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**Cooperation
Between Schools
And Music Schools**

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3. Forms of Cooperation or Interconnections

Model A: Spatial Cooperation

Model B: Music Classes

Model C: Team Teaching with a Music School Teacher

Model D: Class Music of Curriculum-Intensifying Character

Model E: Class Music within the Framework of Extra-Curricular Practice

Model F: Class Music within the Framework of the Model „School Day-Care New“

Additional Important Information

- Leaving School Custody in Favor of Attending a Music School
- Promoting Talent and Exceptional Abilities
- Loose Forms of Cooperation
- Special Forms of Music Education

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„In aner Wölt“, NMMS Weiz II | 06. Juni 2014

Preamble: Aims of Educational Policy

“In addition, schools are called upon to seek cooperation with cultural facilities, such as music schools, orchestras and concert organizers, in order to give the young people a chance to get familiar with the various forms of art. Such offers supplement and enhance the music education in schools and create valuable interfaces between schooling and extracurricular activities.” (Speech held by the Federal Minister Dr. Claudia Schmied at the first Austrian Orchestra Day on 20 11 2011)

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Resolution of the National Council of 19 Jan. 2012

According to the resolution of the National Council of 19 Jan. 2012 concerning creative education within the framework of full-time school models, it should be possible that, *“within full-time school models, music schools, ensembles, choirs, vocal performances and the like as well as theatre and dancing projects – also if they are school sustainer overarching – may be consulted. Such innovative projects are to be accompanied and supported by respective information and counseling.”*



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Structural Characteristics of Regular Schools and Music Schools

Legal Regulations

School Type regulated by law (Schools of general education)

Private schools in compliance with the Private School Act 1962 (with or without public status)

School sustainer

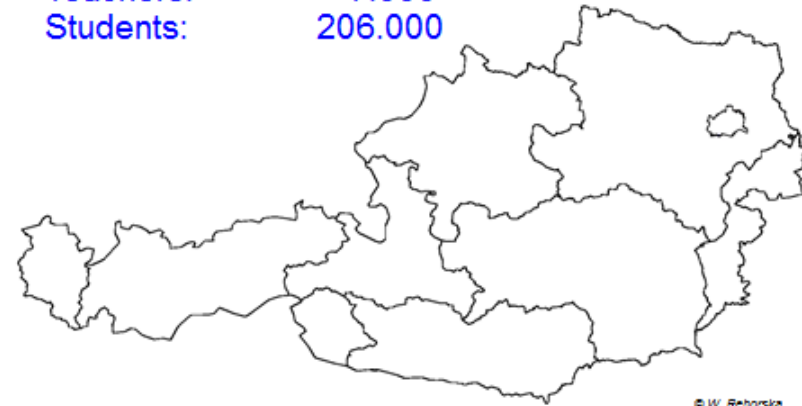
Federal government, community, private entities

Provinces, province affiliated organizations, communities, private entities

Musikschulen in Österreich

Music Schools in Austria

Music Schools: 415
+ Branches 1.452
Teachers: 7.000
Students: 206.000



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Musikschulen in
Österreich

School sustainer: Provinces



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Musikschulen in
Österreich

School sustainer: Provinces

School sustainer: Province affiliated organizations



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Musikschulen in Österreich

School sustainer: Provinces
School sustainer: Province affiliated organizations
School sustainer: Communities



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Structural Characteristics of Regular Schools and Music Schools

School organization

Regulated in the School Organization Act

Regulated in Compliance with the organizational status

Curriculum

Curriculum currently in force for schools of general education

Curriculum of the “KOMU” (Conference of Austrian Music School Organizers), or respectively, internal music school curriculum

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Structural Characteristics of Regular Schools and Music Schools

School supervision

For compulsory schools: District School Inspector.	Inspector for Music Education and Instrumental Music Education
For schools of higher general education: Inspector for Music Education and Instrumental Music Education as well as Province School Inspector	

Participation

Compulsory school education	Voluntary school attendance
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Structural Characteristics of Regular Schools and Music Schools

Financing

No tuition fees (except for private schools)	Parents contribution to private lessons
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Form of Teaching

Class and group instruction	Group and individual instruction
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National Service Law

Nationally binding Civil Service Law for Teachers	Province-specific regulations (community and province-level civil servants or contracted personnel)
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„In der Fremde“, BG/BRG Purkersdorf | 18. März 2014



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3. Forms of Cooperation or Interconnections

Model A: Spatial Cooperation

Model B: Music Classes

Model C: Team Teaching with a Music School Teacher

Model D: Class Music of Curriculum-Intensifying Character

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3. Forms of Cooperation or Interconnections

For joint education projects (model C, D and E) the following applies: in the sense of the project statutes there are class teachers for music education and experts from music schools (instrumental- and voice pedagogues). Instruction has to be planned and carried out jointly by the class teacher and the instrumental/voice pedagogue.

“The use of experts does not release the teacher of his/her responsibility with regard to content and methodology.”

(Principle Decree Concerning Project Education. Recommendations concerning implementation, page 32, Vienna, Sept. 2001)

3. Forms of Cooperation or Interconnections

According to that and within the framework of such cooperation, teachers of regular schools are obliged:

to fulfill the curriculum and performance evaluation.

Neither the fulfillment of the curriculum nor the performance evaluation can be delegated to the music school pedagogues.

to fulfill his/her supervisory obligation.

The supervisory obligation may, according to the Principle Decree Concerning Project Education, be transferred to the music school pedagogue for a limited period of time for part of a class.

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Model C: Team Teaching with a Music School Teacher

Characteristics: Teachers of compulsory schools have to cooperate with teachers of the music schools, in order to implement and deepen the curriculum, beyond covering the music pedagogical aims of the school routine. The weekly hours of cooperation intensify the artistic way of dealing with music during regular morning music classes. The cooperation is a win-win situation and, in addition, develops mutual qualification dynamics.

Role of the class/subject teacher: Responsible for covering the curriculum and carrying out performance evaluation as well as teaching.

Role of the music school teacher: Extramural music expert

Legal status of the music school teacher:

Extramural expert in the sense of the project statutes

Reimbursement of the music school teacher:

Province, community, private school sustainers, parents associations, etc. At public schools free tuition has to be guaranteed.

3. Forms of Cooperation or Interconnections

Such cooperation may last for several weeks, or respectively, extend over a whole school year and beyond.

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Leaving School Custody in Favor of Attending a Music School

“The regulation of Art. 45 Para. 7 lit. b Austrian School Education Act can also be applied in cases when, for instance, the student regularly attends a music school or a sports club during school custody hours.

This also applies per analogy in cases of single or regular participation in rehearsals or performances of a music association (Brass Bands, Choirs, etc.).



Klangwolke Leoben", Hauptplatz Leoben | 29. Juni 2012

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Klangwolke Leoben", Hauptplatz Leoben | 29. Juni 2012



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"Klangwolke Leoben", Hauptplatz Leoben | 29. Juni 2012

Financial Planning

With projects according to Point 3, Models C, D, E, and F, the question of reimbursing the music school has to be cleared, in order to guarantee that regular schools adhere to the principle of free education. Financial means to cover parent expenses may be made available by parent associations as well as private and public donors.

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Additional funding options for projects according to point 3 of Model F:

The agreement according to Article 15a of the Federal Constitution Act concerning the expansion of all-day school forms foresees measures

“to improve the infrastructure of schools, requiring the support of the government”.

(Agreement according to Article 15a of the Federal Constitution Act concerning the expansion of all-day school forms Para. 1 lit.1)

With this, the procurement of instruments, adaptation of rooms, and equipment of practice rooms, etc. can be financially supported within the framework of all-day school care.



Kwela, Kwela – 29. April 2014 | Schladming, Kongresshalle

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