

Qualifications: Music Teacher [Work in progress]

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INTRODUCTION

A large part of the instrumental education for children in Sweden takes place in municipal music schools. Every municipality decides if it wants to have such a school and what mission the school should have. Those music schools, which in many municipalities have an extended undertaking and in that case are called culture schools¹, started in some cities already in the 1940s, and there are today only ten out of 290 municipalities in Sweden that lack such schools.² In 2009, more than 350 000 children takes part in the activities of those schools, and the council of the Swedish music schools (SMoK) estimates that more than 5 000 teachers are employed in those schools.³ In other words, this means that the municipal music schools are a big labour market for instrumental teachers.

There is no formal assignment for the universities in Sweden to educate teachers for the municipal music schools. Nevertheless, there is an expectation from the state that this task should be carried out. Since there is no central regulation for the municipal music schools, it is a complex undertaking for music teacher education institutions to know what to educate for. What kind of teachers do the municipal music schools look for when they recruit? The purpose of this study is to investigate how the municipal music schools organise the recruitment of new teachers, and what particular qualifications they are looking for when employing new instrumental teachers. The central questions of the investigation are:

- What kinds of qualifications are requested when recruiting?
- Are some of those qualifications considered to be more important than others?
- What are the lowest common denominators regarding qualifications in the inquiry of the music schools?
- How is the selection of applicants made during recruiting?

METHOD

The basic approach I use for this investigation is Grounded Theory. Very little is researched in the topic of recruitment in Swedish music schools so a method that helps generating new theories of the field seems adequate.

¹ In the following I will use only the expression "music schools" but will then include also those schools with an extended mission.

² Editorial in the magazine "Kultursmockan" no.5 2009.

³ According to Dag Krafft, office manager at SMoK (Sveriges Musik- och Kulturskoleråd) 2009-10-23.

Job advertisements and interviews with managers of the municipal music schools is the empirical data that outlines the basis of the generated theories in this thesis. The reason for this is primarily because it is the employer that designs a job advertisement and is also the decision maker when it comes to employment.

The design of the investigation is arranged in three steps or data collections:

Data collection 1: Data of job advertisements for altogether 19 different services from schools all over Sweden. This analysis forms the fundamental interview questionnaire for

Data collection 2: One focus group interview with nine managers of music schools and individual interviews with two additional managers.

Datacollection 3: Data of 25 further job advertisements, now being looked at with the new understanding which will be developed after doing the analysis of the two precious parts of the data collection.

The data will, apart from a comparative analysis, also be analysed through a “filter” of different aspects that mainly comes from my own experiences from being a head of a music school.

Those aspects are:

- *Selection:* How does the employer select the most appropriate candidate?
- *Future:* An examined teacher from the new teacher training educations⁴ first year will probably be on duty to the year 2056. Is the perspective of future integrated in the employer’s minds?
- *Gender:* Are issues of gender on the agenda?
- *Steering documents:* In what way do steering documents influence the process of recruiting?
- *Music pedagogical philosophies:* What articulated underlying thoughts about music education affects the selection of aspirants?

In Grounded Theory the researcher codes the data in categories, which can be seen as a conceptual demarcation. Those categories are given qualities and dimensions and will be grouped according to relational connections (Stålhammar 1999). Through conceptualization it is possible to generate new models and theory from the analyzed data (Guvå & Hylander 2003). Those generated theories are then compared to other research studies concerning municipal music schools and with literature that deals with the process of job recruiting.

PRELIMINARY RESULTS FROM SAMPLE I: JOB ADVERTISEMENTS

Since this investigation is a work in progress I have only up to this day done the first analyzing part of the job advertisements of the first theoretical

⁴ The new teacher training education will be launched in 2011.

sample. I have in this data found eight different categories. They are (with sub categories in parenthesis):

- Competences (musical, pedagogical, organisational, others)
- Personal traits (flexibility, capacity of cooperation, capacity of social interaction)
- Education (music teacher, instrumental teacher, educated by a “musikhögskola”, education of relevance)
- Experience (instrumental teacher, teaching music in the classroom, background of relevance)
- Tasks of work (teaching, doing concerts, administration, development work)
- Ways of work (how, when)
- Pedagogical basic view
- Other

Further analysis is to be continued...

REFERENCES

Guvå, Gunilla & Hylander, Ingrid (2003): *Grundad teori – ett teorigenererande forskningsperspektiv*. Stockholm: Liber.

Stålhammar, Börje (1999): *Grounded Theory och musikpedagogik. Teorigenerering med emperin som grund*. Örebro: Musikhögskolan vid Örebro universitet.

Key words: music schools, recruitment, instrumental teacher, music teacher education.