

TEAM effort

Researchers **Marina Gall, Thomas De Baets, Isolde Malmberg and Ann-Sophie De Praetere** report on a pan-European initiative offering teachers defined learning outcomes, practical resources and exciting new opportunities

The Teacher Education Academy for Music initiative, or TEAM, is a Europe-wide consortium (funded by the EU) of institutions and partners dedicated to improving the training and professional development of music educators.

The TEAM project *Future-Making, Mobility and Networking in Europe*, involving 13 partners from 10 European countries – is coming to an end after three years of work. The collaborative research project focused on school music and music teacher education, and produced multiple online resources and books available as Open Educational Resources. These include information about music teacher education and music in schools in the UK.

Readers may question why, post-Brexit, consideration of European perspectives is important, particularly work that is focussed on teacher education. This article not only explains the resources but also their relevance to UK teachers in 2026 and future years. At the end of the article you'll find links for the topics under discussion.

Learning Outcomes for Music Teacher Education in Europe

TEAM explored a number of specific themes within teacher education and school teaching. One key focus was the development of new Learning Outcomes for Music Teacher Education: statements about 'what learners know, understand, and are able to do after completing a learning process' (EQF-Europass project group, 2024, p. 4). Learning Outcomes (LOs) are the core element of the European Qualifications Framework, and relate to all learning experiences in higher education. The TEAM LOs took into consideration a previous set of LOs for specialists, published 2007, and a set for generalists, published 2013, and built on these.

While the creators understood that, in teacher education courses, generalists often get few, or sometimes no, opportunities to develop music pedagogy skills, it was decided to produce one set for both specialists and generalists, in order to convey a standard that supports high-quality music learning in school classrooms.

Tables A and B on the next pages (downloadable at <https://teacher-academy-music.eu/curriculum-work-and-music-education-advocacy>) are taken from the book chapter 'The TEAM Learning Outcomes for Music Teacher Education in Europe' (De Baets et al., 2026) – the official, first publication of the new LOs. There are 25 descriptors, divided into 2 categories: 20 core descriptors, numbered 1 to 20, and 5 transversal (overarching) descriptors, labelled A to E. Each transversal descriptor should be considered in relation to the core descriptors.



ADOBE STOCK / LONDON

Given that the UK Teaching Standards are generic, it is hoped that these new music LOs will be useful for trainee-teachers' and in-service teachers' personal reflection, and as leverage in discussions with school managers about continuing professional development needs. The new LOs, however, are *not* designed to evaluate music teachers and their teaching practice; the set is *not* intended to assess competence but to stimulate reflection and discussion, with a view to empowering music teachers.

The Erasmus+ programme

Creation of the TEAM LOs suggests a certain level of convergence across Europe. But how is this of benefit to UK in-service and trainee music teachers? The answer relates to upcoming changes in relations with the EU. From 2027 the UK will be permitted, once again, to engage in the Erasmus+ programme. This offers the opportunity to gain EU funding for international placements and partnership projects for organisations involved in education and training.

Erasmus+ enables the creation of international partnerships. Students in higher education can study, train, volunteer or do a work placement abroad, and staff working in schools, further education or higher education can train or teach abroad and take part in professional development activities.

Table A: Core Descriptors

01	Be a role model: Inspire learners with one's own musicianship and artistic open-mindedness.
02	Assist musical journeys: Support learners in exploring their interests and achieving their musical goals.
03	Co-create plans for progression: With students, create plans for their musical progress, taking into account their needs, competences and interests.
04	Connect with musical cultures: Understand and respond to the role of music in young people's lives in and outside school.
05	Enrich school and community life: Create musical opportunities that connect school life with life outside school.
06	Foster musical creativities: Enable learners, collaboratively and individually, to be inventive and inquisitive, and to express and develop their musical ideas.
07	Compose, improvise, produce, and arrange: Create music with an understanding of stylistic, theoretical and technical requirements, and learners' needs, musical competences and interests.
08	Use engaging materials and approaches: Select, adapt, or create appropriate music materials and methods to create meaningful music learning experiences.
09	Facilitate varied music making: Confidently lead singing and instrumental music-making activities.
10	Perform expressively: Communicate music confidently and fluently, vocally and instrumentally, exploring different styles, and adapting to diverse learning environments and audiences.
11	Accompany musically: Play an accompanying instrument (such as piano or guitar) to support learners' musicking.
12	Lead ensembles: Guide and assist vocal and instrumental groups in rehearsals and performances.
13	Promote active music listening: Offer learners different modes of listening and engage them in shared listening experiences.
14	Teach key elements of music: Help learners understand and use musical elements within musical experiences.
15	Read and write music: Read and write music in traditional and alternative notations, and use these to communicate musical ideas.
16	Communicate well: Use clear and encouraging musical, verbal and non-verbal communication modes to foster learning.
17	Promote wellbeing: Plan with awareness of the impact of music and music education on learners' physical and mental health, and social issues relating to music.
18	Manage the music classroom: Design and facilitate learning activities in diverse group settings, ensuring a positive and safe classroom environment.
19	Ensure coverage of curricula: Have a strong awareness of relevant curricula aims and educational policies, particularly those related to music.
20	Assess and feed back: Choose appropriate forms of assessment for music education, to provide feedback in order to guide learning.



HTTPS://TEACHER-ACADEMY-MUSIC.EU

Mobility support for music educators

If an individual or organisation wishes to take part in Erasmus+, they must find an EU partner institution. This is where another TEAM resource can help.

Currently focused on school internships (as part of teacher education courses), a resource-rich online platform has been developed where interested parties can find the contacts and information they need to set up a successful school internship abroad. In addition, to aid those in higher education who are developing partnerships as part of teacher education courses, TEAM has created general guidelines for exchange studies in music teacher education, including design principles and several examples of prototypical plans.

Classroom resources

Democracy, participation, technological competence and sustainable futures in music education are central concepts to the TEAM project. This has resulted in seven open-access resources, which can be adapted for a wide age-range of learners:

- *Sustain Sound* includes modular, hands-on activities such as soundwalks, sound maps, and creative soundscape composition; it offers opportunities for artistic exploration and reflection on our relationship with the environment.
- *Sound Stories* explores sustainability stories and sound.
- *Music Social Hours* connects music with social engagement by using the Sustainable Development Goals (SDGs) as a starting point. Participants explore independently how music can serve as a tool to promote social activities and sustainable development.
- *Democracy in Music Education* and *Who Sets the Tone* both focus on democratic values and participatory practices in music teaching and learning. They support educators in reflecting participation, power relations, and decision-making processes in musical contexts.
- *Electrical Digital Instruments (EDI)* is a collection of materials, teaching methods, and reflections designed to support teachers and students when integrating electronic digital instruments into individual and ensemble music education.
- *Song Writing with AI* has resources for a creative project.

TEAM books

Published by Helbling, the following three new books from TEAM are part of the series *European Perspectives on Music Education*:

1. *Mapping School Music Education Across European Landscapes* presents a key aim of TEAM: to map current school music and music teacher education in Europe. National experts offer information about school music education in more than 20 European countries. They explain historical and cultural traditions, the varied educational systems – provision, curriculum, assessment tools and current trends – and ongoing developments and research.
2. *Harmony and Disruption: Reflecting on Music Teacher Education in Europe* explains how music teachers are educated within the different European countries. The book presents overviews of national systems, case studies which identify major challenges and suggest possible solutions, and analyses of research in music teacher education.
3. *Future-making, Mobility and Networking in Europe: Impulses of Music Education in School, Teacher Education and Professional Development*. This third (and main) TEAM book discusses a variety of aspects from the whole project. It presents perspectives on music education today in relation to sustainability, democratic education and digital music-making in music education; students' mobility; internships abroad; learning outcomes for music teacher education in Europe; mapping music teacher education and music education in schools; and European networking in music education.

These volumes, and the discussion materials below, encourage music teachers in the UK to engage in international collaboration once again, and to benefit – both personally and in their daily classroom work – from exchange and potential networking with European colleagues. **MT**

Links and references

- TEAM: teacher-academy-music.eu
- Erasmus+: erasmus-plus.ec.europa.eu/en



▲ New books in the series *European Perspectives on Music Education* (Helbling)

Table B: Transversal Descriptors

A	Foster inclusivity and celebrate diversity: Acknowledge the different layers of intersectionality in order to counter power relations, and celebrate diverse musical practices and traditions.
B	Cultivate global responsibility: Within music education, promote awareness of societal, cultural, ecological and economic evolution.
C	Use technology where appropriate: Enhance music learning and creativity through the use of music and other technologies.
D	Collaborate and co-teach: Work with fellow staff, diverse stakeholders and across subject disciplines to enrich the musical learning experience.
E	Engage in continuous professional development: Take responsibility for one's own professional growth, adopt a reflective attitude, seek feedback, and contribute to (practitioner) research to advance and innovate music education.

- School internships abroad: tinyurl.com/4vu8xk5r
- Student mobility/study abroad: tinyurl.com/932pd8mt
- Open-access resources for school teachers: tinyurl.com/4fkymy8w
- Publications: helbling.com/at/de/european-perspectives-on-music-education
- EQF-Europass project group (2024) *European guidelines for the development and writing of short, learning-outcomes-based descriptions of qualifications*. Publications Office of the European Union (Cedefop working paper series, vol. 21).
- De Baets, T., De Praetere, A.-S., Gall, M., and Malmberg, I. (2025) 'Future-Proof Learning Outcomes for Classroom Music Teacher Education: a European-wide exploration', *Culture, Education and Future*, 3(1), 82–99. doi.org/10.70116/2980274182
- De Baets, T., Gall, M., Malmberg, I., and De Praetere, A.-S. (2026) 'The TEAM Learning Outcomes for Music Teacher Education in Europe', in Malmberg, Buchborn and Steinmetz (eds.) *Future-Making, Mobility and Networking in Europe: Impulses for Music Education in School, Teacher Education and Professional Development*. Helbling, pp. 207–224.

Authors: Dr Marina Gall, School of Education, University of Bristol; Prof. Dr. Thomas De Baets (LUCA School of Arts, Leuven); Prof. Dr. Isolde Malmberg (University of Music and Performing Arts, Vienna); and Ann-Sophie De Praetere (LUCA School of Arts).

Acknowledgement: *Teacher Education Academy Music, Future-Making, Mobility, and Networking in Europe* is funded by the European Union. Views and opinions expressed are those of the authors only, and do not necessarily reflect the views of the European Union or the European and Culture Exchange Agency (EACEA). Neither the European Union nor the EACEA can be held responsible for them.