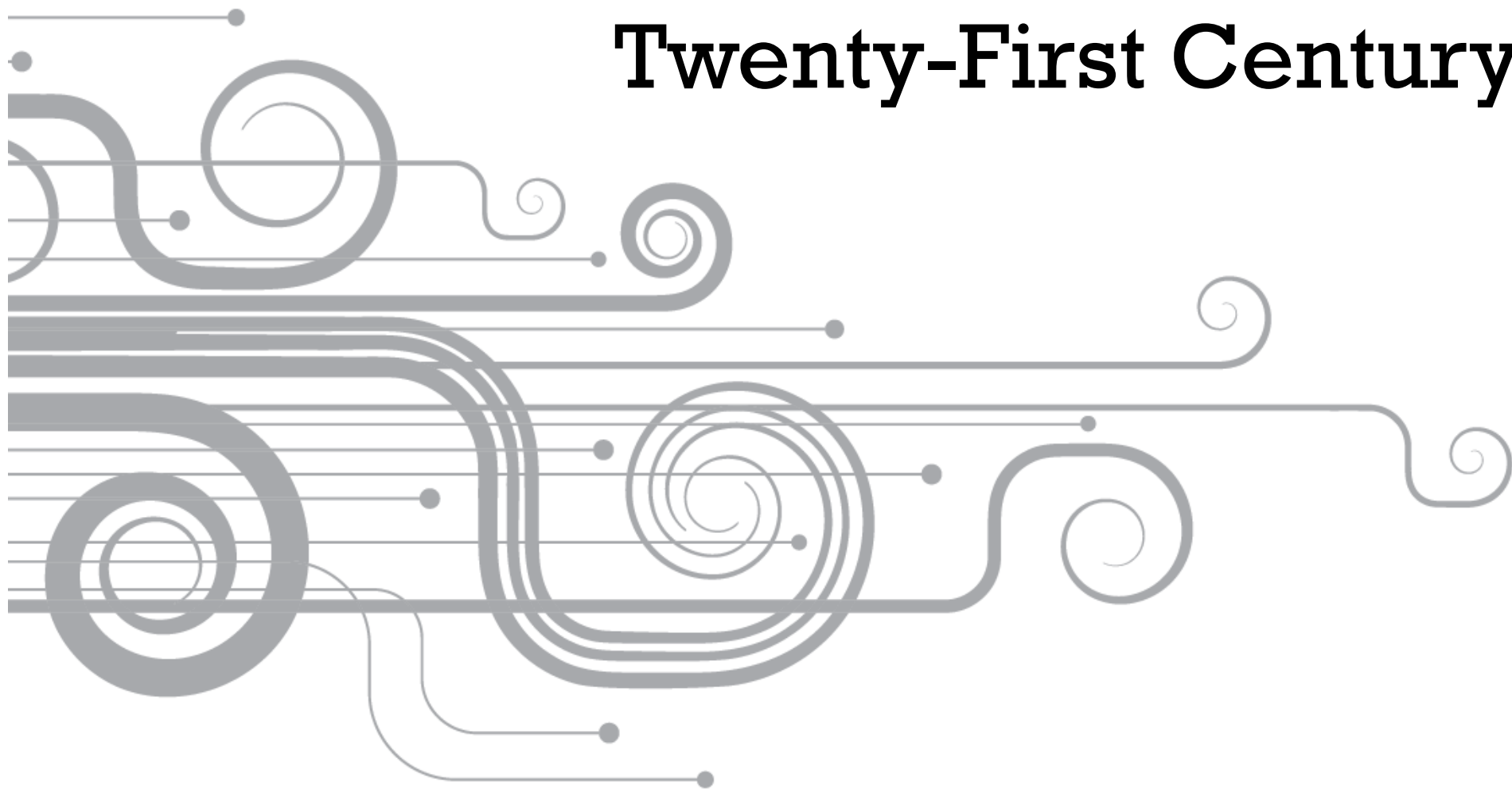


Chapter 3
Becoming a Highly Effective
Instrumental Music Educator in the
Twenty-First Century



Learning Objectives

- By reading this chapter and successfully completing the suggested activities, you will be able to
 - assess your personal and professional strengths relative to the knowledge, skills, and attributes needed to teach instrumental music effectively in today's ever-changing learning environment;
 - identify ways to cultivate personal and professional habits and dispositions needed to be an effective instrumental music educator in the twenty-first century.

Introduction

“It is change, continuing change, inevitable change, that is the dominant factor in society today. No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be . . .” (Isaac Asimov, 1981, p. 5)

The Twenty-First-Century Instrumental Music Teacher

- Churches identifies eight attributes of highly effective twenty-first-century educators:
 - Adaptive
 - Communicative
 - Collaborative
 - Willing to learn
 - Visionary
 - A leader
 - A model
 - A risk-taker

Transposing Covey

- Stephen Covey's celebrated bestseller *The 7 Habits of Highly Effective People* (1989) has inspired individuals in all walks of life to become more effective, both personally and professionally.
- Covey's principles have not gone entirely unchallenged; however, they can be used to improve the personal and professional effectiveness of instrumental music educators.
- According to Covey, habits are internalized principles and patterns of behavior that develop at the intersection of knowledge, skill, and desire.

Habit 1: Be Proactive

- Proactive individuals
 - focus on the positive;
 - view problems as opportunities rather than barriers;
 - search for creative solutions;
 - have a sense of empowerment, agency, and self-efficacy.

Habit 1: Be Proactive, cont'd

- Proactive educators
 - advocate in good times, don't wait for a crisis to react;
 - don't wait for others to solve problems;
 - identify solutions that are both workable and reasonable for all concerned;
 - are proactive, positive, and collaborative team players rather than a reactive complainers or passive resisters;
 - are able and willing to constantly assess and initiate change when the need arises.

Habit 1: Be Proactive, cont'd

- There are several ways for music teachers to apply Habit 1:
 - Strategic planning and planning strategically
 - Classroom management and leadership
 - Musical understanding by design
 - Ongoing professional development
 - Implementing changes required to better meet the musical needs and interests of twenty-first century learners
 - Being proactive is a requisite attribute upon which Covey's Habits 2, 3, and 7 rest.

Habit 2: Begin With The End In Mind

- Habit 2 is about having vision and goals.
- Starting with a clear vision of the end or goal has a multitude of applications for the instrumental music educator.

Habit 2: Begin With The End In Mind, cont'd

- There are several ways for music teachers to apply Habit 2:
 - Philosophy. Your philosophy is largely a statement about your vision of music education.
 - Advocacy. Having a clear vision of the purpose or end of music education gives us the rationale we need to advocate more effectively.
 - Strategic planning. Begins with 'beginning with the end in mind' and setting goals.
 - Professional development. Also begins with setting goals.

Habit 2: Begin With The End In Mind, cont'd

- Instructional planning. UbD or “Backward Design” is based on the principle of “beginning with the end in mind.”
- Assessment. Begins with having a clear vision of the intended learning and identifying the indicators of success or achievement (i.e., “the end”).
- Leadership. Leadership in the music classroom and beyond starts with vision of the goal or end.
- Conducting and performing. Being an effective conductor begins with having a deep understanding and musical concept of the score you are conducting (i.e., the end result).
- Envisioning and planning for the future.

Habit 3: Put First Things First

- Habit 3 involves managing your time in ways that enable you to attend to things that are truly important.
- This means not letting things that are important get sacrificed for things that are merely urgent.

Habit 3: Put First Things First, cont'd

- There are several ways for music teachers to apply Habit 3:
 - Make “to do” lists.
 - Prioritize according to both importance and urgency.
 - Be very selective in the type and number of activities undertaken.
 - Ensure the activities and performances are consistent with your philosophy and goals and are aimed at maximizing students’ educational and musical development, not simply activity for activity’s sake.

Habit 3: Put First Things First, cont'd

- Be organized and manage your time wisely. Delegate whenever possible.
- Use technology to assist with “administrivia” (e.g., assessment, record-keeping, administrative tasks such as budgets and inventories).

Habit 4: Think Win/Win

- This is very different from compromise.
- It means everyone wins or no deal, as opposed to I win/you lose or we compromise and no one really wins.
- A philosophy of human interaction that seeks the mutual benefit and satisfaction of all.
- “Win/Win sees life as a cooperative, not a competitive arena” (Covey, 1989).

Habit 4: Think Win/Win, cont'd

- Can occur on increasing levels of commitment: coordination, cooperation, and collaboration.
 - Coordination: Planning together to ensure things run smoothly.
 - Cooperation: Working together for the mutual benefit of all concerned.
 - Collaboration: Working with others in an interdependent manner over a period of time to create something unique, significant, and mutually beneficial.

Habit 4: Think Win/Win, cont'd

- Habit 4 has many applications when working with students, colleagues, administrators, and students' parents.
- Any musical ensemble should involve coordination, cooperation, and collaboration rather than competition (i.e., a model of Win/Win).

Habit 5: Seek First To Understand, Then To Be Understood

- “Seeking First to Understand” is probably the hardest part for most people. Empathetic listening “involves a very deep paradigm shift. We typically seek first to be understood. Most people don’t listen with the intent to understand; they listen with the intent to reply. They’re either speaking or preparing to speak. They’re filtering everything through their own paradigms, reading their own autobiography into other people’s lives” (Covey, 1989).

Habit 5: Seek First To Understand, Then To Be Understood, cont'd

- There are several opportunities for music teachers to apply Habit 5:
 - Working in conflict situations with students, parents, colleagues, and administrators.
 - Leadership and management in the rehearsal room.

Habit 5: Seek First To Understand, Then To Be Understood, cont'd

- Through empathetic listening opportunities for meaningful and genuine communication emerge.
- Understanding is achieved much more quickly and difficult discussions are fewer and more likely to resolve positively.
- Your interpersonal communications and rapport improve significantly if you communicate empathetically.

Habit 6: Synergize

- “Synergy is the essence of principle-centred leadership. . . . It catalyzes, unifies, and unleashes the greatest powers of people” (Covey, 1989).
- Synergy is conventionally understood to mean, “the whole is greater than the sum of its parts.”
- Covey explains that when synergy is at work the relationship the parts have to each other is a part in and of itself.

Habit 6: Synergize, cont'd

- There are several opportunities for music teachers to apply Habit 6:
 - Conducting. Any fine musical ensemble is a perfect model of synergy in action.
 - Leadership and management in the music classroom.
 - The dynamics and interactions in positive and productive learning environments are also synergistic.

Habit 7: Sharpen The Saw

- A basic principle of giving is that you cannot give what you do not have.
- If you constantly give without replenishing yourself personally and professionally, the ultimate result is burnout—you simply have nothing left to give.
- Therefore, it is essential that you find ways to renew yourself (i.e., “sharpen the saw”).
- Habit 7 addresses principles of balanced self-renewal.
- It ensures you continue to have something to give throughout an entire career.

Habit 7: Sharpen the Saw, cont'd

- “It [Habit 7] surrounds the other habits on the Seven Habits paradigm because it is the habit that makes all the others possible. . . . It’s preserving and enhancing the greatest asset you have—you. It’s renewing the dimensions of your nature—physical, spiritual, mental, and social/emotional. . . . It means exercising all four dimensions of our nature regularly and consistently in wise and balanced ways” (Covey, 1989)

Habit 7: Sharpen the Saw, cont'd

- Begins with:
 - Self-assessment
 - Critical reflection
 - Habits 1, 2, and 3

Habit 7: Sharpen the Saw, cont'd

- Critical reflection uses a conscious, systematic, analytical, and metacognitive approach to learn from past experiences and plan for the future.
- It involves four basic steps:
 1. Observation of an event or experience
 2. Description of an event or experience
 3. Analysis or assessment of the event or experience
 4. Exploration of the implications for the future (So what? What did I learn from this experience and what does this mean in terms of my future actions? Or, alternatively, what did I learn and how am I going to use this information?)
- Critical reflection is a powerful professional development tool for teachers and other professionals.

The 8th Habit: Find Your Voice And Inspire Others to Find Theirs

- In 2005 Covey published a sequel, *The 8th Habit: From Effectiveness to Greatness*. Essentially the 8th Habit is about inspiring others and creating an environment where people feel engaged.
- Covey's use of the word "voice" refers to "the voice of the human spirit" and "unique personal significance—significance that is revealed as we face our greatest challenges and makes us equal to them" (Covey, 2005).

The 8th Habit: Find Your Voice And Inspire Others to Find Theirs, cont'd

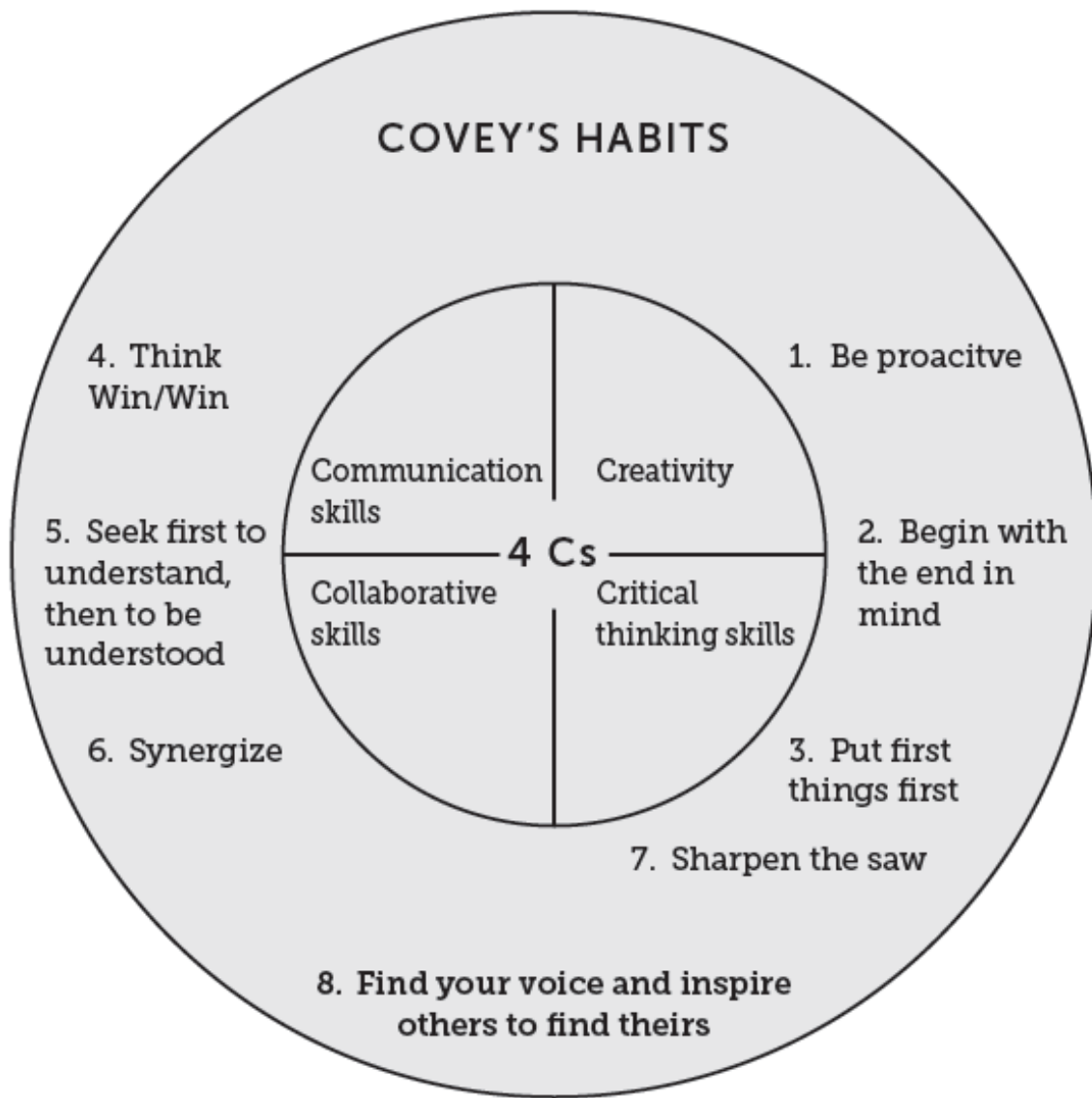
- Covey explains that your voice lies at the nexus of your talent, passion, need, and conscience:
- “When you engage in work that taps your talent and fuels your passion—that rises out of a great need in the world that you feel drawn by conscience to meet—therein lies your voice, your calling, your soul’s code.” (Covey, 2005).

The 8th Habit: Find Your Voice And Inspire Others to Find Theirs, cont'd

- Find and communicate your passion.
- Passion is contagious. Passion inspires.
- Effective teachers have a strong sense of personal and professional identity and integrity that allows them to connect themselves with their passion for their students, teaching, and their subject area. (Parker J. Palmer, 1998)

The 8th Habit: Find Your Voice And Inspire Others to Find Theirs, cont'd

- Teacher identity is important part of educational research.
 - A teacher's sense of self as a professional.
 - Is a complex construct because “teacher as professional” is inextricably linked to “teacher as person.”
 - Many personal variables contribute to teacher identity such as philosophy, agency or self-efficacy, stage of career, grade level taught, age, educational and personal backgrounds, specialist versus generalist, and gender.
 - Is an even more complex issue for music educators. The term “music educator” implies dual roles: musician and educator. Music educators often feel tensions as a result of their dualistic role.
 - Research has found differences between music educators who self-identify primarily as musicians and those who see themselves mostly as teachers.



Highly effective
twenty-first-century
instrumental music
educator:

- Communicator
- Visionary
- Leader
- Collaborator
- Risk-taker
- Change agent
- Adapter
- Lifelong learner
- Model
- Multi-musical
- Knowledgeable
- Identity (connects self with *passion* for students and subject)