



# Presentation of the new Standards for Pre-College Education and Classroom Teacher Education Programmes

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*Standards for Pre-College Education and Classroom Teacher Education*

Bologna declaration 1999

Dublin Descriptors 2003

Polifonia / Dublin Descriptors  
(for Music studies) 2006



## *Standards for Pre-College Education and Classroom Teacher Education*

# polifonia

[← BACK](#)

POLIFONIA / POLIFONIA I (2004-2007) / TUNING IN MUSIC / LEARNING OUTCOMES / DUBLIN DESCRIPTORS

**POLIFONIA**

PROJECT TIMELINE

AIMS AND OBJECTIVES

Learning outcomes / Dublin descriptors

Within 'Polifonia' the learning outcomes have been taken to a further level as they are now more specific and aligned with the 'Polifonia/Dublin Descriptors' and a consultation process with stakeholders has been initiated. The



## *Standards for Pre-College Education and Classroom Teacher Education*

1. Programs's goals and context
2. Student profiles
3. Educational processes
4. Teaching staff
5. Facilities, resources and support
6. Communication, organisation and decision-making
7. Internal Quality Culture
8. Public interaction



*Standards for Pre-College Education and Classroom Teacher Education*



**F**ULfiLLing the **S**kills, **C**OMpetences and know-how  
**R**equirements of cultural and creative players in the  
**E**uropean music sector



*Standards for Pre-College Education and Classroom Teacher Education*

Music Classroom Teacher Education programmes are part of general schooling in all European countries, but both the tasks assigned to these teachers as well as the structure of teacher education differ significantly.



*Standards for Pre-College Education and Classroom Teacher Education*

„PreCollege training defines a stage of music education, which provides high level, specialised musical training to a level appropriate for entrance into higher music education if a pupil should so choose.“

„The WG does not define it as taking place in an institution. It refers to programmes which have the capacity to (/which aim at) lead(ing) students to higher education/to the profession.“



## *Standards for Pre-College Education and Classroom Teacher Education*

*Orla McDonagh, Conservatory of Music and Drama, Dublin*

You will hear more about

# Standards for Pre-College Education

- 2 to 3 examples what is special about these standards compared to the previous or general programme standards
- the outcomes of the feedback we gathered up to now





## *Standards for Pre-College Education*

What means student / pupil participation at PreCollege level?

What is the role of the parents?

What is a graduate?

What is a drop-out?



*Gerhard Sammer,*

*President of the European Association für Music in  
Schools (EAS)*



# Standards for Music Classroom Teacher Education Programmes



## *Standards for Music Classroom Teacher Education*

The MusiQuE logo is centered within a white-bordered box. It consists of the words 'MUSIQU' and 'QUALITY' in a light blue, sans-serif font, stacked vertically. To the right of 'MUSIQU' is a large, yellow, stylized letter 'E'. To the right of this 'E' is the word 'ENHANCEMENT' in a yellow, sans-serif font. The overall design is clean and modern, with a blue background for the text area.

MUSIQU **E** ENHANCEMENT  
QUALITY

**MusiQuE Standards for music classroom  
teacher training Programme Review**



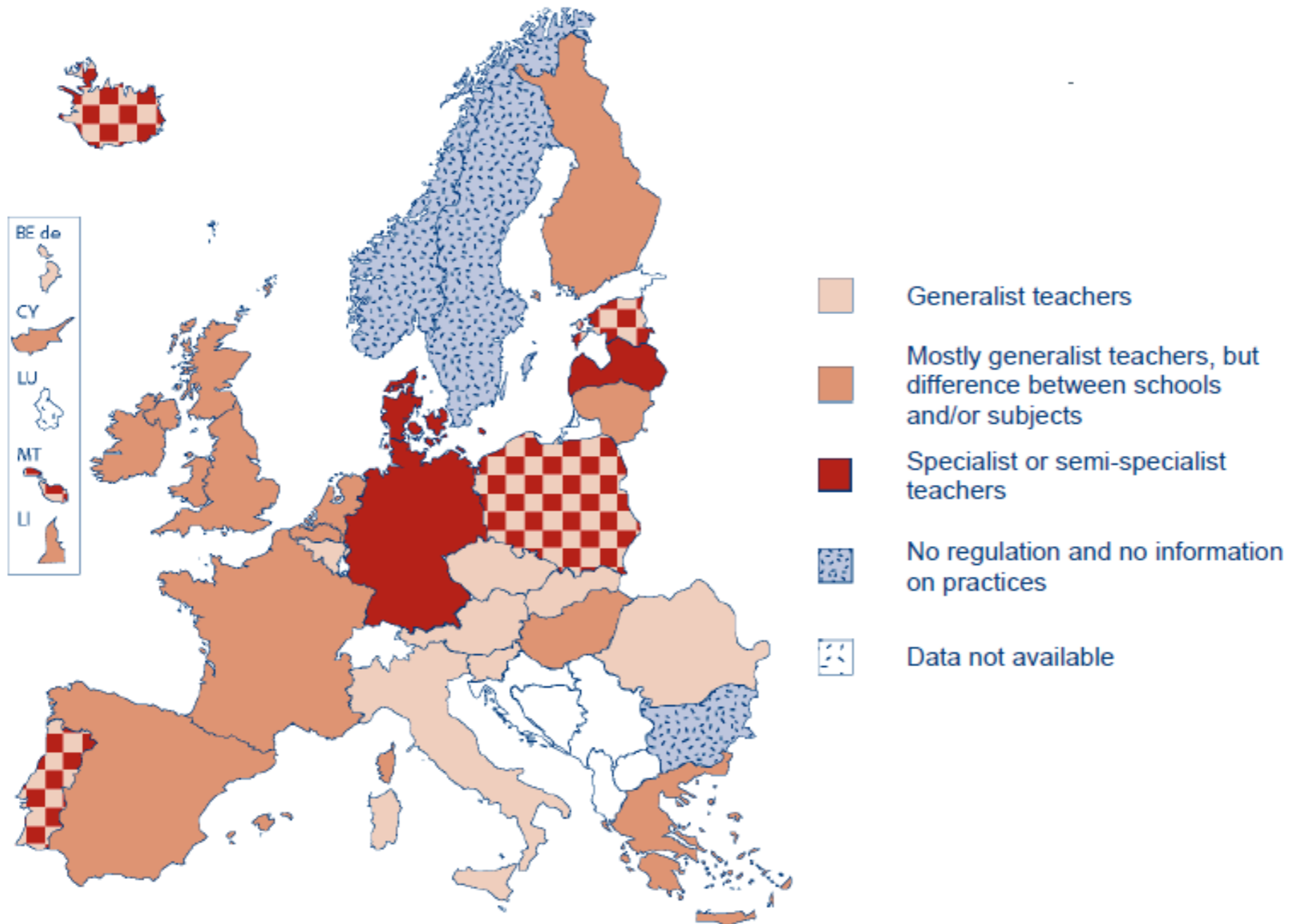
## *Standards for Music Classroom Teacher Education*

E F M E T

European Forum for Music Education and Training



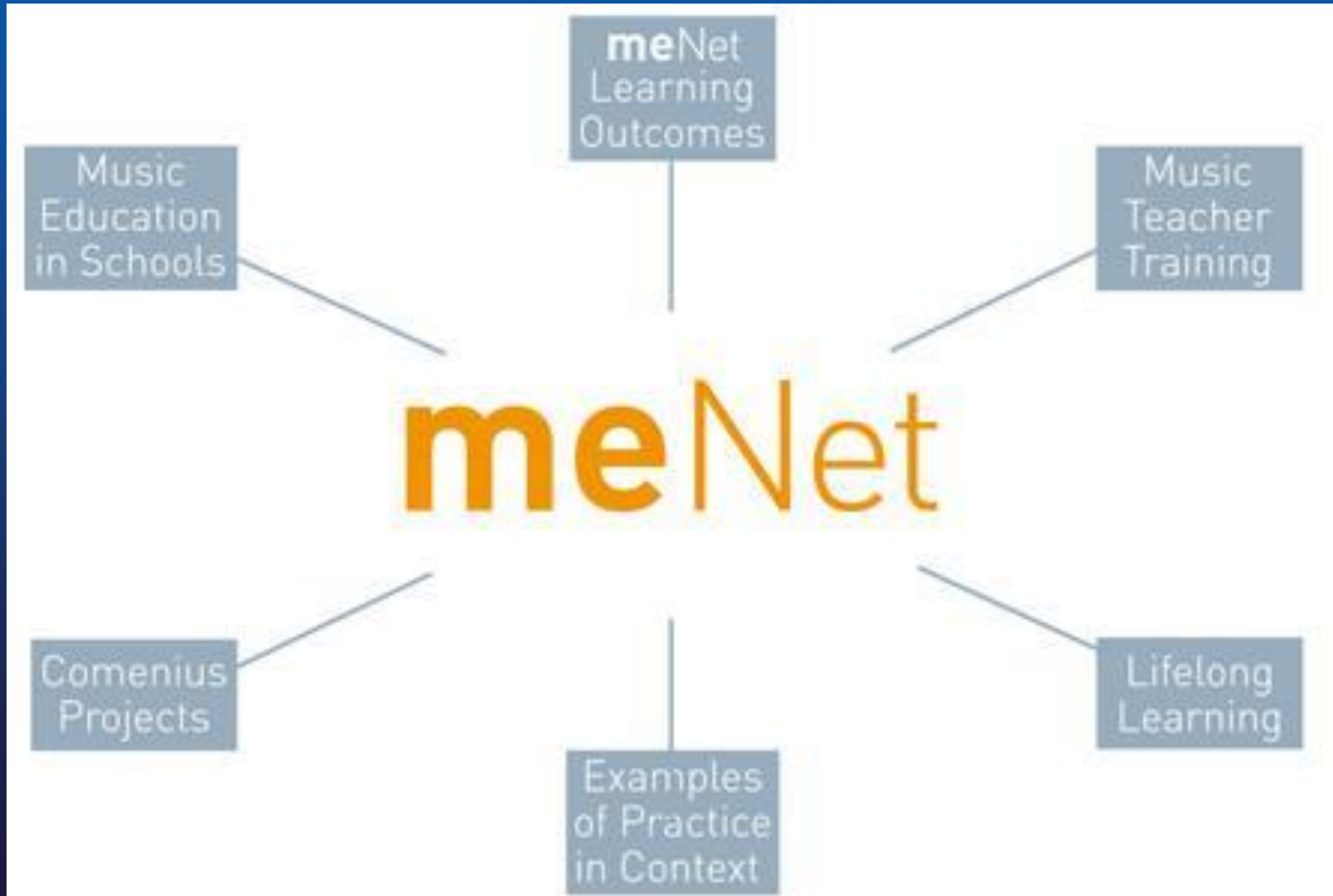
Figure 5.1: Specialist and generalist arts teachers in primary education, 2007/08



Source: Eurydice.



## *Standards for Music Classroom Teacher Education*





SCHOOL STRUCTURES IN 20 EUROPEAN COUNTRIES

Countries		Age ranges																	
		1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
AUSTRIA	AT																		
BELGIUM	BE																		
CROATIA	HR																		
CZECH REPUBLIC	CZ																		
ESTONIA	EE																		
FINLAND	FI																		
FRANCE	FR																		
GERMANY	DE																		
GREECE	GR																		
HUNGARY	HU																		
ITALY	IT																		
MONTENEGRO	MT																		
NETHERLANDS	NL																		
NORWAY	NO																		
POLAND	PL																		
SLOVAKIA	SK																		
SLOVENIA	SI																		
SPAIN	ES																		
SWEDEN	SE																		
UNITED KINGDOM	UK																		
KINDERGARTEN OPTIONAL		PRIMARY OPTIONAL					SECONDARY COMPULSORY												
KINDERGARTEN		PRIMARY					SECONDARY OPTIONAL				SECONDARY PARTLY COMPULSORY								

## *Standards for Music Classroom Teacher Education*

The logo for MusiQuE is set against a blue rectangular background. The word 'MUSIQU' is in white, 'E' is in yellow, and 'QUALITY' is in white. 'ENHANCEMENT' is written in yellow above 'QUALITY'.

MUSIQUENHANCEMENT  
QUALITY

**MusiQuE Standards for music classroom  
teacher training Programme Review**





# Standards for Music Classroom Teacher Education

2.1 The curriculum and its methods of delivery		
<p><i>Standard 2.1</i></p> <p><b>The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.</b></p>	<p><i>Questions to be considered when addressing this standard</i></p> <p>a) How does the curriculum address the goals of the programme (in relation to national framework, institutional mission, etc.)?</p> <ul style="list-style-type: none"> <li>• What are the learning outcomes of the programme and how do they take e.g. the 'Polifonia Dublin Descriptors' (PDDs), <a href="#">meNet</a>, <a href="#">AEC LOs</a> into account?</li> <li>• How does the programme reflect the demands of the professional field?</li> <li>• How does the programme achieve a balance between the general needs of the profession and enabling students to develop individual study profiles based on personal interests and abilities?</li> </ul> <p>b) Who is the programme's target group and how broad is it?</p> <p>c) Where appropriate: is there a connection/progression between this programme and other study programmes/cycles?</p> <p>d) How are students offered opportunities to present their work?</p>	<p><i>Supportive material/ evidences</i></p> <ul style="list-style-type: none"> <li>• Course handbook and syllabi showing:                         <ul style="list-style-type: none"> <li>○ Overall structure of the curriculum</li> <li>○ Learning outcomes of the programme</li> <li>○ The use of ECTS credits</li> <li>○ Characteristics of individual modules (credits, content, specific learning outcomes, assessment methods)</li> <li>○ Availability of options for personal study profiles within the course structure</li> <li>○ Any additional features such as in the case of Masters study, additional qualifications compared to a bachelor's degree</li> </ul> </li> <li>• Evidence of how the curriculum is linked to the PDDs and/or the AEC learning outcomes, or information about plans for the introduction and use of these</li> <li>• Educational approaches: information on teaching methods and techniques (individual/group tuition, relationship to professional practice, use and integration of e-learning tools and appropriate music technology, projects, internships, etc.)</li> <li>• Student performance opportunities:                         <ul style="list-style-type: none"> <li>○ Seasonal calendars</li> <li>○ Schedules for internal and external student concerts – other arenas for the exposure of students' work</li> </ul> </li> </ul>



*Standards for Pre-College Education and Classroom Teacher Education*

- Do you have any comments on the documents as a whole ?
  - Are there criteria missing ?
  - Do you notice some incoherence ?
  - Is the document applicable for the use where it is designed for ?
- Do you have comments on particular standards ?