

ENHANCING STANDARDS OF ASSESSMENT FOR HIGHER MUSIC EDUCATION THROUGH INTERNATIONAL DIALOGUE

INSTRUMENTAL/VOCAL TEACHER
EDUCATION:

THE AEC POLIFONIA PROJECT

UNIVERSITY OF MUSIC AND PERFORMING
ARTS, VIENNA

26 / 27 APRIL 2013

The AEC Polifonia *INVITE* Working Group

The Working Group for Instrumental/Vocal Music Teacher Training (INVITE)



- Kaarlo Hildén, chair (Helsinki Metropolia University of Applied Sciences [now Sibelius Academy, Helsinki])
- Natalia Ardila-Mantilla (University of Music and Performing Arts, Vienna)
- Thomas Bolliger (Haute Ecole de Musique - Lausanne/Genève)
- Jean-Charles Francois (CEFEDM Lyon)
- Mary Lennon (DIT Conservatory of Music and Drama, Dublin)
- Geoffrey Reed (Royal Northern College of Music, Manchester)
- Tine Stolte (Prince Claus Conservatoire, Groningen)
- Terrell Stone (Conservatory of Vicenza)

The INVITE Working Group - Outcomes



- Set of national descriptions of music teacher training systems in Europe
- Handbook on instrumental/vocal teacher education including:
 - A mapping exercise of the current situation in Europe
 - Description of the latest trends in the profession
 - Set of competences for instrumental / vocal teachers
 - Future perspectives
- 9 site visits to higher music education institutions
- 2 conferences on instrumental/vocal teacher education

Instrumental/Vocal Teacher Education: The AEC Polifonia Project



Mapping European Traditions and Practices in Instrumental / Vocal Teacher Education (IVTE)

Variety and Diversity



- National, regional and institutional practices
 - ▣ Educational goals
 - ▣ Teaching methods
 - ▣ Structures
 - ▣ Career options
 - ▣ Role of IVTE in Higher Education
- IVTE for national / regional labour market
 - ▣ Limited student and teacher exchange
 - ▣ Limited exchange between traditions

Structure: Theory and Practice



- Educational theory: e.g. methodology, didactics, pedagogy, educational sciences, social sciences, psychology
 - ▣ general e.g. psychology
 - ▣ music specific e.g. music psychology
 - ▣ instrument specific e.g. piano pedagogy
- Educational practice: e.g. teaching practice, internship, practical training
- Connection and interaction

Structure: Curriculum content



- Options / specialisms
 - ▣ Early Childhood Music Education
 - ▣ Development of Musical Literacy
 - ▣ Didactics of Improvisation
 - ▣ Community Music Workshops
 - ▣ Teaching Children with Special Educational Needs
 - ▣ Music Therapy
 - ▣ Research Methodology
- Written thesis or dissertation

Structure: Credits and weighting



1. Performance focus 4 – 16 ECTS, often elective
2. Integrated programmes 16 – 36 ECTS
3. Teaching certificate 36 – 60 ECTS

Structure: Teaching practice



- 1 – 2 weeks to 3 – 4 years

- Supervision
 - ▣ Teacher / mentor
 - ▣ Conservatoire teacher

Structure: Teaching practice



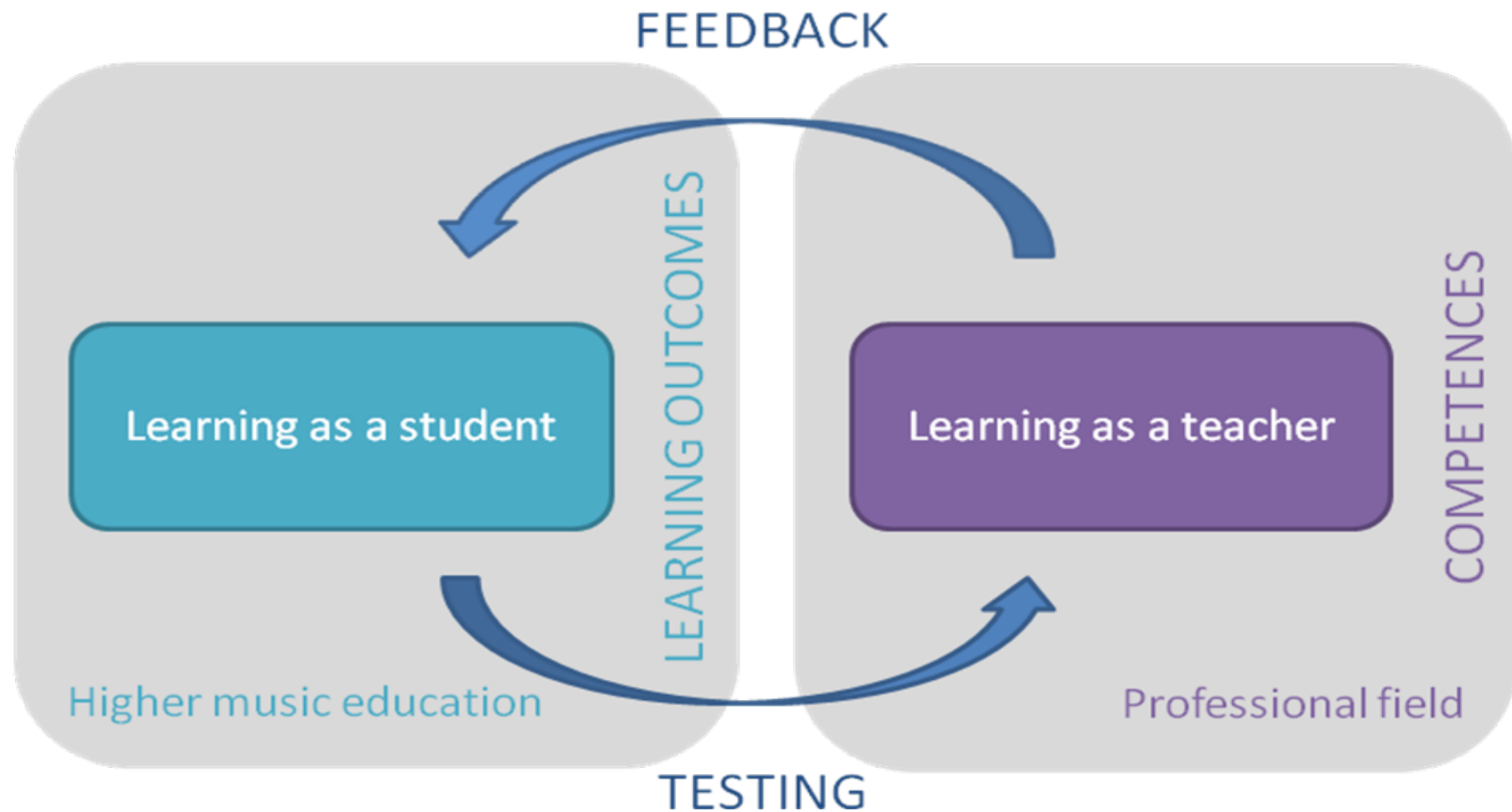
- Carried out by the conservatoire
 - ▣ Pupils recruited specifically
 - ▣ Pre-college department
 - ▣ Teacher training school
- Carried out in cooperation with music schools and other institutions
 - ▣ Partnership music schools
 - ▣ Independent placements
- Organised by students through part-time work in music schools

Forces of Change in IV Teaching



- Goals for instrumental/vocal teaching
- Cultural policies:
 - ▣ Cultural diversity
 - ▣ Participation
 - ▣ Democratic control
- Impact of national music education systems

Competences and Learning Outcomes



Emerging Issues in IV Teacher Education



☐ **Assessment**

- ☐ Admission procedures
- ☐ Instruments and genres
- ☐ Formal and informal approaches to teaching and learning
- ☐ Professional development
- ☐ Collaboration with the profession and community
- ☐ Collaboration within the higher education institution
- ☐ Institutional and regional customs and values
- ☐ Student and teacher exchange