



Aim of QCMF: Improve the Quality of Music Education.

The QCMF community is passionate about music education. We achieve this aim by coming together to transform hearts and minds through music, in a safe, accepting and challenging educational environment.

We realise that to improve educational outcomes, we need to challenge ourselves and each other to be better reflective practitioners. We do this in a respectful and inclusive manner and by sharing a unifying ethos and a common set of expectations.

Expectations of the QCMF community

- **Festival attendees are always to be respectful to, and understanding of, volunteers.**

At times we receive feedback from our volunteers who have been treated less than ideally by Festival attendees (both parents and unfortunately teachers). This is unacceptable.

QCMF is staffed by a team of more than 500 volunteers, many of whom take annual leave from their places of employment to work at the Festival.

Without these generous members of our community, the Festival would not run.

- **Conductors, teachers, and directors are expected to be organised, prepared and flexible.**

We understand that a lot of things come together to produce a great performance at QCMF. We know this does not happen by chance, but through organisation, dedication, and effort.

We also know that some conductors come under-prepared to the Festival. The result is often lowered student educational outcomes and a less enjoyable Festival experience.

At times, we hear the following comments:

"I submitted original scores to the adjudicator, and now they have been lost!"

"I wanted to change my performance order before we walked on stage. The compere questioned why I was doing this."

"My daughter's school did not tell me when and where my daughter was performing. We also didn't know about parking or ticket costs."

We respond to the above as such:

- Under no circumstance submit originals to adjudicators. Always have replacement scores and parts ready.
- The QCMF team will not post out adjudications or other materials left at the Festival.
- Students in exam and performance situations cope better by being calm and knowing 'the plan'. Last minute changes rarely increase performance results.
- Ensemble directors are to hand in music scores to venues in person. QCMF volunteers are under no obligation to "chase up" late or missing scores. Do not send runners to venues with scores or other materials.
- A great Festival needs great audiences. Please communicate clear, timely and accurate performance details and information to parents.

Teaching and performing is difficult, but we expect conductors to bring their best selves to QCMF.

- **Community members recognise that QCMF is not a competition.**

At times it is difficult to reconcile the fact that whilst awards are given, and judgements made, QCMF is not a competition. Great teaching is often the result of an educator's ability to hold two opposing thoughts in mind.

Examples of the types of feedback we receive:

"The section was not long enough for my ensemble to see the other performers."

"Adjudicators in the choral section provided contradictory and confusing feedback."

"There's a lack of consistency in expected standard from one year to the next Judges seemed way pickier this year and too many silver awards were given."

We respond to the above as such:

We appreciate that at times the festival team needs to make scheduling decisions that make seeing performers in your section difficult. There are, however, many other sections and performances to observe. The goal is to have students see others making music, not make comparisons.

Adjudicator feedback is designed to support good teaching practice and adjudicators are trained in the interpretation of the award criteria and the provision of quality feedback. Notwithstanding, given the variety of QCMF adjudicators hired each year, there will come a variety of differing feedback. QCMF adjudicators are hired based on a demonstrated excellence in teaching pedagogy and musical experience, not based on their congruity of thought.