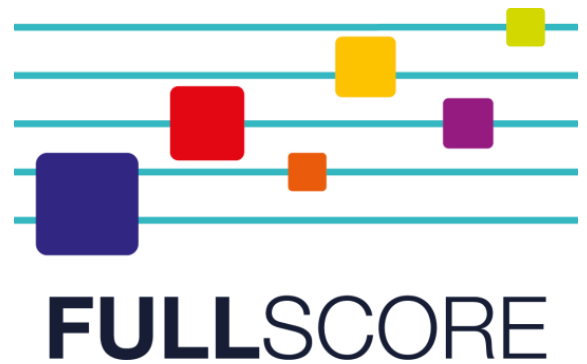


‘Interactive Workshop on Teacher Mobility from a Strategic Perspective’



The Royal Academy of Music, Aalborg, Denmark

25th-26th September, 2014



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Introduction

Workshop Theme and Rationale

Following the successful 'Interactive Workshop on International Strategies – creating, implementing and sustaining' organized by the 'Polifonia' Working Group on 'Recognition, Mobility and Joint Programmes' prior the AEC International Relations Coordinators meeting (IRC meeting) in Antwerp in 2013, a second edition took place under the title 'Interactive Workshop on Teacher Mobility from a Strategic Perspective' connected to the following IRC meeting in Aalborg in September 2014.

This second edition took the discussions during the 2013 seminar on the strategic use of internationalisation to a next level by focusing on **teachers' mobility**. How do we deal with the mobility of teachers: bottom-up (we facilitate a teacher mobility according to the suggestion of the teacher himself), top-down (we send teachers somewhere with a specific reason connected to an institutional strategy) or a combination of both? And if there would be a top-down approach, what would be the rationale? Continuing professional development, the promotion of student mobility, recruitment, external examining, comparing standards or other considerations?

Furthermore, experience shows that the practical organisation of teacher mobility requires careful consideration. How can we promote teacher mobility? How can we support teacher mobility best? What are examples of good practice in relation to financial arrangements? What kind of service should be provided in terms of travel and accommodation? How does one prepare a programme? What role is there to play for the IRC and the departments? Is ERASMUS+ the only tool for teacher mobility or are there other possibilities?

During the workshop, participants were taken on a journey through all different stages and aspects of what it means to prepare and implement teacher mobility. In order to prepare the workshop, participants were requested to submit an exercise to the organizers in relation to the workshop topic, so that issues related to individual institutions could be addressed.

The workshop was offered to a limited number of participants (30) in order to create a pleasant but also challenging atmosphere in order to facilitate the engagement in in-depth discussions. In this way, the workshop dynamism and interaction of all the attenders was ensured.

This workshop was organized by the members of the 'Polifonia' Working Group on 'Recognition, Mobility and Joint Programmes' under the framework of the AEC new project '**Full Score**' (Fulfilling the Skills, Competences and Know-how Requirements of cultural and creative players in the European Music sector), with the objective of further developing AEC's annual forum for exchange and mobility.

Workshop Content

Session 1: "The Policy perspective: teacher mobility and its strategic role in institutional development." Thursday, September 25th

Opening Session

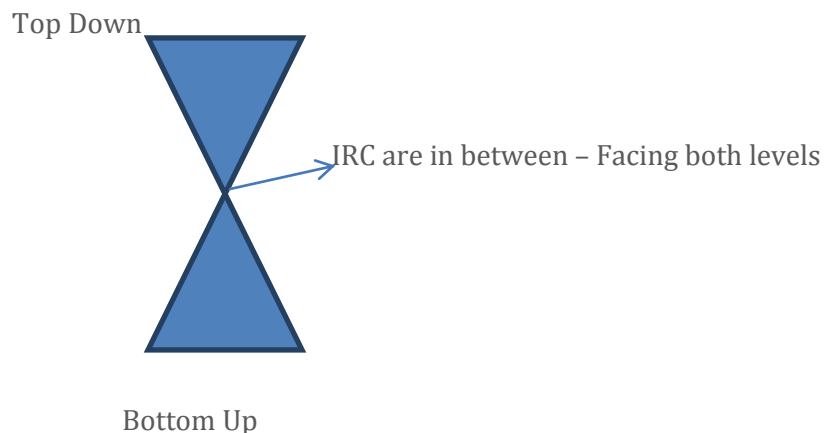
'Polifonia' WG members Hanneleen Pihlac (Estonian Academy of Music and Theatre) introduced the workshop with a warm-up exercise for the participants to introduce themselves and create a familiar and open atmosphere in order to facilitate open interaction.

Afterwards, Keld Hosbond guided participants through the programme, summarized last year workshop and explained the idea of the workshop as an active, dynamic dialog.

Presentation by Keld Hosbond:

Mr. Hosbond (RAM Aarhus /Det Jyske Musikskonservatorium) summarized the outcomes of the previous workshop in Antwerp (September 2013). The main points of his presentation were as follows:

- How to create and maintain effective International Strategies:
 - Vision → how does it fit the strategy? → Make sure it is a good process → Do we have the right goals? → How do we make it sustainable?
- Where do the initiatives for teacher mobility come from:
 - Top Down // Bottom up approaches



- The importance of teacher mobility: Maybe underrated.
- The international house idea:

International work is seen as a house with a solid ground or strategy and in each room different activities are carried: students' mobility, teachers' mobility, IPs and joint study programmes, global networking.

Presentation by Martin Prchal:

Teacher mobility as a challenge-strategic use of IR: Teacher mobility to improve quality.

The main points of the presentation were the following:

- Mr Prchal connected with Keld's presentation about the bottom-up and top down approaches to teachers' mobility. Initiative at participant's institutions-main trends.
- The crucial need to promote teachers mobility and focus on continuing professional development, as teachers don't usually get involved in mobility.
- Development of expertise targeting for ingoing and outgoing exchanges.
- Raising awareness:
 - Efficient talks/interview with the teachers within the institutions to create awareness of the possibility of mobility.
 - Long teaching staff should also be tackled.
- New models of teacher mobility.
- Example of a team teaching exchange
- Focus on partnerships.
- Joint module concepts to be explore.
- External examining as an interesting form of teacher mobility to be further developed.
- Purpose of teacher mobility.
- Involvement of management at the participant's institutions.
- Importance of benchmarking standards.
- Exchange of international examiners as a very direct way of exchanging information about internal practices.
- Recruitment
- Increasing visibility and reputation of institutions.

Group Discussion and Debate-based reporting back:

During the debate participants discussed the rationale of teacher mobility, which can be summarized as: personal reasons, institutional strategy, marketing activities, international profile building and self-development for teachers, quality enhancement and the search for new experiences.

Additionally, participants made suggestions for institutional management:

- To strengthen the communication with teachers: “talk to teachers about their experience and collect their impressions to undertake the challenges, focus on reports and feedbacks”
- Organize European weeks to impulse mobility, make mobility more visible through or info-events, organize additional cultural activities linked to mobility
- Focus on explanation of positive side of mobility to teachers, use more personal approach when talking to teachers,
- Use all existing networks to get more information,
- Support top down approach to enhance the connection with institutional policies
- Focus less on the number of partners
- Use international examiners, enhance recognition of mobility activities as a part of staff development.

Finally, participants also addressed various drawbacks to the development of mobility Strategies:

- The institutions may not realize benefits of teachers’ mobility and may not fully understand what it means to host or send a teacher.
- Limited financial resources.
- Heavy administration and paperwork requirements
- Language barriers.

Session 2:"The teacher’s perspective: what does teacher mobility bring?" Thursday, September 25th (16:30 – 18:00)

Presentation by Niels-Ole Bo J.

Niels-Ole Bo J. is an expert on teacher mobility, as he is a teacher who has realized numerous exchanges. In his presentation he explained his experience within the field.

The main points of the presentations were as follows:

- Positive aspects:
 - Teachers being able to challenge themselves and put themselves in different contexts, you find out you can face things/situation and strengthen you as teacher.
 - Key point is creating a network – the bag of possibilities.
 - Travelling with the class makes students work better together.
 - Improvement of teaching practices by comparing with other teachers: constant new inspiration.
- Negative aspects:
 - Exchanges require money and arrangements.
 - The teacher has to invest financially into an exchange, so unless the teacher has a full job, he/she loses a lot of money because he/she loses all the extra hours he/she may be able to do

- Language barriers.

Presentation by Ioannis Toulis:

Obstacles for mobility.

The main points of the presentation were the following:

- Teachers don't gain recognition by their research/performance achievements during mobility.
- "Blind date" problem: teachers fear being judged or rejected.
- Lack of time to practice.
- Part-time teachers cannot access mobility.

Group Discussion and Debate based reporting-back:

During the debate, participants discussed the necessity to build up teachers' trust. It was also suggested the creation of a check-lists and timelines to inform teachers about the type of support they can receive. The four groups expressed the need of presenting quantitative data as an effective way to encourage teachers' mobility and contrasted varying grant systems of the different European regions.

Session 3: "The Practical perspective: strategies to promote an efficient implementation of teacher mobility." Friday, September 26th

Presentation by Knut Myhre:

The Practical perspective. Strategies to promote an efficient implementation of teacher mobility.(see Appendix for com

The main points of the presentations were the following:

- The importance of teacher mobility:
 - The staff is the key to lift internationalization off the ground
 - It makes the institution visible on the international arena
 - It representing the institution
 - It presents the institutions qualities
 - Helps students recruitment and possible new staff
 - Establishes international contacts between members in the academic staff
- Impact on the institution:
 - An open institution
 - A learning institution

- An including institution
- Develops internal collaboration
- A common set of values
- A common understanding of tasks
- A common understanding of the importance of institutional networks
- A broader marked for recruiting students and staff
- Impact on the teacher:
 - Will learn from colleagues with other teaching traditions and improve his/her teaching
 - Will establish a personal international network
 - Will act as ambassadors to promote mobility
 - Diversified learning and teaching
 - Will meet new students
 - Will develop self confidence
 - Will be inspired
- How should it be given institutional priority?
 - Visibility in the budget
 - Visibility in the different faculties annual plan
 - Visibility in the teachers schedule/annual plan
 - Presence of the mobility on the webpage/internal magazine
 - Ask teachers to disseminate the experience and the results.
- Challenges:
 - Dimension of the activity
 - How to prioritize mobility
 - Selection of staff members participating
 - Presenting quality and key competence
 - Should the grants be distributed to the faculties or Should the mobility be handled on the central level
 - What results are expected from the activity-institutional goals
 - Internationalization at home, creating an international learning environment
 - How to disseminate the experiences
 - How to increase the institutional competence as a consequence of the mobility activity
 - Mobility as an institutional tool, not a private activity

Presentation by Maia Sipola:

The Practical perspective. An IRC explaining her experience within teacher mobility

Miss Sipola works for the Latvian Academy of Music. The main points of the presentation were the following:

- Two models of teachers exchanges.

- Positive moments.
- Continuity – better understanding of related problems and solutions-teachers working together.
- Description of practice including:
 - Involvement of all the departments, collection of requests
 - Contacts with other institutions
- Schedule set-up.
- Finalization of brochures available for students and teachers.
- Questions of being a good host, practical arrangements for incoming and outgoing teachers.
- Annual Symposiums.
- Additional programmes including:
 - Warm up lessons
 - Concerts
- Involvement of neighbors and other students.
- Finances – the above mentioned activities requires an extra financing, which they gain through cultural foundations and embassies.
- Capital City of Culture.
- Motivation of teachers - extra motivation thanks to the regular elections where teachers gain extra points for international master classes.
- Question of part time teachers.

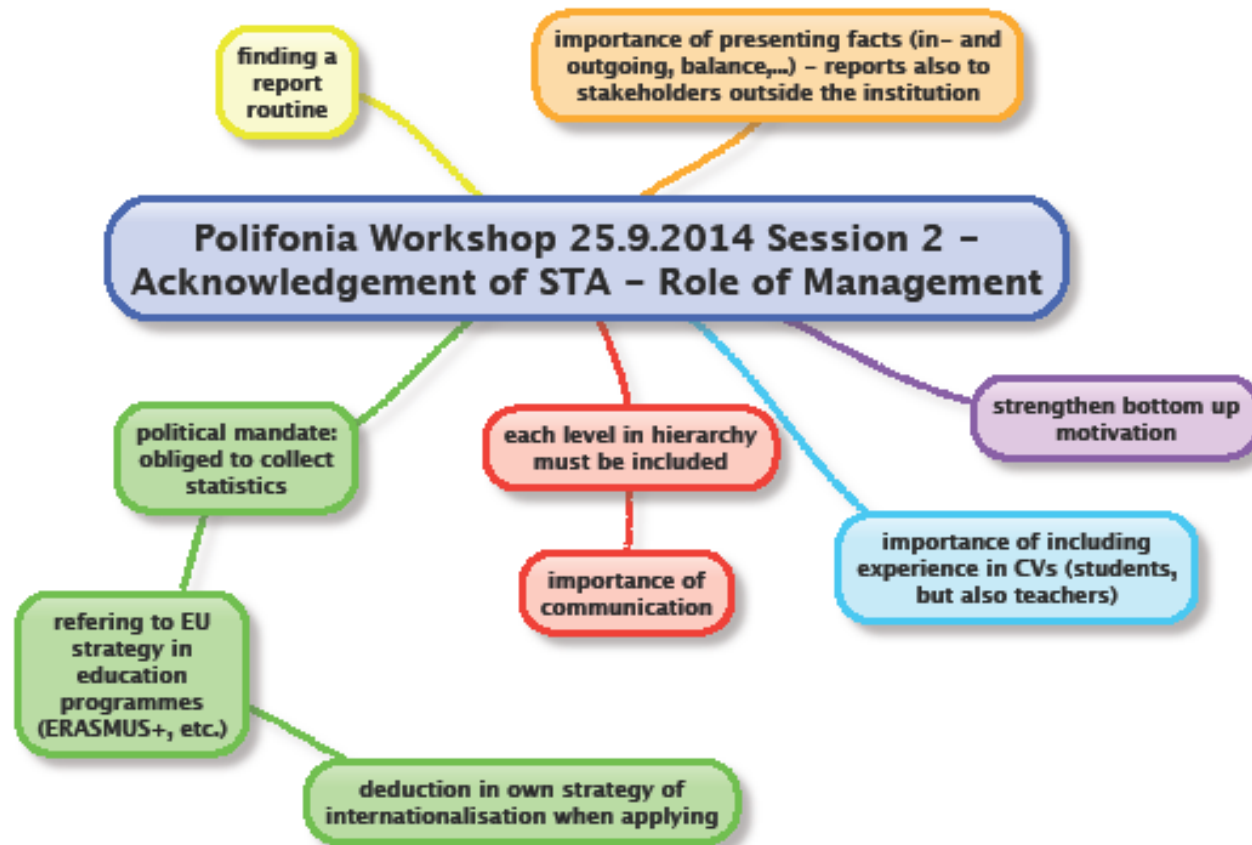
Group Discussion and Debate-based reporting back:

During the debate participants discussed the problematic of hosting teachers and what does it mean and what it requires to be a “good host”. The idea of little brochures including teaching proposals in order to better define explicit objectives was presented. During the discussion the importance of communication was highlighted as well as a need to involve management of institutions in order to ensure sustainable teacher exchange. Practical suggestions as for example creating online teachers profiles, inviting guest teachers or sharing responsibility for hosting teachers were made.

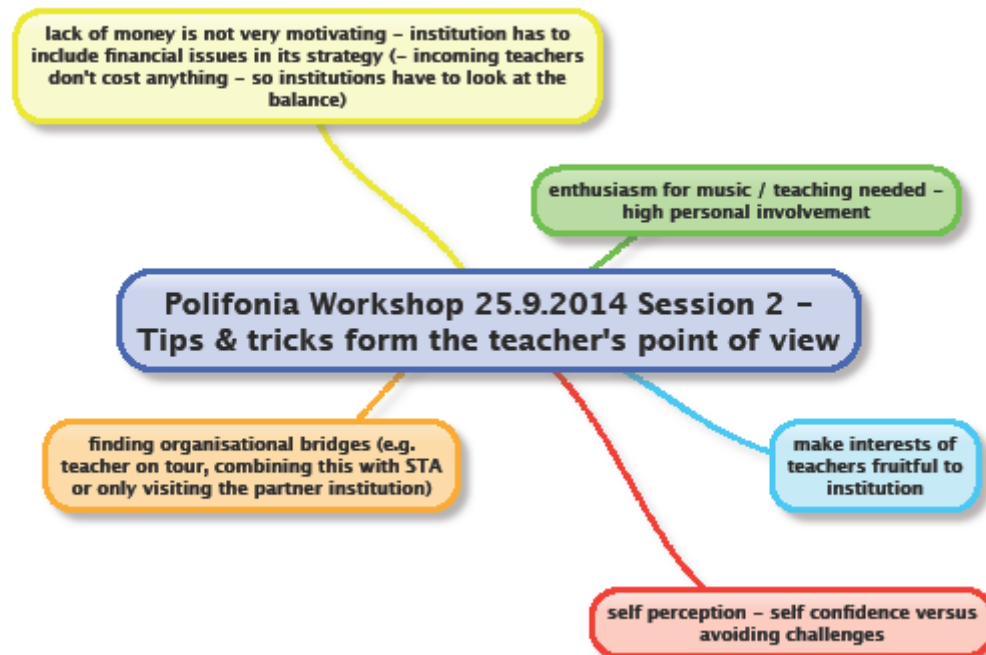
Mind map of the first session prepared by Regina Himmelbauer:



*Mind map presentation prepared by Regina Himmelbauer:
Acknowledgement of STA - Role of Management*



*Mind map presentation prepared by Regina Himmelbauer:
Tips and Tricks from the teacher's point of view*



Closing remarks:

Closing remarks were presented by Keld Hosbond and Martin Prchal, who thanked the participation of all present, presented an overview of the workshop, summarized the feedback from the group's representatives and addressed suggestions for the future workshops.

Participants' work and suggestions

The workshop participants Workshop agreed on the benefits of such a workshop and the importance to continue including them on the agenda of IRCs meetings. They have shared positive comments to show this importance and to eventually keep these positive points in mind for the future organization of such a workshop:

Positive feedback on:

- Round tables' discussion is seen as very good concept: "This is where you learn."
- Positive feedback on Good group size
- Three sessions with the mixed groups is a great format
- Length of presentation
- Concept of the Homework preparation
- Inclusion of teacher's perspective
- Possibility to learn from others
- Energetic and dynamic concept
- Balance between presentation and discussion
- Concept of rotation to different tables
- Possibility of In-depth exchange of ideas

Suggestions for the future:

The participants of the WG5 Interactive Workshop have shared their visions and ideas for the future Workshops organization:

- Keep this kind of workshop together with IRC MEETING
- Make sure that the knowledge generated during the workshop is sharable / Collect ideas and come up with conclusions
- Include Case studies and concrete examples

To talk more about:

- Language policy

- Staff training, including management
- Management Adjustments
- Top Down method
- What to do with STTs
- How to replace IPs
- Short term projects for students who cannot participate in SMS and teachers (SMP)
- Internships placement (SMT)

Participants are wishing to address topics/issues, which were carried out during the discussions by participants:

- How to activate management within your own institution?
- Responsibilities when hosting incoming teachers
- Finances
- Challenging paperwork, budget, language, differences in curricula
- Staff development – multiple layers
- Marketing
- Quality enhancement of joint curriculum
- Preparatory visits
- Institutional development
- Brochures – guide for mobility
- More information on partner’s institution

Participants of the WG5 Interactive Workshop have also suggested possible future improvements such as:

- Invite Facilitator from outside
- Invite one teacher for each table
- Presentations could be a bit more specific
- More coffee
- Allow slides
- Summarize the main points after each session

Other Tips and tricks/Suggestions developed by participants

- Connection to institutional policies
- To tell teachers what is there for them
- Feedback through reports and meetings
- Recognition as part of staff development schemes
- To present more of the hard facts
- Make presentation to departments after the mobility to motivate other teachers
- Peer to peer information
- Case studies – different models

- Teacher's profile and departments description on websites
- Regular meetings with staff
- Use already existing networks and relations
- Involve top management in exchange, let them travel
- Support IRC
- Institutionalized teachers mobility and not personalized (travelling for the specific teachers name)
- Use Alumni
- Combine recourses
- Let's make teachers talk about their story and experience
- Visibility through events, concerts, meetings
- Mobility as a strategic mean
- Set up explicit objectives for the teaching proposals
- Improve communication within your own institution
- Increase sensation of feeling welcome - be a good host
- Task splitting in International Office VS. department's duties"

Evaluation of workshop from participants: Extract

Data gathered from the Questionnaires data clearly indicates interest in organizing such a workshop again:

Thirteen of thirteen respondents answered YES to the question: "Based on the experience of this workshop, would you like to attend future similar workshops?"

The Relevance of the workshop was rated with the highest possible score: "5" by eight respondents, five respondents gave a second highest "4".

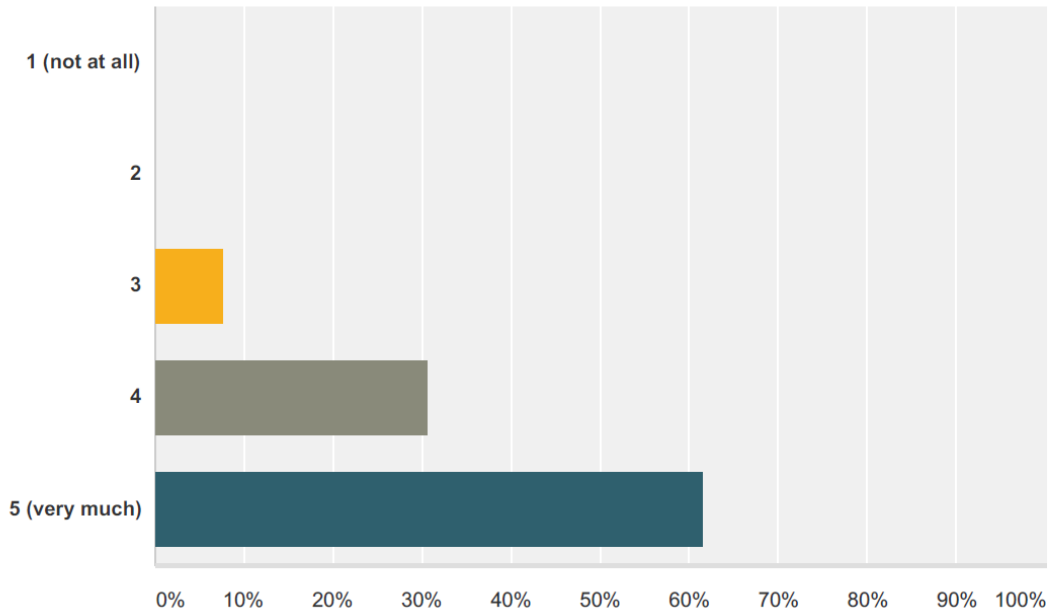
A 92, 31% of respondents answered YES to the question: "Do you think you can apply what you have learnt in this workshop in your institution?" with the following specifications:

- *Talking to management.*
- *I'll try to develop some ideas in my institution such as: to be more informed about the concerts teachers can do abroad and try to connect with teaching mobility.*
- *I'll try to convince the direction to allocate a little bit more budget to help increasing the teacher mobility. I'll improve my communication system with the teacher.*
- *Re-organizing part of the work done, communicate internally importance of the actions including to HEI's management "*

Expectations of the programme content were met "very much" according to 60% of respondents. (Viz. Q7)

Q7 Did the programme content meet your expectations?

Answered: 13 Skipped: 0



On the scale from 1 to 10 with 10 as a best possible rate for an overall satisfaction with the workshop, the average rating was 9.

Specific remarks of participants were the following:

- *Teacher exchanges lay at the basis of most collaboration programmers, so to have this within the institutional strategy will help building on the international network.*
- *Great initiative, we should go on with this!*
- *The fact that it takes place just before the IRC Meeting is very important.*
- *I would have likes some more in-depth discussions. But I got wiser on how it works in other academies, so that is good.*
- *I enjoyed listening to Niels Ole and Yannis, but I did not get wiser as to how to do at home.*
- *I missed coffee and water during the sessions.*
- *Overall, I very much enjoyed the session. I would like someone from outside the music institution to come and discuss with us.*
- *For a newcomer this was the best possible way to start the IRC meeting - to talk around the round tables with only part of the people, before the actual major meeting. Thank you!!*
- *Very useful to have the point of view of a teacher*
- *Would be nice to come back with documents, abstracts of what has been explained, ...*
- *I felt really alone with my difficulties to convince teachers. Now I don't feel alone anymore, and I*

- *Have much more new ideas to improve this..*
- *Presentations and discussions were very rich.*
- *We sometimes forget the teacher psychology, even if we are teachers ourselves..”*

For more detailed feedback information, please see Appendix 5.

Appendices:

Appendix 1: List of Participants

	Last Name	First name	Institution	City	Country	E-mail address	Telephone
1	REPLUMAZ	Isabelle	CNSMD Lyon	LYON	France	isabelle.replumaz@cnsmd-lyon.fr	(33) 672151095
2	RAHKO	Outi	Oulu University of Applied Sciences	OULU	Finland	outi.rahko@oamk.fi	(+358) 505120043
3	BENTIVEGNA	Massimo	Conservatorio Vincenzo Bellini	PALERMO	Italy	massimo.bentivegna@conservatoriobellini.it	(+39) 3332008041
4	LICARI	Vittoria	CONSERVATORIO "LUCA MARENZIO"	BRESCIA	Italy	vittoria.angela.licari@gmail.com	(+39) 3487641755
5	ASP	Jesper	The Academy of Music and Dramatic Arts	ODENSE	Denmark	asp@smks.dk	(45) 26238126
6	DUTTA	Aparatija	University of the Arts The Hague, Royal Conservatoire	THE HAGUE	The Netherlands	international@kabk.nl	(+31) 681394750
7	KRÜGER	Jan-Gerd	Prince Claus Conservatoire	GRONINGEN	The Netherlands	j.kruger@pl.hanze.nl	(+31) 620625571
8	ROTH	Sabine	University of Music and Performing Arts Vienna	VIENNA	Austria	roth@mdw.ac.at	(+43) 6649117370
9	VAN DER HEIJDEN	Charmaine	HKU University of the Arts Utrecht	UTRECHT	The Netherlands	charmaine.vanderheijden@hku.nl	(0031) 619070911
10	ARNOLD	Marijke	HKU University of the Arts Utrecht	UTRECHT	The Netherlands	Marijke.arnold@hku.nl	(0031) 620742066

11	HIMMELBAUER	Regina	Joseph Haydn Konservatorium	EISENSTADT	Austria	erasmus@haydnkons.at	(+43) 6767710717
12	MOLL	barbara	University of Music Würzburg	WÜRZBURG	Germany	international.office@hfm-wuerzburg.de	(+49) 15226288757
13	ELKJÆR-PEDERSEN	Katja	The Royal Danish Academy of Music	COPENHAGEN	Denmark	international@dkdm.dk	(+45) 26228636
14	LØKKE JAKOBSEN	Marianne	The Royal Danish Academy of Music	COPENHAGEN	Denmark	marianne.jakobsen@dkdm.dk	(+45) 26148037
15	PIC	Pascale	Pôle Supérieur	LILLE	France	ppic@polesupnorpa.fr	(33) 615717620
16	ARSTAM	Lena	Malmö Academy of Music	MALMO	Sweden	lena.arstam@mhm.lu.se	(46) 725142001
17	FLOREZ	Hernando	Conservatorio della Svizzera italiana	LUGANO	Switzerland	hernando.florez@conservatorio.ch	(76) 4976178
18	GUL SUSANNI	Payam	YASAR UNIVERSITY MUSIC SCHOOL	IZMIR	Turkey	payam.susanni@yasar.edu.tr	(532) 4981471
19	MICHON	Claire	CESMD de Poitou-Charentes	POITIERS	France	c.michon@cesmd.fr	(+33) 0689871404
20	HAGEN	Aage	Rhythmic Music Conservatory	COPENHAGEN	Denmark	aah@rmc.dk	(45) 4188 2510
21	RIMSAITE	Rima	Lithuanian Academy of Music and Theatre	VILNIUS	Lithuania	rima.rimsaite@lmta.lt	(370) 69954765
22	MARTINSEN	Tuovi	Sibelius Academy, University of the Arts Helsinki	HELSINKI	Finland	tuovi.martinsen@uniarts.fi	

Full Score/Polifonia Team

23	HOSBOND	Keld	RAM Aarhus /Det Jyske Musikskonservatorium	AARHUS	Denmark	keho@musikkons.dk	
24	PHILAK	Hanneleen	Estonian Academy of Music and Theatre	TALLINN	Estonia	hanneleen@ema.edu.ee	
25	VLASOVA	Barbora	Polifonia/AEC	BRUSSELS	Belgium	barboravlasova@aec-music.eu	
26	DOMINGUEZ	Angela	Polifonia/AEC	BRUSSELS	Belgium	angeladominguez@aec-music.eu	
27	TOULIS	Ioannis	University of Corfu - department of music	CORFU	Greece	barboravlasova@aec-music.eu	
28	PRCHAL	Martin	Royal Conservatoire The Hague	THE HAGUE	The Netherlands	m.prchal@koncon.nl	

Speakers

29	Myhre	Knut	Norges musikkhøgskole	OSLO	Norway	knut.myhre@nmh.no	
30	SIPOLA	Maija	Latvian Academy of Music	RIGA	Latvia	maija.sipola@jvlma.lv	(
31	BO JOHANSEN	Niels-Ole	Royal Academy of Music Aarhus	AARHUS	Denmark	NOB@musikkons.dk	

Appendix 2: Participants Preparation

, Participants were asked to submit the description of:

- a. Successful situations related to teacher mobility
- b. Challenging situations related to teacher mobility

... experienced during the development and/or implementation of teacher mobility at her/his institution when registering for the workshop. This information was used to address practical aspects of the preparation and implementation of teacher mobility in an in-depth conversation.

Workshop Participants

LAST NAME	First name	Describe a SUCCESSFUL situation experienced during the development and/or implementation of teacher mobility at your institution (200 words in total).	Describe a CHALLENGING situation experienced during the development and/or implementation of teacher mobility at your institution (200 words in total).
ARNOLD	Marijke	Successful situation during the implementation of teacher mobility at HKU (Utrecht Conservatoire). Since a few years we have established good relations between the Utrecht Conservatoire and <i>Conservatorio Superior de Música de Vigo</i> and <i>Conservatorio Profesional de Música da Coruña</i> . In the student mobility but specifically in the staff mobility. Violin and Violin Methodology teachers have visited the schools to give Master classes on specific topics. Students are attracted by that topic and well prepared when wanting to continue their studies, after the Grade Superior, in Utrecht.	Challenging for the Utrecht Conservatoire will be the new vision and new ambitions of HKU on Internationalization in general. International collaboration is a high priority for the creative industry and for HKU. In recent years, HKU has entered into alliances with educational and research establishments, companies and governments in various parts of the world. These alliances entail student exchanges, internships, lecturer exchanges, research collaborations, education and research. Related to that, we want to get in the near future Artists and Researchers in Residence (Fulbright Scholarship Researcher). This will be challenging in terms of the content of the Research, and especially the administrative process and the integration in the regular Educational Program. (Bachelor and Master).
ARSTAM	Lena	One teacher who had never been on an exchange went to Utrecht to impart teachings there. Another teacher who had never been on an exchange went to the Early Music meeting in Vicenza this year.	The challenge is to collect all necessary documents from the teachers in order to obtain the Erasmus grant.

ASP	Jesper	A successful situation related to STA: Repeated and reciprocal teacher exchanges between our institution and a partner institution resulting in student exchanges (inbound and outbound)	A challenging situation related to STA: When a teacher chooses to teach together with a colleague from a partner institution with selected student participation home and abroad, these results in less attention or even cancelling lessons with a group of students at home. Is the institution paying the teacher responsible for catching up with the lessons he/she had to cancel in order to be able to go abroad?
BENTIVEGNA	Massimo	As far as I know, recent STA, both incoming and outgoing, didn't have any issue. Well, this might be seen as a successful situation in itself!	
DUTTA	Aparajita		Creating a strategic group of partners and exchanging teachers and head of the departments in order to develop an international curriculum and exchange knowledge. Making visible the effect of such exchange within the institution.
ELKJÆR-PEDERSEN	Katja	Faculty members can see that the students they meet abroad apply to come and study with them the following year. It serves as a great platform for student recruitment.	It is difficult to make faculty members prioritise teacher mobility in the very busy Schedules that they have.
FLOREZ	Hernando	I find that the best experiences can always be found when teachers have an intrinsic motivation for moving, and when they have a good relationship with their hosts. In these cases teacher exchanges become a pleasure to organize for us (the school), and a pleasure to engage with for the teachers.	No need to say lots more. Challenges come when communication channels are narrow, and the motivation for moving is poor.
GRANUM	Martin	Not submitted	Not submitted
GUL SUSANNI	PAYAM	I have hosted more than 15 teachers a year at Yaşar University for every year during the three years and this is increasing. The good parts are the getting to know different techniques styles interpretations cultures etc. about the music teachers' and their background. Therefore not only more Erasmus mobility possibilities for the students but also more concert possibilities for the teachers in the new countries.	A challenging part would be the language: Most of our teachers being from Italy :), they have a hard time. Also, very few of them demand specific teaching schedules and requirements. It is always helpful to schedule and coordinate these situations with people you know before. For example, the Erasmus Coordinator of the institution where the teachers would like to come from mostly happens to be my friend. That makes it easier. The coordinator talks to the teachers, prepares them, etc.

			Otherwise, there might be unexpected surprises.
HAGEN	Aage	The most successful exchanges are those initiated by the teacher based in a personal relation with a teacher in another institution. These exchanges lead to high quality, reciprocal exchanges.	Teachers are quite reluctant to participate in exchanges, and the management does not use exchanges as a strategic tool (as opposed to what is mentioned in our international strategy).
HIMMELBAUER	Regina	Not submitted	Not submitted
KRÜGER	Jan-Gerd	One teacher went away for the first time to a partner school and came back with new friends. Now there is a regular cooperation between the two classes and both teachers go back and forth every year to teach their own instrument, chamber music, and carry out examinations, etc. together.	One teacher was supposed to go on exchange and did not know anyone at the partner school. The partner school did not know the teacher either and asked for an audition CD. This was a very awkward moment. The teacher has been travelling a lot and a mere Google check would have given them enough information in order to decide whether he should be invited.
LICARI	Vittoria	Not submitted	Not submitted
LØKKE JAKOBSEN	Marianne	We did a Teacher Exchange with a German Music Academy, which resulted in a continued cooperation between the teachers involved and it resulted in student mobility the following year.	It can be a challenge to make teachers see the added values of teacher Exchanges with institutions that they do not already know. Faculty members often feel safer working with well-known institution. However, those faculty members who do try are often very positive about it.
MARTINSEN	Tuovi	Not submitted	Not submitted
MICHON	Claire	We have collaboration with a partner institution in Musical Rhetoric, different from the “more usual” instrumental teaching. It is based on mutual esteem between the two teachers in this very specific field. We have already organized two exchanges (short sessions for all the Early Music students of the two institutions), and I feel that it is becoming an on-going exchange. This year, we even invited an “extra-	The teachers’ mobility as a whole is a challenging situation in my institution. My biggest problem is to motivate the teachers. I could identify some of the reasons: the lack of “status” for the HE teachers in France has as a major consequence that they teach besides their main activity (music school). Another reason could be the efforts that mobility requires, such as language or calendar fitting. We try to set some incentives (e.g. we

		teacher”, and it started to look like a “research-seminar”, very stimulating for the students (we have mostly Bachelor students). In our institution, we are thinking of transforming it in a compulsory/yearly module, and, why not, later, in a joint module? We didn’t discuss that yet with the partner institution, I’m thinking about this option that might give more strength to our Bachelor- and Master-programmes.	pay the teaching hours during the Erasmus exchange for out-going teachers).However, I don’t find a way to solve those problems in a better way except with very motivated teachers who studied abroad or have students who have been IN- or OUT-going Erasmus. Every year, there are some expressions of interest but very few become real.
MOLL	Barbara	The most successful teacher mobilities are those that result in the further partnerships. The flute teachers of Würzburg and Kristiansand have agreed to focus their activities on teacher and student exchange which has worked out well in 13/14 and which hopefully will thus continue in 14/15.	Teachers tend to organize and also to cancel planned teaching mobilities at short notice, which makes extremely difficult their coordination and budgeting.
PIC	Pascale	Feedback from the teachers who say that "it's very interesting, gives energy, self-confidence and also re-assessment. It's a way to take a fresh look on what we do in our institution."	Difficulties in allowing the teachers to leave the institution, determining the courses they have to impart, the concerts they give, etc.
RAHKO	Outi	Exchange was made in cooperation with two teachers (voice and piano) in form of a joint seminar. Material was sent to the students prior to the exchange, and the teaching was concentrated on music and phonetics. An ongoing common international project was discussed and planned, and future project and cooperation was planned during the exchange. Teacher exchange and tight cooperation between the institutions has been going on for over a decade.	Teacher mobility is an essential part of activating the students to consider an exchange period abroad. It would be important to create permanent bonds between the teachers in both music institutes, in order to activate the students. This is generally a topic that needs continuous attention. New forms of networking between the students and teachers DURING the teacher exchange would be needed, besides the traditional music teaching.
REPLUMAZ	Isabelle	When mobilities become an opportunity to focus on a certain repertoire or technics.	Not Submitted
RIMSAITE	Rima	Jazz teachers participation in exchange activities led to institutional participation in strategic partnership project in improvisation.	Outgoing teachers did not meet their colleagues at the host institution and there were no advertising about their teaching activities.

ROTH	Sabine	<p>Two young teachers undertook together with their head of the department STA visits to a MDW-partner HEI. They are both female, not Austrian citizens and former scholarship holders in programmes such as: ERASMUS outgoing SMS, IPs). One of them is a Graduate in performing studies (viola) and is currently a PhD candidate in ethno-musicology. The other graduated in composition and is recently employed by the Department of composition and electroacoustic. The outcomes of these STAs are: A presentation on teaching methods for solfeggio adopted with students of composition and conducting at the MDW, a presentation about career /professional development- including opportunities and risks- for young composers in Central Europe, the didactic method used until now only with students of composition has been successfully applied to students of ethnomusicology, activities such as field research, collecting audio and video samples on folk music in the host country were realized with the aim to use findings in new audiovisual compositions which are planned to be performed at a festival in Vienna in 11/2014. Finally, performance and radio transmission of a concert by guests (involving Austrian Folk music in artistic projects). Fifth, common projects involving teachers and students exchanges (such as their participation at local festivals) were planned for the future, including discussions towards the establishment of a strategic partnership.</p>	<p>First time participation of MDW teacher at this action with partner institution to which MDW maintains only irregular contacts; thus there are missing key documents (such as IIA)- missing administrative smoothness in implementation. With the teacher, inexperienced in STA, several misunderstandings happened, for example concerning the scope of the action (compulsory focus on teaching activities), the adopted procedures (paper work), the eligibility of the costs (for rental car) and the wish to establish a bilateral arrangement (if ever possible)</p>
VAN DER HEIJDEN	Charmaine	Not submitted	Not submitted

Myhre	Knut	<p>Presenting the teaching staff mobility programs at the institution, I emphasized the possibilities of establishing contact with colleagues at other institutions. Some teachers understood this opportunity and asked me to help establishing contacts using the IRC network. However, I also had to contact many of our teachers and ask them "Don't you think it would be interesting for you to participate? It will only take 3-5 days of your life and if you don't find it interesting, then at least we have tried it. If you don't like your colleague, we just forget about the whole thing, or try another institution".</p> <p>One of the teacher replied: "But do you think anybody is interested in me"? To the teacher, who is very modest, I replied "You are one of the leading musicians in Norway; of course it will be interesting for colleagues and students to share your competence and experience as a musician and teacher".</p> <p>He tried it once and came back enthusiastic about the experience, meeting a new colleague, sharing point of views, comparing the level of the students, how friendly they have responded to his guidance. There have been many exchanges after this one.</p>	<p>Within the university sector, teachers offering lectures normally change working places during a certain academic period and their workload is the same as if they had stayed at home because the exchange colleague substitutes them at the home institution. My experience within the field of music is that the colleague at the host institution normally is present at the host institution during the entire exchange to facilitate and take care of the colleague, so the exchanges do not take place at the same time.</p> <p>This is very positive related to developing collaboration and strengthening the ties between the institutions and the departments. However, the students at the home institution will not receive tuition during the teachers exchange with the result that the teacher has to offer extra tuition before or after the exchange. This creates a situation where the teachers have extra workload. Some teachers therefore, inform clearly that they will not participate because of the extra work an exchange creates.</p>
SIPOLA	Maija	<p>The proof of the success of the teacher exchange lies in the question "when he/she will come again?" from both the students and teachers. I am glad to say that we hear it often in our Academy.</p>	<p>A challenging situation happens in cases when the department asking for a guest-teacher is not able at the last moment to schedule a master-class because all available rooms are required by local teachers who cannot reschedule their lessons due to upcoming examinations/concerts.</p>
Bo Johansen	Niels-Ole	Not submitted	Not submitted

Appendix 3: Workshop Programme

Interactive Workshop on Teacher Mobility from a Strategic Perspective <i>The Royal Academy of Music</i> <i>Aalborg, Denmark</i>		
<i>Thursday, September 25th</i>		
14:30 – 16:00	<p style="text-align: center;">Session 1 <i>The Policy perspective: teacher mobility and its strategic role in institutional development</i></p> <p>Introduction by Keld Hosbond (RAMA Aarhus /Det Jyske Musikkonservatorium) and Martin Prchal (Koninklijk Conservatorium, Den Haag) followed by discussions in smaller groups informed by homework done by participants beforehand.</p>	Classical Hall
16:00 – 16:30	Coffee Break	Foyer
16:30 – 18:00	<p style="text-align: center;">Session 2 <i>The Teachers' perspective: what does a teacher mobility bring?</i></p> <p>Introduction by Niels-Ole Bo Johansen (Professor of trombone, RAM Aarhus) and Jiannis Toulis (Professor of cello, University of Corfu Music Department) followed by discussions in smaller groups.</p>	Classical Hall
18:30	<p style="text-align: center;">Participant dinner Participants meet at the Main Entrance of DJM at 18.10 PM</p>	Huset
<i>Friday, September 26th</i>		
10:00 – 11:30	<p style="text-align: center;">Session 3 <i>The Practical perspective: strategies to promote an efficient implementation of teacher mobility.</i></p> <p>Introduction by Knut Myhre (Norwegian Academy of Music, Oslo) and Maija Sipola (Latvian Academy of Music, Riga) followed by discussions in smaller groups informed by homework done by participants beforehand.</p>	Classical Hall
11:30 – 12:00	Closing Remarks and wrap-up	Classical
12:00 – 13:00	Time for Lunch – free arrangements	Free

THE PRACTICAL PERSPECTIVE: STRATEGIES TO PROMOTE AN EFFICIENT IMPLEMENTATION OF TEACHER MOBILITY

BASIS FOR PRACTICAL ACTIONS

- INSTITUTIONAL STRATEGY
- COMMON UNDERSTANDING
- FINANCIAL RESOURCES
- COLLABORATING PARTNERS/NETWORK

INTERNAL COMMON UNDERSTANDING

- **Why is teacher mobility important?**
- **What impact will the activity have on the institution and the individual teacher?**
- **Investments - for the institution and the individual teacher**
- **How should it be given institutional priority?**

Why is teacher mobility important?

- Staff is the key to lift internationalization off the ground
- Making the institution visible on the international arena
- Representing the institution
- Presenting the institutions qualities
- Recruiting students and possible new staff
- Confirmation for the participating teachers that they are interesting on the international scene
- Establishing international contacts between members in the academic staff
- Internationalization at home
- Then the snowball has started running downhill

What impact will the activity have on the institution?

- An open institution
- A learning institution
- An including institution
- Developing internal collaboration

- Seeing the institution as one organization
- A common set of values
- A common understanding of tasks
- A common understanding of the importance of institutional networks
- A broader market for recruiting students and staff

What impact will the activity have for the teacher?

- Learning to know colleagues with other traditions
- Establish a personal international network
- Higher quality teaching
- Implementation of new practices
- Ambassadors to promote mobility
- Diversified learning and teaching
- Impact for teachers
- Meeting new students
- Getting an international experience
- Develop new competence
- Develop self confidence
- Be inspired and doing a better job

How should it be given institutional priority?

What sort of carrots do we have ?

- Visibility in the budget
- Visibility in the different faculties annual plan
- Visibility in the teachers schedule/annual plan
- Presenting the mobility on the webpage/internal magazine
- Ask teachers to “spread the good news”, to disseminate the experience, the results.

Challenges:

- Dimension of the activity
- How to prioritize mobility
- Selection of staff members participating
- Presenting quality and key competence
- Should the grants be distributed to the faculties or
- Should the mobility be handled on the central level
- What results are expected from the activity-institutional goals
- Internationalization at home, creating an international learning environment
- How to disseminate the experiences
- How to increase the institutional competence as a consequence of the mobility activity

- Mobility as an institutional tool, not a private activity

COSTS FOR 2013/14

For the Norwegian Academy of music the balance sheet for 2013/14 looked like this:

35 teachers carrying out mobility	
Total costs:	47 000 Euro
<u>Grants from EU</u>	<u>28.000 Euro</u>
Cost for the Academy	19 000 Euro

SALARY IS NOT INCLUDED

FINANCIAL PROFIT

- NMH received 27 teachers during 13/14 under the ERASMUS program
- 19 000 Euro: 27= 704 Euro per incoming teacher
- This shows that structured – planned teacher exchange is good economy
- This is what counts on management level, economy is the basis for all activities

CONCLUSION

- Staff is the key to lift internationalization off the ground
 - Mobility gives higher quality teaching
 - Mobility opens up for implementation of new practices
 - Teachers are ambassadors to promote mobility
 - Mobility offers diversified learning and teaching
 - Using mobility programs with external funding (ERASMUS- NORDPLUS) is a reasonable way of creating an international learning environment for the students and staff members
 - Economically very beneficial for the institutions
-

Appendix 5: Questionnaire

The Full Questionnaire, or even the document with the tables containing all the data are 20 to 30 pages! I THINK it should be showed as a pdf apart from the report in the webpage.