that she had not done well at school and she hadn't much expectation for her child either but that was before Sistema. Now her view had changed and she thought her child would be more successful in her learning than she was.
 - Spera, Wentzel and Matto's (2008) work on parental aspirations for their child's education showed parental education and children's academic performance were significantly and positively related to parental aspirations. Part of Sistema's success is in inspiring parents/caregivers that their child can achieve, and achieve highly.
 - Not all children who started Sistema stayed with it. There were a variety of reasons, e.g. Physically moving away, other interests, sports. I asked these families if in the time their child had been on Sistema, had the experience shaped or helped them. They replied that they thought so, that their child had appeared more confident to take on the new challenge, or they had more focus, one even said her child was better behaved. While this was only a small sample it appeared that even children who only stayed a few years had experienced some benefits from Sistema or could be termed 'successful failures.'
- I observed **two delivery models** of having Sistema as either an after school programme or within the school day and both have plus and minus factors. Two schools initially worried about bringing Sistema into the school day and the impact it might have on their literacy and numeracy results. However it doesn't appear to have been a problem. In fact both schools data suggest improving outcomes. Sistema is now embedded and a compulsory part of these schools' curriculums and their assessment results keep going up.
 - The embedded in school model is now, 'Just the way we do things' with one school having 100% of pupils on the Sistema programme.
 - The after school programmes appeared to have the additional challenge of getting pupils to the centres. In some cases both in NZ and in Scotland, getting pupils to and from centres and the after school family pick up issues have been a barrier for some pupils attending the programme.
 - Sistema is a music programme but it is also a programme for social re-generation and it appeared to have **an uplift effect on the community** and that was consistent in the conversations I had with community members.

Implications

- Sistema Scotland's journey appears one that we can learn from. Both countries have areas/communities which face deprivation and challenge.
- Anecdotally in discussions with colleagues music in the NZ education system is not a priority, but the benefits of utilising music as in the Sistema Scotland model and In Harmony Liverpool can possibly reap huge benefits for delivering National Stds and NCEA goals. Similarly benefits with key competencies and building well rounded future NZ citizens may also be enhanced by this programme
- Findings at SEHC and in the bigger study of Sistema Aotearoa 2015 where the results from 5 schools were grouped and analysed have begun to echo

the Scottish evaluations, indicating very favourable outcomes are beginning to occur.

- The Scottish Government is utilising the strengths of Sistema for community renewal and educational improvement. If the Scots see this as a potential pathway could the NZ's Ministry of Education use Sistema as the vehicle to further build home and school partnerships here? Could Sistema capture family/whanau imagination, that leaves parents looking at their son or daughter in a new way and thinking my boy, my girl if you can do this and play in an orchestra, what else can you do?
- Research shows that the home capital, parent and whanau expectations are a major influence on a child and the direction and success that the child will experience. Sistema may be able to help lift parent aspirations for their child and consequently improve academic and social results.
- In conjecturing on the possible benefits to education, benefits possibly in reduction of welfare and the statutory interventions of social services and justice may also be possible. Considering and conjecturing on these possibilities perhaps may further suggest that other Government Ministries may consider support for Sistema too.
- The Ministry of Culture and Heritage has supported Sistema's early development and in this I would like to acknowledge the work and involvement of the Hon Chris Finlayson who first saw the potential. However for Sistema to expand to other communities this funding needs to continue and increase. At a minimum I think further research may be warranted to further evaluate the long term potentials.
- Does community renewal have two components? In Stirling the old buildings had been torn down and a smart new community centre had been built but alongside the physical renewal of community centre, the community itself was being given a renewal too. It felt like that in the conversations that with a focus on their children and music the community felt better about themselves. People I interviewed had an upbeat positive feel for the future of their kids and their future too. They shared that had not always been the case. I was not able to observe this everywhere, but there was another unexpected side effect; - in Raploch this community's 'resurgence' of pride and of hope was even influencing property values upward in an area that was previously depressed.

Conclusions

It would be great if all my research showed clear blue skies and no conflicting research or opinions but in writing this review I did find some conflicting opinions as to the value and worth of the Sistema programme in the UK. As mentioned in the secondary research section, there was some heavy criticism of El Sistema Venezuela and therefore concern about Sistema being established in the UK. However all the UK evaluations I have read do not share this concern for the UK programmes. Further centres in the UK while they are all based on the same original model, they are all independent from Venezuela. From my direct observations of these UK centres I did not see any evidence of the allegations made of Venezuelan draconian type discipline in place. To the absolute contrary, the Sistema centres and Schools I saw were supportive and nurturing. As to the lack of financial clarities alleged in

Venezuela again there were no concerns raised on any level at the financial clarity of either In Harmony or Big Noise UK centres in any reports or reviews. I hope further research is done on El Sistema Venezuela to help identify strengths and weaknesses that may need addressing but there was no crossover of these allegations into Sistema in the UK.

I was part of the initial group of founding schools that started Sistema Aotearoa in the Otara area. Not all of my pupils have stayed on the programme for a variety of reasons but those pupils who have, they have enjoyed being part of the programme and my own multiple observations over years have only shown the same consistent high quality tutor- pupil interactions and professionalism. I have no concerns along the lines of those expressed by Geoffrey Baker for Sistema in New Zealand.

In the deprived communities of the UK they need game changers. Often family choices appear to be limited to along the lines of do I have barely enough money to pay my bills or feed the family? Whole communities severely lack aspiration- this is their lot and their heads are bowed. Sistema seemed to raise heads, to change attitudes towards life expectations for communities themselves and attitudes towards education and hope for their children's future. The programmes I visited were seen as inspirational and enabling to their community of learners that I talked to. Their expectations were being lifted to go further than what would have been thought possible. They had something special and they knew it. It made them proud.

Sistema Scotland has gone from its first centre in Raploch in 2008 to three centres with the latest being opened last year with Torry in 2015. I saw Torry in its infancy, only a few months old and it was already getting strong. Sistema Scotland has further plans to expand to other communities but will only do so when it is in a position to sustain the new development. Sistema Scotland's director Nicola Killean, 'Our vision is to break the cycle- the long term struggles of poverty. The children are fundamental to this change and we are here for generations- 50 years plus'

I heard this in the communities too, that Sistema stayed, they didn't go away like so many other programmes and that commitment to the long haul appears to have made them more successful. It would be something we need to bear in mind.

Again I need to acknowledge that with my review, all the thoughts and stories are from a small group of people that were generous to give me of their time. Everything I have written can only be described as tentative but there does appear to be common successful outcomes here and something worthwhile researching further.

I'd like to finish with some of quotes from the families and children I was privileged to interview. Of all the interviews I found what they said the most inspiring as Sistema was their story.

Pupil, "I feel better doing my instrument than when I don't."

Pupil, “I was cocky, played up, now realise what a waste of time... Mum’s new boyfriend upset me, Sistema calmed me down...Big Noise is like a second family to me when it’s roughest at home, my tutor, my adopted mother she calms me down...”

Pupil, “Confidence, I wasn’t social, with people or groups. I was scared of how people saw me with my disability. I had to accept who I was and it (Sistema) helped me adjust to my learning issues.”

Mum ‘We went to the Albert hall, I’ve never seen the Albert Hall, I’ve never even been to London. My girl played in the Albert hall. Everyone’s keen on Sistema even the pensioners”

Mum, “My girl she went to Canada. Canada- I was thrilled.”

Mum, “Just listen to my girl, she can do that, the whole piece. Oh my God!”

Grandparent, “He’s more confident. He practices into the night. I have to stop him it gets late. I have to go to bed.”

Parents together, “Us parents are closer now- aye! It (Sistema) has helped bond us. You can feel the pride; look at what our children can do!”

References

- The Glasgow Centre for Population Health carried out independent research into the benefits of the Big Noise programmes. (May 2015 Report)
- Evaluation of Sistema Aotearoa 2012
- Sistema Aotearoa outcome evaluation for Ministry of Culture and Heritage and Auckland Philharmonia Orchestra 17 December 2015
- Independent evaluation and research consultant Alicia Crocket
- Positive Behaviour for Learning restorative Practice Ministry of Education NZ
- Angus Macfarlane The Educultural wheel
- Hattie Visible learning 2009
- Parental aspirations for their children’s educational attainment- C. Spera, K.R. Wentzel and H.C. Matto 2008
- .Sistema Aotearoa outcome evaluation for Ministry of Culture and Heritage and Auckland Philharmonia Orchestra (17 December 2015)
- El Sistema Orchestrating Venezuela’s Youth by Geoffrey Baker
- Statistics NZ www.stats.govt.nz/Census.
- Otago Health Charitable Trust 5 Year Strategic Plan 2012-2017