

**Music Education Network (meNet):
A European Communication and Knowledge Management
Network for Music Education**

**MENET LEARNING OUTCOMES
IN MUSIC TEACHER TRAINING**



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Socrates
Comenius

<u>PREAMBLE.....</u>	<u>3</u>
<u>The Descriptors.....</u>	<u>4</u>
<u>THE CONTEXT OF EDUCATION POLICY IN EUROPE.....</u>	<u>8</u>
<u>The Lisbon Strategy, the Key Competences, and Schools in the 21st Century</u>	<u>8</u>
<u>Unity in Diversity.....</u>	<u>8</u>
<u>Two Paradigm Shifts: “From Teaching to Learning” and “From Input-</u> <u>Orientation to Output-Oriented”.....</u>	<u>8</u>
<u>The Changed Role of Music and Music-Making.....</u>	<u>9</u>
<u>Enormous Disparity in Music Teacher Training.....</u>	<u>9</u>
<u>WORKING WITH BASIC DOCUMENTS.....</u>	<u>10</u>
<u>The Starting Points.....</u>	<u>10</u>
<u>The “European Qualifications Framework for Lifelong Learning (EQF)”.....</u>	<u>10</u>
<u>The AEC “Learning Outcomes”.....</u>	<u>10</u>
<u>THE “MENET LEARNING OUTCOMES” IN THE CONTEXT OF THE MENET</u> <u>PROJECT.....</u>	<u>12</u>
<u>The COMENIUS Programme and the Initiative of the EAS.....</u>	<u>12</u>
<u>The Interlinked Working Groups in the meNet Project.....</u>	<u>12</u>
<u>LEVEL AND STRUCTURE OF FORMULATION.....</u>	<u>13</u>
<u>The Term “Learning Outcome” and Its Meaning.....</u>	<u>13</u>
<u>The Connection Between Knowledge and Skills as well as Between “Musical”</u> <u>and “Didactic”.....</u>	<u>13</u>
<u>Music Teacher Training in Very Different Conditions.....</u>	<u>13</u>
<u>THE CONTENT OF THE “MENET LEARNING OUTCOMES”.....</u>	<u>15</u>
<u>Taking a Position.....</u>	<u>15</u>
<u>Active Music Learning in Formal and Informal Contexts.....</u>	<u>15</u>
<u>Musical Expertise for Teachers.....</u>	<u>15</u>
<u>Being a Music Teacher in a Process of Lifelong Learning.....</u>	<u>15</u>
<u>HOW TO USE THE MENET LEARNING OUTCOMES.....</u>	<u>17</u>
<u>Sound Basis for Ongoing Discussion.....</u>	<u>17</u>
<u>European Reference Framework.....</u>	<u>17</u>
<u>Differentiated Basis for Translations into your Language.....</u>	<u>17</u>
<u>An open-ended process.....</u>	<u>17</u>
<u>References.....</u>	<u>19</u>

PREAMBLE

The “meNet Learning Outcomes in Music Teacher Training” are a result of the network “Music Education Network (meNet): A European Communication and Knowledge Management Network for Music Education” funded by the European Commission as part of the SOCRATES-COMENIUS programme.

They should be understood as a contribution to the further development of European integration, in which particular importance is to be attached to cultural education. In keeping with the Lisbon Strategy, the Bologna Process related to it and the policy documents produced in the context of the policy framework “Education and Training 2010”, these “meNet Learning Outcomes” are presented with the aim of serving the further development of ideas and concepts in the field of teacher training for music as a school subject. This document aims to aid the intensification and reinforcement of mutual communication, transparency, discussion and Europe-wide understanding. It can also contribute to the further development of study programmes for music teacher training offered at educational institutions of all types in the countries of Europe, in a way that not only places importance on emphasising the regional individuality and focus of each training institution, but also takes the creation of a Europe-wide network into account – as encapsulated in the European idea of “unity in diversity”.

The wording of the “meNet Learning Outcomes” presented is relatively abstract. In general they pertain to the professional work of teachers of music as a school subject, but they expressly do not take the perspective of particular types of schools or levels of education into account, nor do they consider possible completed course segments or whole degree courses as a prerequisite for working professionally as a music teacher. The level of abstraction chosen makes it possible to discuss fundamental issues relating to the competences, knowledge, abilities and skills expected of future music teachers. On the basis of the present “meNet Learning Outcomes” these issues can apply to any type of school and level of education, from preschool to adult education, from learning environments, in which music plays virtually no role, to secondary schools with a particular focus on music.

The “meNet Learning Outcomes” are presented in two languages: English and German. There is no original version, in the process of formulating the statements both languages have been used simultaneously. Discussing and refining learning outcomes in two languages, as we have done, means having in mind a wide range of approaches to learning music, for language always communicates traditions. Sometimes there seem to be slight differences in the formulations in English or German, however, with a closer look, you will recognize that the meaning is the same in both language versions. Therefore both formulations should be taken and used as one document.

In the interests of a discussion that is as stimulating and critical as possible, important aspects in the “meNet Learning Outcomes” have deliberately been presented in the form of a standpoint: for instance, they contain or are based on particular views of music and its importance for today's young people. At the same time, clear opinions on forms of teaching and learning suitable in modern schools, and on the role of the teacher, on the one hand and that of the pupil on the other, are easily recognizable.

The partners of the “music education Network” hope to receive constructive feedback from the discussions on these “meNet Learning Outcomes” and their potential usefulness for reforming course content and curricula. They assume that the revision and further development of these “meNet Learning Outcomes” will be a dynamic and open-ended process.

THE DESCRIPTORS

meNet Learning Outcomes in Music Teacher Training meNet Lernergebnisse in der Musiklehrerbildung

A	Musical and pedagogical knowledge, understanding and skills	Kenntnis und Verständnis, Fähigkeiten und Fertigkeiten in musikalischer und fachdidaktischer Hinsicht
	At the completion of their studies, beginning teachers	Angehende Lehrerinnen und Lehrer mit abgeschlossener Ausbildung
1	are able to express their personal values regarding music, musical practices and music education which can inspire and shape their professional development.	können ihre persönlichen Wertvorstellungen bezüglich Musik, musikalischer Praxis und musikalischer Bildung zum Ausdruck bringen, welche die eigene berufliche Entwicklung inspirieren und prägen können.
2	are able to communicate music through performing confidently, fluently and expressively according to the musical style and with awareness of different learning contexts.	sind in der Lage, Musik überzeugend, ausdrucksstark und stilgerecht auszuüben und können dabei die jeweils gegebenen kommunikativen Situationen und Lernkontexte angemessen berücksichtigen.
3	have acquired a broad knowledge of musical styles, genres and traditions; can make informed and imaginative choices in their teaching; and use musical repertoire which reflects both formal curriculum requirements and the larger sphere of musical practices in society.	haben gründliches Wissen und klares Verständnis von musikalischen Epochen, Stilen und Genres erworben; können sachkundige und einfallsreiche Musik-Auswahl im Hinblick auf ihren Unterricht treffen und verfügen über ein musikalisches Repertoire, das sowohl den curricularen Anforderungen wie auch dem Spektrum unterschiedlicher gesellschaftlicher Umgangsformen mit Musik gerecht wird.
4	are able to compose and arrange music for learners with awareness of appropriate stylistic and technical demands.	können Musik für Lernende stilistisch und technisch angemessen komponieren und arrangieren.
5	appreciate the role, meaning and function of music in young people's lives, and find appropriate ways to integrate musical interests and expertise with learning processes.	anerkennen die Rolle und Bedeutung von Musik im Leben junger Menschen und finden angemessene Formen, um deren musikalische Interessen und Expertisen in Unterrichtsprozesse zu integrieren.
6	can help learners to orientate themselves in the field of music, and find ways of enabling their engagement in order to pursue their own musical interests	können Lernende dabei unterstützen, sich in musikalischer Hinsicht zu orientieren, Wege zu finden im Umgang mit Musik und so ihre eigenen

	and goals.	musikalischen Interessen und Ziele zu verfolgen.
7	have strategies to enable learners to be familiar with the common elements and structures of music and how they interact in different traditions, styles and genres to communicate and express ideas, moods and feelings.	besitzen Strategien, um Lernende auf effektive Weise mit gebräuchlichen Elementen und formalen Aspekten von Musik vertraut zu machen und ihnen zu zeigen, wie diese in verschiedenen Genres, Traditionen und Stilen verwendet werden, um Vorstellungen, Stimmungen und Gefühle zum Ausdruck zu bringen.
8	can motivate and facilitate the musical creativity of learners, and the skills and confidence to communicate their ideas musically.	können musikalische Kreativität von Lernenden anregen und unterstützen sowie das Vertrauen und die Fähigkeit, die eigenen Vorstellungen auf musikalische Weise zu kommunizieren.
9	are able to initiate and develop ensembles with understanding of and sensitivity to the musical abilities of players and singers.	sind dazu fähig, mit Verständnis und Sensibilität für die musikalischen Fähigkeiten der Sängerinnen bzw. Sänger und Instrumentalistinnen bzw. Instrumentalisten Ensembles zu initiieren und weiterzuentwickeln.
10	know about ways to engage with music through different modes of listening and can motivate learners to explore and develop these.	kennen unterschiedliche Wege, sich Musik hörend zu nähern und können Lernende dazu anregen, mit verschiedenen Hörweisen zu experimentieren und diese zu entwickeln.
11	have good working knowledge of the principle applications of technologies in music and can use these to support learning.	haben gute Basisfähigkeiten im Umgang mit Musiktechnologie und sind in der Lage, diese zur Lernunterstützung einzusetzen.
12	have experience and knowledge of how music interacts and combines with other subject areas, and can contribute to cross curricular and interdisciplinary learning.	haben Erfahrung und Wissen bezüglich der Zusammenhänge und Kombinationsmöglichkeiten von Musik mit anderen Fächern und können zu fachübergreifendem und interdisziplinärem Lernen beitragen.
13	can connect artistic and cultural activities and expertise from in and out of school and use these to enhance and support learning.	können zwischen inner- und außerschulischen Aktivitäten und Expertisen im Bereich von Musik und Kunst Verbindungen herstellen und nutzen diese zur Intensivierung und Unterstützung von Lernprozessen.
14	know that music can make a specific contribution to the life of the school and the wider community, and find ways to ensure that music is an active and distinctive element of school.	wissen, dass Musik im Leben der Schule und deren Umfeld von spezifischer Bedeutung sein kann, und kennen Möglichkeiten, Musik zu einem aktiven und unverkennbaren Element des schulischen Alltags zu machen.
15	have developed a critical view of how music education in society is shaped and influenced by economic, educational, cultural and social policies.	sind in der Lage, sich mit den wirtschaftlichen, bildungs-, kultur- und sozialpolitischen Bedingungen musikalischer Bildung in unserer Gesellschaft kritisch auseinanderzusetzen.

B	General pedagogical knowledge, understanding and skills	Kenntnis und Verständnis, Fähigkeiten und Fertigkeiten in allgemein
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		pädagogischer und didaktischer Hinsicht
	At the completion of their studies, beginning teachers	Angehende Lehrerinnen und Lehrer mit abgeschlossener Ausbildung
1	have knowledge and understanding of their role in supporting and facilitating learning.	haben Wissen und Verständnis von der eigenen Rolle bei der Unterstützung und Förderung des Lernens.
2	know a range of strategies that help to establish and maintain a stimulating, purposeful, collaborative and safe learning environment.	kennen eine Bandbreite von Vorgehensweisen, die hilfreich sind, eine anregende, zweckmäßige, kooperative und sichere Lernumgebung zu schaffen und aufrecht zu erhalten.
3	take into practical account in their teaching how young people develop and how their progress and well-being are affected by their social, economic and cultural environment including factors of ethnicity, language, gender and religion.	berücksichtigen in der unterrichtlichen Praxis, wie sich junge Menschen entwickeln und wie ihre Entwicklung und ihr Wohlbefinden von ihrer sozialen, wirtschaftlichen und kulturellen Umgebung geprägt werden, insbesondere bezogen auf Ethnie, Sprache, Gender und Religion.
4	show in their practice understanding and respect for the needs of individual learners and work to promote equality and inclusion.	zeigen in ihrer praktischen Arbeit Verständnis und Respekt gegenüber den Bedürfnissen der einzelnen Lernenden und fördern Gleichwertigkeit und Integration.
5	understand the particular dynamics of working with and within groups, can choose appropriate groupings for learning, and facilitate the work of the whole class, smaller groups and individuals.	verstehen die besondere Dynamik des Arbeitens mit und in Gruppen, können angemessene Sozialformen wählen und ermöglichen das Arbeiten in der ganzen Klasse, in kleineren Gruppen und von Einzelnen.
6	are able to use a wide variety of appropriate teaching methods, starting points and frameworks in order to support, challenge and extend pupils' skills, knowledge and understanding.	können eine große Bandbreite angemessener Methoden, Ansatzpunkte und Rahmenbedingungen nutzen, um Wissen, Fähigkeiten und Fertigkeiten von Lernenden zu unterstützen, herauszufordern und zu erweitern.
7	have knowledge of a range of resources for teaching and learning and know how to adapt or create materials appropriately.	kennen eine Bandbreite von Quellen für das Lehren und Lernen und können Materialien auf angemessene Weise anpassen oder herstellen.
8	facilitate the use of clear and appropriate language and other modes of communication in learning situations.	fördern das Benutzen angemessener und klarer Sprache und anderer Kommunikationsmittel in Lernsituationen.
9	are able to analyse learning situations and to plan for and support progression in learning.	sind dazu fähig, Lernsituationen zu analysieren und Lernfortschritte zu planen und zu unterstützen.
10	have good knowledge of the learning aims and content of the current curriculum and the educational policies, principles and practices that underpin these.	haben gründliches Wissen und klares Verständnis von Inhalten und Zielen des gültigen Lehrplans sowie von den bildungspolitischen Prinzipien und praktischen Erfahrungen, welche die Grundlage dafür bilden.
11	are able to choose appropriate forms of assessment and use these to provide feedback to learners and to inform the future direction of their learning.	können angemessene Bewertungsformen wählen und diese nutzen, um den Schülern Rückmeldung und Orientierung für das zukünftige Lernen zu ermöglichen.
12	work with parents, carers and other professionals to enable learners to fulfil their potential.	arbeiten mit Eltern, Kolleginnen und Kollegen sowie anderen Bezugspersonen zusammen, damit die Lernenden ihre Potentiale ausschöpfen können.
13	are able to cooperate and collaborate with colleagues in planning and teaching.	sind dazu fähig, in Planung und Unterricht mit Kolleginnen und Kollegen zusammenzuarbeiten.

C	Generic knowledge, understanding and skills	Kenntnis und Verständnis, Fähigkeiten und Fertigkeiten in grundlegender Hinsicht
	At the completion of their studies, beginning teachers	Angehende Lehrerinnen und Lehrer mit abgeschlossener Ausbildung
1	are able to express a personal set of values which gives a foundation to their developing professional practice	können die persönlichen Wertvorstellungen zum Ausdruck bringen, welche die Grundlage der eigenen beruflichen Praxis und deren Entwicklung bilden.
2	continually evaluate, and reflect on their own practice and have acquired effective study skills which enable them to work systematically on their professional development.	evaluieren und reflektieren kontinuierlich die eigene Praxis und verfügen über wirksame Selbstlernkompetenzen, die es ermöglichen, systematisch an der eigenen professionellen Entwicklung zu arbeiten.
3	act independently and with initiative to meet challenges appropriately.	handeln selbstbewusst und in Eigeninitiative, um Herausforderungen angemessen zu begegnen.
4	have a constructively critical approach towards innovation, and the ability to adapt and be flexible to new practices.	gehen gleichermaßen kritisch und konstruktiv mit Innovationen um und sind in der Lage, in neuen Praxisfeldern anpassungsfähig und flexibel zu reagieren.
5	contribute to and take different roles within the school as a learning organisation.	bringen sich in der Schule als einer lernenden Organisation ein und übernehmen darin verschiedene Rollen.
6	have the ability to contribute to research into topics of concern in their own practice, subject area and wider educational contexts.	haben die Fähigkeit, zur Forschung über Bereiche ihrer eigenen Praxis, ihr Fachgebiet sowie den weiteren pädagogischen Kontext beizutragen.
7	collaborate and cooperate with colleagues to make an active contribution to curriculum development and innovation.	arbeiten mit Kolleginnen und Kollegen zusammen, um aktiv zur Entwicklung und Erneuerung von Lehrplänen beizutragen.
8	can participate in collegial conversations by listening attentively in order to understand the perspectives of others and to offer their own point of view.	sind in kollegialer Kommunikation in der Lage, aufmerksam zuzuhören mit dem Bemühen, die Sichtweisen anderer zu verstehen und den eigenen Standpunkt einzubringen.

THE CONTEXT OF EDUCATION POLICY IN EUROPE

With the presentation of their paper “meNet Learning Outcomes in Music Teacher Training” the partners for music education (meNet) take a clear stance on the question of the competences that a music teacher should have at his or her disposal.

There are many issues relating to the process of change in both society and educational policy that lie behind this question. Before the process of developing and formulating the “meNet Learning Outcomes” a series of primary documents and educational policy strategies of the EU have been studied (see references).

The following explanations aim, initially, to clarify the nature of the “meNet Learning Outcomes”, especially in the context of European policy. We will explain how the “meNet Learning Outcomes” presented here fit in with the concept of the “knowledge society”, with the European Union’s strategies and programmes for academic education, with current educational theories, and with concepts of current music education. In the process these explanations also touch on the importance of music in society: in cultural institutions and especially in the lives of young people, and on the complex but challenging question of the role that music teachers can and should play in this context.

The Lisbon Strategy, the Key Competences, and Schools in the 21st Century

The ‘Lisbon strategy’ aims to turn Europe into “the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion”. It has defined how education and training systems should contribute to achieving this aim. A major target is that all people must have access to education from early childhood right through the lifespan. Opening up attractive education and training systems, and adapting to meet the needs of the various groups concerned, can play an important part in promoting active citizenship, equal opportunities and lasting social cohesion. It is obvious that music education can contribute to this. This can be illustrated by the fact that “cultural expression” is named as one of the eight key competences for lifelong learning in the “Recommendation of the European Parliament and of the Council on key competences for lifelong learning”. When, in 2007, the European Commission launched a large-scale process of consultation on the development of “Schools for the 21st Century” it was perfectly natural that the “Learning Outcomes” group of the meNet project should take a clear stance on the subject. The elaboration of this statement was an important step towards establishing and formulating the “meNet Learning Outcomes in Music Teacher Training”.

Unity in Diversity

One of the fundamental maxims of European development is often apostrophised in the slogan “unity in diversity”. Regarding music education this means respecting the multiplicity of national and regional cultural contexts for the work of music teachers and their training, and of strengthening the practice of teaching and learning in the field of music no matter how much it may vary. Subscribing to this, the “meNet Learning Outcomes”, however, aim to put forward points of reference that can be discussed everywhere and could be inspiring and stimulating, with a view to supporting a continuous process of change in educational concepts and the practice of music education.

Two Paradigm Shifts: “From Teaching to Learning” and “From Input-Orientation to Output-Orientation”

There have been two paradigm shifts in the issues relating to teaching and learning – and to the forms and objectives connected to them – that are extremely important for our work on the “meNet Learning Outcomes”. One is the shift from teaching to learning, meaning that the focus in education has shifted away from the dominant figure of the teacher, to the learner as the central protagonist at every educational, didactic and methodological level. So far this shift has only partly found its way into everyday classroom lessons, but there is no doubt that it points the way to how teaching and learning will proceed in the 21st century.

The other shift of perspective and attitudes is “From input-orientation to output-orientation”. Whereas, previously, the methods and content of the lessons as set down in syllabuses and curricula were the centre of attention, efforts are now being made to describe what should be achieved at the end of a learning process. Competences, fields of knowledge, abilities and skills that a learner should ultimately possess are being identified, and the question of how the learner is to acquire these – with what specific content, through what forms of learning, and within what period of time – becomes secondary.

The Changed Role of Music and Music-Making

Besides the shift in education policy, changes with regard to the arts in general and to music in particular also have a great effect on teaching and learning in the field of music. This applies to the, as it were, universal presence of music for every human being, the diversity of types and styles of music and music-making, the changing role of the producers and performers of music on the one hand, and that of the recipients or consumers on the other, and the increased possibilities offered to individuals by media and new technologies to work creatively with music.

Enormous Disparity in Music Teacher Training

The forms and content of music teacher training differ enormously in the various countries of Europe. Indeed, we can say that in some countries it is well developed, whereas in others specific training for music teachers is practically nonexistent. In the face of such enormous disparity, making statements on the outcomes of training courses for professional teachers of music that could apply to every music teacher training institution in every European country would seem almost audacious. Yet this is precisely what these “meNet Learning Outcomes” intend to do.

WORKING WITH BASIC DOCUMENTS

The Starting Points

As already suggested, the analysis of basic documents on education in Europe generally, and on education in schools and consequently on teacher training in particular, formed an important basis for elaborating the “meNet Learning Outcomes”. In the following paragraphs two documents, or groups of documents that were especially important to the formulation of the present “meNet Learning Outcomes”, are cited and briefly commented on.

The first is “The European Qualifications Framework (EQF)”, and the second is a collection of papers from the work of the AEC, including the “AEC Online Bologna Handbook” regarding the “Effects of the Bologna Declaration on Professional Music Training in Europe” and the polifonia project. Numerous other international and national documents such as “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ENQA)” (Helsinki 2005), “Using Learning Outcomes” (Edinburgh 2004), “Quality Assurance in Teacher Education in Europe” (“Eurydice”, 2006) and many more, also formed the basis for elaborating the “meNet Learning Outcomes”; but shortage of space precludes commenting on all of them here.

The “European Qualifications Framework for Lifelong Learning (EQF)”

The “European Qualifications Framework for Lifelong Learning (EQF)”, completed in 2008 after extensive preliminary work and presented by the European Commission, is the most important basic document for the elaboration of the “meNet Learning Outcomes” in the context of the meNet project. It aims to achieve comparability of educational qualifications between the countries of Europe and to foster mobility and lifelong learning. It provides a particularly clear description of the purpose and context of learning outcomes and contains helpful definitions and explanations of every important concept and aspect, especially of “learning”, “learning outcomes”, “qualifications”, “competences / key competences”, “non-formal and informal learning”, “quality assurance” etc. In particular the EQF raises the question of how the three categories of learning outcomes described here, namely

- knowledge
- skills, and
- competences in the broader sense (personal and specialist competences)

are to be described individually or in the context of the way they relate to each other.

How the present “meNet Learning Outcomes in Music Teacher Training” resolve this issue will be explained below.

The core of the EQF, the “eight reference levels of learning outcomes”, was ultimately not adopted as a structure of subdivisions. This too is explained below.

The AEC “Learning Outcomes”

The European Association of Music Academies (“Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen”, AEC) has been working for many years at a wide variety of levels to explore the effects of the Bologna Declaration on professional music training in Europe and at the same time to shape those effects. The work of the “Bologna Working Group” is at the heart of these AEC activities. The numerous documents, available in the form of an online handbook, are all extremely important for the work of the meNet project, whether these are the general documents relating to the Bologna Process including the communiqués on its continued development, or those relating to music.

The presentation of “Learning Outcomes for the Training of Professional Musicians” by the AEC was the catalyst that triggered the development of “meNet Learning Outcomes in Music Teacher Training” in the context of the meNet project. The document’s full title is “1st and 2nd Cycle Studies in Higher Education Professional Music Training: Distinctive Characteristics, Modes of Learning and Learning Outcomes”. The document focuses on the learning outcomes formulated for the first and second, and later, third cycles for music studies, divided into the categories “practical (skills-based) outcomes”, “theoretical (knowledge-based) outcomes” and “generic outcomes”; these are structured with the aid of numerous subdivisions such as “skills in artistic expression”, “repertoire skills”, “ensemble skills”, “practising and rehearsing skills” and many more besides.

Further helpful papers have been presented that build on this important learning outcomes document. Among them, special mention should be made of papers in the context of the Polifonia project – and particularly of the “Polifonia-Dublin Descriptors”. In these the general proposals contained in the “Dublin Descriptors” are compared directly with the learning outcomes relevant to music studies.

These documents from the AEC and associated activities provided a solid foundation for the work in the meNet project, enabling the elaboration of the “meNet Learning Outcomes in Music Teacher Training” presented here.

THE “MENET LEARNING OUTCOMES” IN THE CONTEXT OF THE MENET PROJECT

The COMENIUS Programme and the Initiative of the EAS

“meNet Learning Outcomes in Music Teacher Training” is one of the central results of the network “Music Education Network (meNet): A European Communication and Knowledge Management Network for Music Education” funded by the European Commission as part of the SOCRATES-COMENIUS programme. This project (2006-2009), with its 27 active partner institutions from 11 European countries and its 90 associate partners, was instigated and coordinated by the European Association for Music in Schools (EAS); the music education network remains active even after the end of the funded project period, principally thanks to its association with the EAS.

The Interlinked Working Groups in the meNet Project

The process of developing the “meNet Learning Outcomes” benefited from meNet’s specific structure. Typical of this structure was the reciprocity between the work undertaken in the overall group and that done in the subgroups. These were the meNet subgroups: 1. Previous and current COMENIUS Projects, 2. Music Education in Schools, 3. Music Teacher Training in the relevant institutions in the countries of Europe, 4. Examples of Practice in Context: examples of music education in schools and music teacher training, 5. Lifelong Learning, 6. meNet Learning Outcomes in Music Teacher Training. The “learning outcomes” group was linked to the other subgroups throughout the entire project phase and the interim results and final drafts were communicated among the groups so that there was a process of mutual stimulus and enrichment. The present “meNet Learning Outcomes” document represents one product of the entire meNet project.

While the “meNet Learning Outcomes” were being developed the interim results and drafts were presented for discussion not only at meNet meetings but also at a large number of regional, national and international conferences. Conscious efforts were made to gather feedback from colleagues in the process and their comments were incorporated into the next deliberations.

LEVEL AND STRUCTURE OF FORMULATION

The Term “Learning Outcome” and Its Meaning

There is no precise agreement about, or definition of, the term “learning outcome” across Europe or the rest of the world. However, there seems to be some consensus and we noticed that learning outcomes have been commonly defined as statements of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning. This definition gave us direction in formulating learning outcomes for music teachers, however there are some comments to be made.

The Bologna process aims to develop a European system for higher education in which learning outcomes for all courses of study, including music teacher training, in the different countries of Europe, are comparable. The learning outcomes, formulated in this sense are to make it easier for the teacher training institutions in the countries of Europe to review and revise their curricula in relation to the Bologna process. Learning outcomes describe which abilities and competences are to be reached at the end of the course of studies instead of defining the content of curricula. In this spirit, learning outcomes are not guidelines or binding policies for teacher training institutions, but provide impulses for the reform of curricula. From this perspective we have tried to formulate feasible outputs and hope to present a document which can be used practically for reforming music teacher training programs.

The Connection Between Knowledge and Skills as well as Between “Musical” and “Didactic”

Concerning this utility, two important decisions have been made. First we have tried as much as possible to combine skills and knowledge. Although knowledge can theoretically be described as isolated from skills, we consider both as entwined. Knowledge is important but has to be seen in the perspective of abilities. Secondly, we have combined musical and didactic knowledge and skills because teachers have to apply their musical expertise in the context of music teaching. Here again both aspects are closely connected and should not be seen as separate issues.

Music Teacher Training in Very Different Conditions

Learning outcomes are descriptions of the results of study reached at a certain stage of professional development within a process of lifelong learning. This certain stage is the point at which the student teachers are formally (e.g. by certification) qualified as teachers. We are aware of different circumstances in this respect in the different countries.

Music teacher training is provided in very different educational institutions, such as universities, pedagogical colleges, Music Academies, or special teacher training institution. This means that the “Learning outcomes” can only be formulated at quite a high level of abstraction. Too concrete determinations would not reflect, or be of use to the very different conditions of music teacher training amongst the European countries.

During the process of formulation it turned out to be impossible to describe learning outcomes for music teachers at different levels as is shown in, for instance, the outcomes for musicians formulated by the AEC. Music teacher training is offered either at bachelor or masters level, or – as in some countries – at both levels. We decided to describe “meNet Learning Outcomes” on one level.

We are aware that we have not addressed the general class teacher who teaches music alongside other curriculum subjects. In most countries music teacher training for primary education is often included in the teacher training for generalists and such training does not aim to address the depth and range of competences expected of the specialist music teacher.

Further work is needed to investigate the musical and music didactic training of generalist primary teachers.

THE CONTENT OF THE “MENET LEARNING OUTCOMES”

Taking a Position

Formulating learning outcomes on an abstract level and applicable to all kinds of situation runs the risk of being too global. On the basis of feasibility and the idea of giving direction to music teacher training, we take some position in the formulations. We believe that there are certain fundamental aspects which are essential for music teacher training e.g. the need for artistic training (such as playing an instrument, singing, working with ensembles), areas of knowledge related to music, and practical experience in schools. These aspects are explained in this section.

Active Music Learning in Formal and Informal Contexts

Music education should reflect music and musical practices and their current existence in society. This means that learning music is diverse, active and dynamic.

It is obvious that music is not only learned in formal educational institutions. Musical activities outside the general education system are an important contribution to the musical development of people. In all countries in Europe lively music sectors exist outside of formal educational institutions and structures. This may consist of music schools, village orchestras and bands for festivals, church choirs or HipHop sessions with friends, but also other activities like educational projects offered by concert halls, local choirs, etc. These non-formal music education activities contribute not only to the musical development of amateurs but also to the development (musically, personally and professionally) of professional musicians and music teachers.

It is important for the development of curricula that the connection between formal and non-formal music education should be taken into account. This means that competences for music teachers should also include the skills and knowledge which are concerned with connecting in and out of school learning.

Musical Expertise for Teachers

Another issue is concerned with our opinion on teaching and education in relation to musical expertise. The teacher has a complex professional role. He or she is expected to be an expert in subject matter, didactics, organisation, communication, etc. Concerning subject matter there is a common view that this is an indispensable factor. However, one can discuss to what extent and with what content musical expertise is important. The quality of music education is strongly related to the musical qualities of the teacher. Music has to be taught musically and teachers who are teaching musically have high expectations of their students. However, music teachers should not have to be high level performers. They should be able to help children to develop their capacity to make music, reflect on the music in which they are engaged, express their views on the music they play, hear or create, speak about and listen to music. This capacity asks for musical expertise within an educational context. For this reason we see musical and didactic skills and knowledge as entwined.

One major characteristic of learning is that the learner has an active role in the process of understanding, incorporating and applying skills and knowledge. Teaching should facilitate learning processes in which a balance occurs between guided, independent and self-directed learning. It is also important for teachers to have expertise to adjust their teaching to the learner's needs.

Being a Music Teacher in a Process of Lifelong Learning

As in other professions, teachers are not expected to be fully rounded experts when they finish their initial studies. Cultural, musical and educational environments will all definitely change in the future; and besides this, developing expertise in teaching is an ongoing process of lifelong learning. For this teacher training implies a learning environment in which students can be trained to function effectively in a continuously changing educational practice. In our “meNet Learning Outcomes” we emphasise the development of knowledge, skills and attitudes concerned with lifelong learning. Related to this we would add that this reflective attitude not only helps to improve their capacity, but it will also contribute to the development of music education.

HOW TO USE THE MENET LEARNING OUTCOMES

It must be explicitly stated that the standardisation of teacher training for music as a school subject is not our objective. By presenting these “meNet Learning Outcomes in Music Teacher Training” the meNet partners wish to contribute to a more intensive round of deliberation and discussion on issues relating to the training of music teachers at all European institutions engaged in this work. By doing so they incorporate, as explained above, their political expertise and commitment to the field of music education into the objectives and strategies connected with the Bologna Process and pursued by papers such as the “European Qualifications Framework for Lifelong Learning (EQF)”. Central aims of these strategies are above all related to concepts such as mutual communication, transparency, discussion and understanding.

It appears that it is precisely the diversity, that results from the institutional, regional and national differences that have evolved through history, that is of particular value for the cultural development of Europe in the future – in keeping with the basic idea of “unity in diversity”. The discussion on the question of what our idea of the music teachers of the future should be, and what results the training institutions and course content should strive to achieve, must be held beyond all institutional and political boundaries, precisely so that the dissimilarities are made clearer and are more clearly defined.

Sound Basis for Ongoing Discussion

We suggest that these “meNet Learning Outcomes in Music Teacher Training” be taken into account when the relevant study courses and curricula are revised, and included in the ongoing modification of what is offered at universities, colleges and other training institutions for music teachers. The “meNet Learning Outcomes” are not intended as a basis for the form or content of courses; but they may serve to stimulate and add new perspectives to critical discussion and examination of them.

European Reference Framework

We suggest to take the “meNet Learning Outcomes in Music Teacher Training”, on the other hand, as a highly representative document in terms of a European synopsis. These “meNet Learning Outcomes” have been worked out by an outstanding and broad group of music educators, they reflect what the group has valued as relevant during the last three years.

Differentiated Basis for Translations into your Language

We suggest that, when you plan to translate the “meNet Learning Outcomes” into your language, you use, if possible, the English and the German version at the same time, as a basis. Whenever you feel like getting into contact with the meNet Learning Outcomes group, please contact one of the persons below.

An open-ended process

We are convinced that the “meNet Learning Outcomes” require constant further development and adaptation. Deliberations on what competences, abilities and skills music teachers of the future must possess are an open-ended process.

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