

# Instrumental and vocal teacher education: findings and future pathways

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Warsaw

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

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**WHY?**

# The INVITE Working Group - Tasks

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

**Diversity**

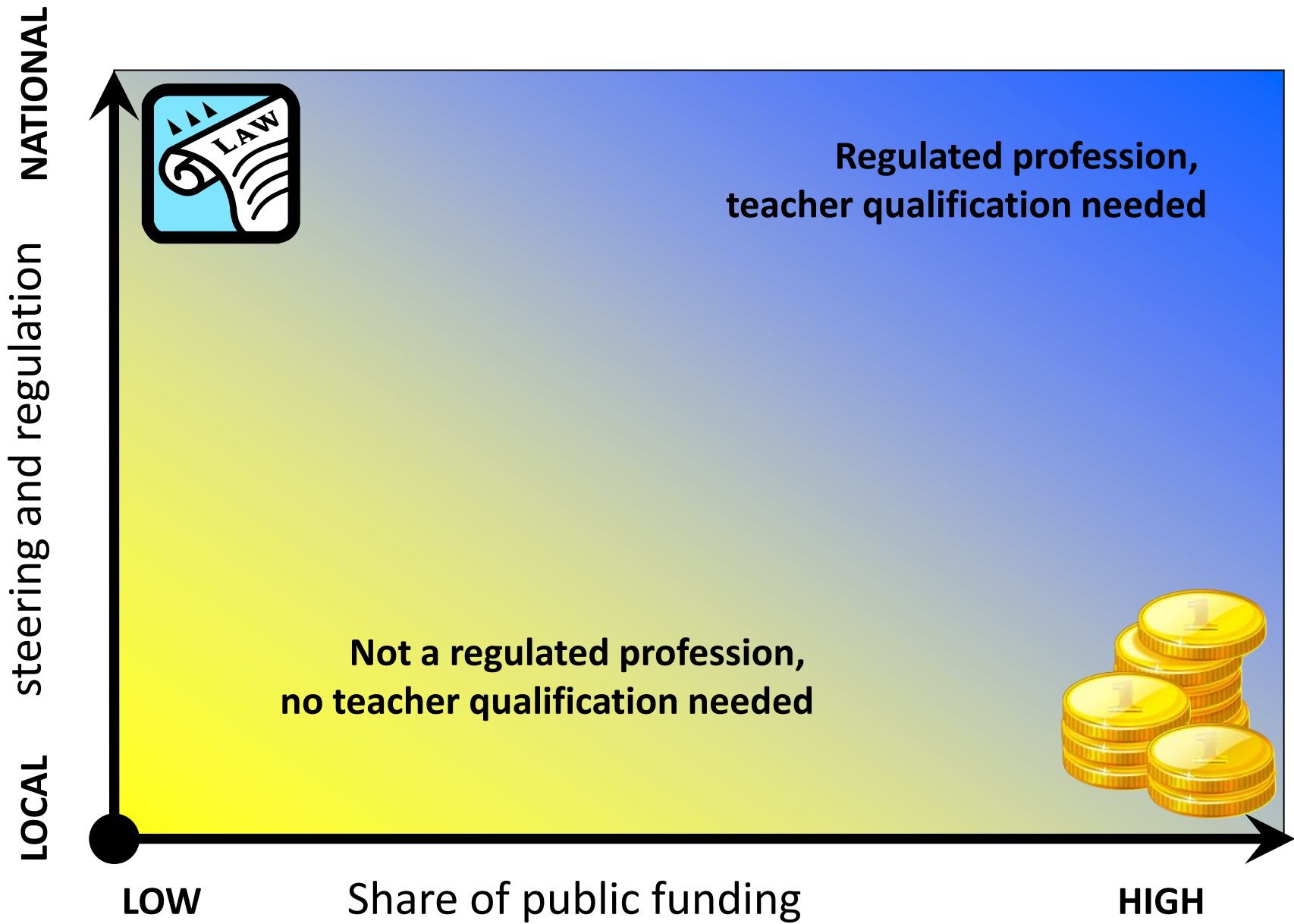
# Languages in Europe



## Major languages:

- 19% German
- 13% French
- 12% English
- 11% Italian
- 9% Spanish
- 9% Polish
- 6% Romanian
- 5% Dutch





**Change**

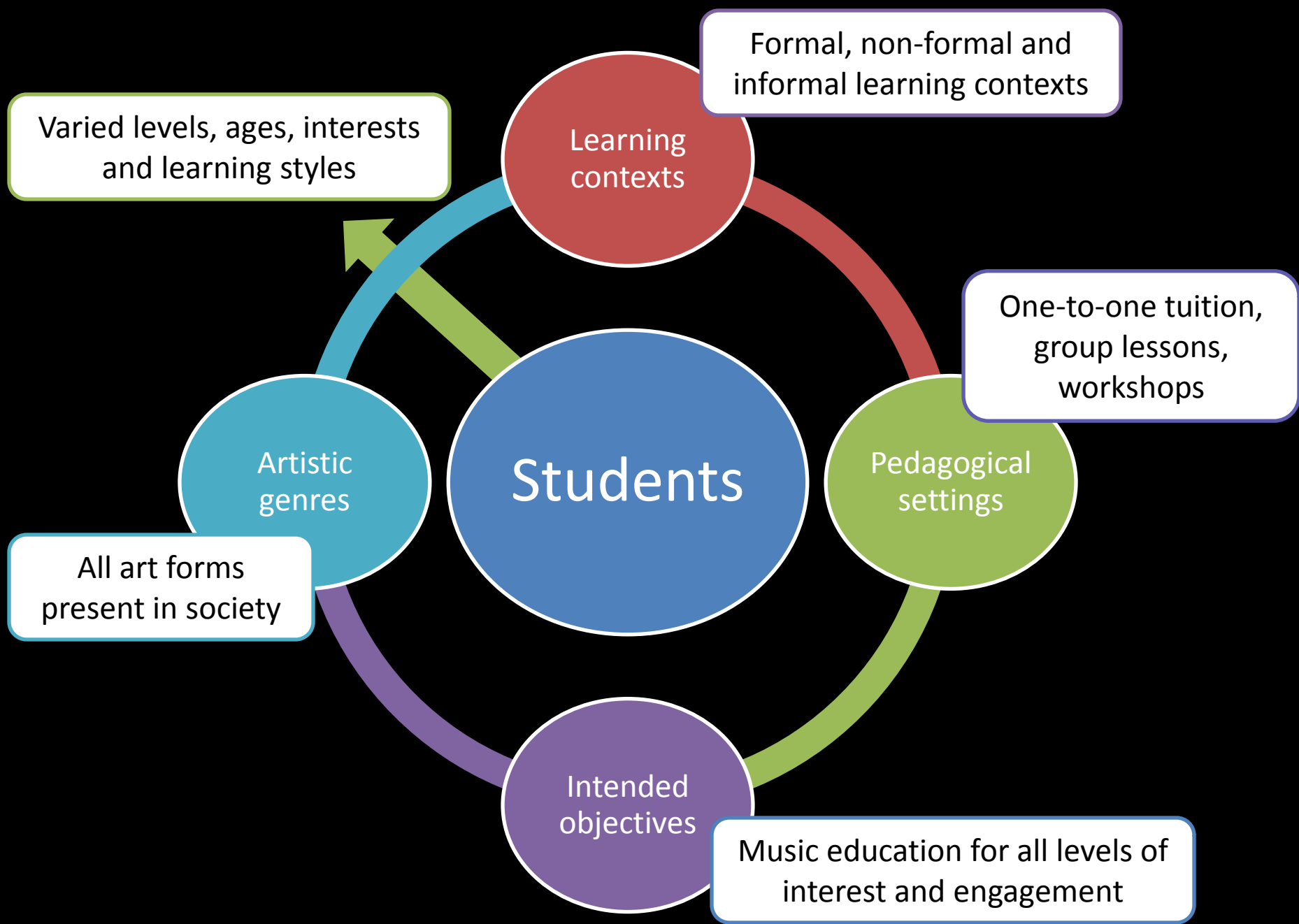
Cha



genres



**Complexity**



Formal, non-formal and informal learning contexts

Learning contexts

Varied levels, ages, interests and learning styles

One-to-one tuition, group lessons, workshops

Pedagogical settings

Students

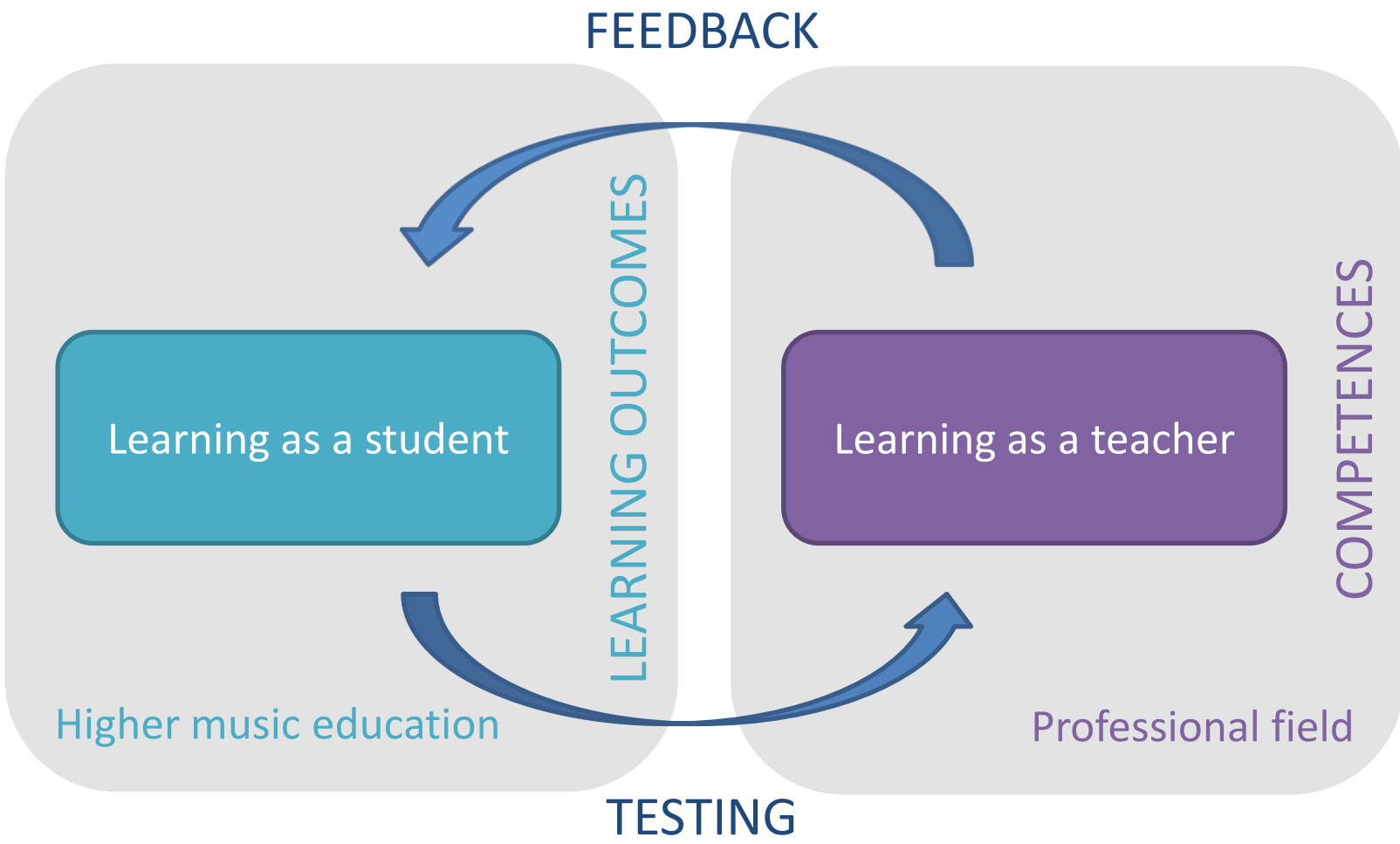
Artistic genres

All art forms present in society

Intended objectives

Music education for all levels of interest and engagement

# Competences



FEEDBACK

Learning as a student

Higher music education

Learning as a teacher

Professional field

TESTING

LEARNING OUTCOMES

COMPETENCES

Performer & Artistic  
Role Model

Planner & Organiser

Communicator &  
Pedagogue

Facilitator

Advocate, Networker,  
Collaborator

Reflective Practitioner



# Competences

## TEACHER AS PERFORMER AND ARTISTIC ROLE MODEL: MUSICALLY REWARDING LEARNING ENVIRONMENTS



**ROLE**

Teacher-performers act as artistic role models and bring their own musical personality to their musical encounters with students. In the course of their teaching, instruments of their own musical skills, knowledge and understanding, along with related personality, creativity and imagination, in creating and



**DESCRIPTION**

- 1.1. Instrumental/vocal teachers are a source of musical inspiration for their students.**
- 1.2. Instrumental/vocal teachers create and facilitate musically rewarding learning experiences.**



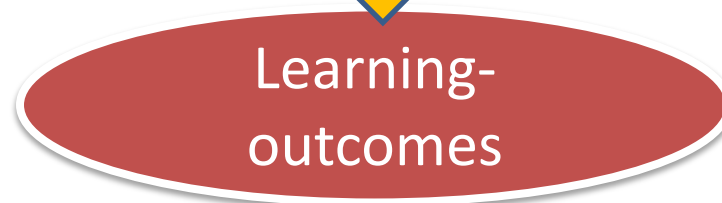
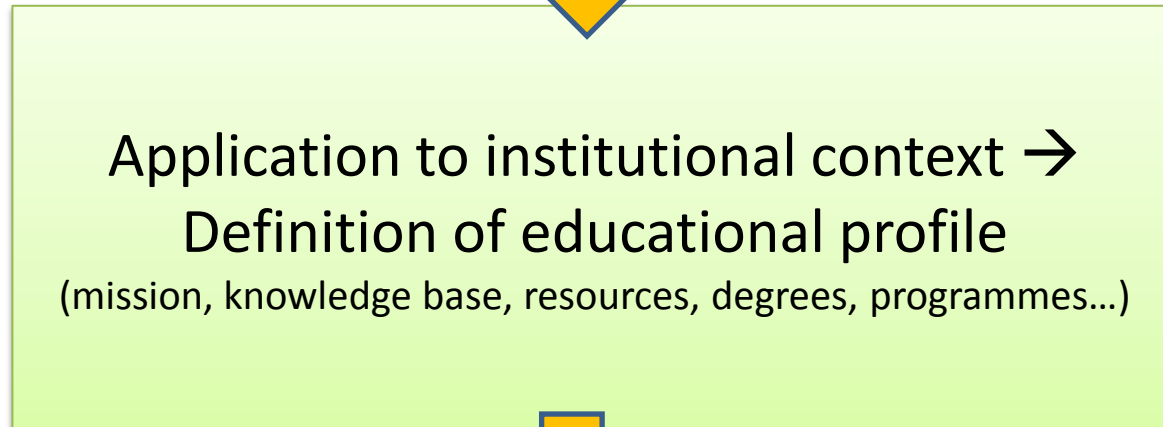
**COMPETENCES**

- 1. Instrumental/vocal teachers:
  - a. express their own musical personality and artistic vision through performance
  - b. demonstrate a high level of technical, aural, notational, improvisation skills, and analysis and style and interpretation
  - c. draw on their musical skills and theoretical knowledge and understanding to create a stimulating learning environment
  - d. critically evaluate instrumental/vocal performances and give appropriate feedback
  - e. place musical concepts and skills in a historical, cultural and theoretical context
  - f. draw on a comprehensive knowledge of a wide range of repertoire and styles
  - g. conduct and lead ensembles and groups in rehearsal and performance
  - h. choose, adapt and create suitable and stimulating musical repertoire
  - i. demonstrate an awareness of the behavioural, psychological and social aspects of music
  - j. communicate an awareness of music as an art form and appreciate the role of the teacher-performer



**INDICATORS**

Expectations from the professional field/society



# Competences of the IV-Teacher

## **4. Teacher as Facilitator:**

### **Creating Supportive and Collaborative Learning Environments**

- 4.1. Instrumental/vocal teachers have an understanding of students' cognitive, physical, social and musical development and are able to respond to the diverse needs of learners.
- 4.2. Instrumental/vocal teachers communicate openly with students, foster supportive relationships and positive social interaction, and promote purposeful collaborative learning environments for all learners, where diversity is valued and where students feel secure, empowered and respected.

### 3. Instrumental / vocal teachers:

- a. respond and adapt to the needs of each student, recognising and acknowledging their individual personalities, ages, gender, learning styles, abilities, attitudes, interests and expectations
- b. create a safe, stimulating and supportive learning environment for all students including those with special educational needs, the gifted and talented, the elderly and the disadvantaged

# Competences of the IV-Teacher

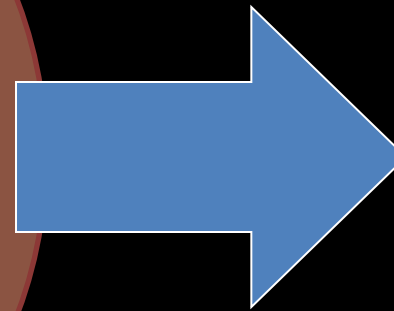
## **6. Teacher as Advocate, Networker and Collaborator: Contributing to the Musical Life of School, Community and Society**

- 6.1. Instrumental/vocal teachers have an awareness of how their own work fits into the broader musical and educational contexts of the school, community and society, and act as advocates for music education.
- 6.2. Instrumental/vocal teachers use their initiative and their entrepreneurial skills to explore new challenges and developments within a range of contexts providing leadership where necessary.

**Future pathways**



**Institution  
Teaching  
Content**



**Student**

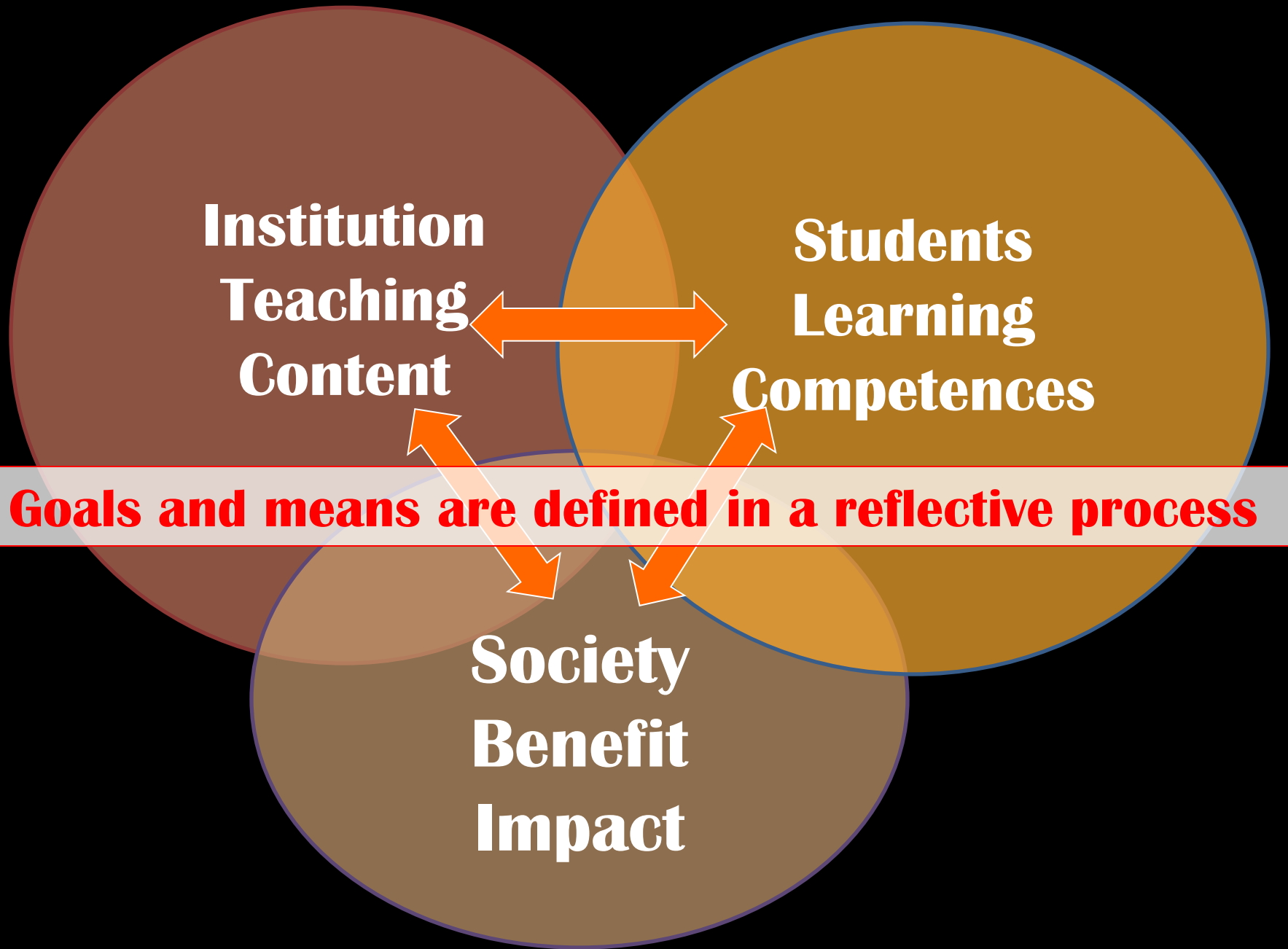
**Possibility to control the goals and means**

**Institution**  
**Teaching**  
**Content**

**Students**  
**Learning**  
**Competences**

**Goals and means are defined in a reflective process**

**Society**  
**Benefit**  
**Impact**



# Competences

Skills, knowledge and attitudes become competences when used in a meaningful way in real working life situations.

