

Abstract

The current state of knowledge indicates that music teachers do not always receive the support they need to conduct their teaching according to the curriculum (Nielsen & Karlsen, 2021). Studies also show that there are differences in the opportunities student teachers are given to develop their professional competence (1).

The certification requirements for school music teachers vary from country to country. In Sweden there are several educational pathways for becoming a qualified music teacher in grades 1–6. The scope of music teacher training also varies, depending on the programme and the educational institution, which studies from Finland, Denmark and Norway also show (1; 2; 3). Patterns of inequality are already reproduced in teacher training programmes and needs to be addressed as the lack of diversity may inhibit future development (4). This raises the question of whether a discrepancy in educational tracks results in different professional expertise and unequal preparation for teaching music.

The present sub-study examines the state regulations and policy documents of music teacher education programmes in Swedish universities and university colleges. The policy analysis focuses on the selection of educational content, i.e., what is considered essential for student teachers to learn in relations to teaching music in grades 1–6. Furthermore we analyse the relationship between those state regulations and their interpretations by institutions.

Our findings demonstrate that teacher education programmes differ markedly as to what is considered necessary professional knowledge for teaching music. The variety of interpretations results in inconsistency among higher learning institutions. Moreover, student teachers are given unequal opportunities to prepare themselves for a career as music teachers.

References

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