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## Editorial

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## Editorial

Welcome to the first issue of the third volume of our journal (2.2). The content of this issue is almost entirely focused on presentations given at the 2023 IOSFS Convention – held online and in person at the Orff Institute, Mozarteum University, Salzburg. The theme of Diversity and Inclusion is, by its very nature, broad and varied. While the issue of inclusion is well understood in the context of special needs education, a strong element in the programme was to raise the less well documented and discussed field of working with groups who experience exclusion because of racial, gender identity, economic or social issues. Although the convention didn't cover all of these issues, thanks to our presenters, including many from the Associated Schools and Institutions, we achieved a good range, and this is reflected here.

The keynote presentations offered three very different perspectives: how singing can support bilingualism and language learning; the power of dance to reach people and groups that are often marginalised in society; and tackling racism in music education. All three raise important questions about how we as teachers and artists can and should be more conscious of our own bias, that of the institutions we work in and society more broadly. The Arts have an important critical role in education, to offer better ways of understanding each other. Our students should 'feel they are working in an environment that welcomes their home cultures, backgrounds, heritages and languages into the process, with no superimposed hierarchy' (Michael Rosen, *The Guardian* 30.04.2012)

In his keynote Royston Maldoom asks that we avoid labels when working with groups of any age, ability or circumstance. It's a difficult thing to achieve – as can be seen from my attempt here to describe the different ways in which presenters have approached our theme. Longo, Boonprakong, and Xi & Brooke, describe activities that raise the awareness of children to the experience of outsiders, immigrants and refugees; Coogan reports on practical OS projects with young refugees themselves, and Kweon describes her work with immigrant women in Korea. De Bellis and Galletti report on a therapeutic project using OS principles with young people in the criminal justice system in Italy, and Cuevas shares his work using creative technologies with children with special needs. Salmon, Esterbauer, and Kaikkonen offer analysis of how educators may achieve effective inclusive practice especially in the context of people with diverse abilities. Schönherr adds another dimension to OS describing her work with the elderly.

The book reviews are an important element of the journal and we are always looking out for relevant publications. Readers are encouraged to send us news of recent and upcoming publications (in any language) for possible review.

We hope you enjoy the journal and feedback is always welcome. We plan for the next issue to include articles that reflect and celebrate 100 years since the founding of the Günther-Schule in Munich. As always, if you have ideas for content or would like to submit an article on this or other topics related to OS please get in touch.

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Co-editors

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