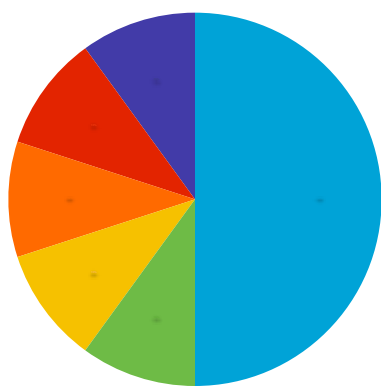# ABOVE & BEYOND

Bringing the Importance of Music Programs to the Forefront of Education

● Students   ● Educators   ● Administrators   ● School Boards   ● Parents   ● Community

NOTES

"Advocacy is changing _what is_ into _what should be_"

~ DAVID COHEN ~

ADVOCACY BY DESIGN

- Collaborate WITHIN & ACROSS

- Fight for What's Right

- Team and Dream

- Open Your Door

- Be the Best. Credit the Kids

- Learn and Know Brain Science

- Know Your Community and School

- Serve Parents

- Community Arts Organizations

- Music for Music's Sake

Dr. Renée Westlake

ADVOCACY SOURCES

- Bennett, P. D. (2018). *Teaching with vitality: Pathways to health & wellness for teachers & schools.* New York, NY: Oxford University Press.

- Brinckmeyer, L. M. (2016). *Advocate for music: A guide to user-friendly strategies*. New York, NY: Oxford University Press.

- Lautzenheiser, T. (2005). *Music advocacy and student leadership: Key components of every successful music program*. Chicago, IL: GIA Publications, Inc.

- Levitin, D. J. (2006). *This is your brain on music: The science of a human obsession.* New York, NY: Dutton Publishing

- Thault, M. H. (ed.), & Hodges, D. A. (ed.) (2018). *The Oxford handbook of music and the brain*. New York, NY: Oxford University Press.

NOTES

QUESTIONS

1. What is one powerful trait in your teaching that you can utilize for student advocacy? Community advocacy? Educator or administrator advocacy?

2. Who is the student you have had the greatest impact upon during your career so far? Can you further develop that relationship?

3. What community trait makes you most proud?

4. What do you know about your students when they are not in your classes?

5. What is the greatest lesson that a student (or group of students) has taught you?

For the online handout and PowerPoint presentation, go to
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"Our vitality, the life in our teaching, comes from our dedication to growing people, including ourselves"

~ PEGGY D. BENNETT ~

Dr. Renée Westlake