

ASME NATIONAL FRAMEWORK FOR MUSIC TEACHING STANDARDS JULY 2005

1. PROFESSIONAL KNOWLEDGE

1.1 Teachers know their students

Expert teachers of music have a thorough knowledge of the individual dispositions, needs and potential of their students. Expert music teachers are aware of their students' diverse sociocultural heritages and have specific knowledge of the community to which each student belongs. They know each student's preferred learning style and capabilities in the cognitive, psychomotor and affective domains. They affirm students' potential and achievements; they know their histories as learners and members of the school community.

Expert teachers of music are sensitive to the musical lives of their students, (within & without the school context) and the ways they interact with their peers, their engagement with schooling, their values and interests and their aspirations and ideals.

1.2 Teachers know their subject

Expert teachers of music have a broad, deep and critical knowledge and understanding of their academic discipline and associated fields of knowledge, including specialist knowledge and skills relevant to the age ranges and levels they teach. They know the history of their subject and understand the nature of and reasons for curriculum change and relevant curriculum documents and courses of study.

Expert teachers of music possess a critical understanding of learning theory and practice relevant to music education. They have a sound, coherent knowledge of music appropriate to the student level they teach, and which is situated in their knowledge of the broader music curriculum. They understand how music is represented and communicated, and why music is taught. They are confident and competent music practitioners who understand connections across music, between music and other subject areas, and the role of music in society.

1.3 Teachers know how students learn in music

Expert teachers of music have rich knowledge of how students learn in music. They have an understanding of current theories relevant to the learning of music. They have knowledge of the musical development of students that includes the revisiting of musical concepts with increasing depth and complexity, across all types of music. They are aware of and implement a range of effective strategies and techniques for: teaching and learning music, promoting enjoyment of learning and positive attitudes to music; utilising information and communication technologies; encouraging and enabling parental involvement; and for being an effective role model for students and the community in the ways they engage with music.

2. PROFESSIONAL PRACTICE

2.1 Teachers plan for effective and creative learning

Expert teachers of music plan for coherently organised learning experiences that have the flexibility to allow for spontaneous, self-directed learning. These learning experiences involve substantive repertoire. They enable students to develop new musical understandings that build on and enrich their knowledge and skills in music. A variety of teaching strategies is incorporated in the intended learning experiences, enhanced by available technologies and other resources. Students' backgrounds and prior musical knowledge are taken into account. Teachers continually re-evaluate and adapt their plans to take account of the impact of new knowledge and their planning recognises that both the school community and wider society provide valuable resources. They work with colleagues, parents, and other members of the community to constructively incorporate such resources into their teaching.

2.2 Teachers create and maintain a challenging and enjoyable learning environment

Expert teachers of music arouse curiosity, challenge students' thinking, and engage them actively in learning. They initiate purposeful musical dialogue with and among students. As facilitators of learning, expert teachers negotiate musical meaning, model musical problem-solving and decision-making. Their teaching promotes, expects and supports creative thinking, musical risk-taking. This involves strategic intervention and provision of appropriate assistance which encourages and empowers students to be independent and critical learners.

Expert teachers design rich learning tasks that draw on traditional and new technologies, and integrate a range of learning experiences. They articulate learning goals clearly, negotiating with their students on how best to achieve them. Teachers help students to understand the value of the activities in which they are engaged, and to stimulate them intellectually.

2.3 Teachers assess and review student learning and plan for future learning

Expert teachers of music regularly assess, record and report students' learning outcomes (progress), with respect to knowledge, skills and attitudes. They use a range of relevant, inclusive and explicit assessment strategies that are appropriate to both the students and the learning context. They maintain ongoing informative records of student learning that are used to map student progress and plan appropriate future learning. The expert teacher of music provides constructive, purposeful and timely feedback to students and their parents, and to authorities as required.

3. PROFESSIONAL RELATIONSHIPS

3.1 Teachers continue to learn and engage in reflective practice

Expert teachers of music collaborate with colleagues on analysing, reviewing, and reflecting on their own and others' practice. They focus on the knowledge and skills that students are expected to learn and they are skilled at anticipating and identifying problems and challenges that their students may encounter. They reflect on, analyse, and are able to articulate all aspects of their professional practice, constantly reviewing and refining their teaching to improve students' learning opportunities, and searching for answers to challenging pedagogical questions. They seek opportunities to discuss the effectiveness of their teaching with colleagues, students, parents, and caregivers.

3.2 Teachers work collegially within their school community and wider professional communities to improve the quality and effectiveness of music education

Expert teachers of music regard student achievement and well-being as both an individual and collective responsibility. They pursue new knowledge through professional renewal activities such as action research, professional reading, academic study, discussion and debate with colleagues, and participation in conferences and workshops. They utilise the resources of their professional associations and support and promote the professional growth of their colleagues. They recognise that their professional practice is grounded in a set of personal beliefs and values about teaching and learning, and about the social and cultural importance of music.

3.3 Teachers recognise and respond to a range of different learning contexts

Expert teachers of music can work in a variety of learning contexts. They recognise and acknowledge the relationship between formal and informal learning environments, and they consistently display an understanding of the complex partnerships that underpin effective music education.

4. PROFESSIONAL VALUES

4.1 Teachers demonstrate cultural respect

Expert teachers of music are aware, and teach their students to be aware of cultural issues such as appropriation and acknowledgement. They also recognise the importance of experiencing and understanding cultural traditions by performing and creating in a style that belongs to a culture different from their own. Expert teachers of music actively look for opportunities to celebrate the cultural diversity of their students.

4.2 Teachers follow a code of conduct

Expert teachers of music uphold high professional ethics with regard to their own conduct and that of others in respecting collegial and students' individual and ensemble efforts. They act in an ethical manner at all times when dealing with their students, peers, colleagues, and members of the community. They are aware of legal and ethical issues related to copyright and privacy, and adhere to these in their practice.

4.3 Teachers value music education as a shared enterprise

Expert teachers of music work closely with parents, carers, and the wider community beyond the school to acknowledge that the music education of students is a shared enterprise. They are positive advocates for its learning in the school, wider community and industry. They offer strategies for assisting student musical development outside the formal learning environment. They create and offer additional opportunities to involve students in musical activities outside the formal learning environment in contexts of interest and relevance to the students. They actively engage and collaborate with colleagues.