

CASE STUDY
“THE INTEGRATED MUSIC ACTIVITIES AND DEVELOPMENT OF CREATIVITY”
(training programme for the music teachers of the pre-school institutions)

**Estonian Academy of Music and Theatre &
Estonian Society for Music Education**

Information about the project

Duration: 1 June 2010-15 March 2011
Project performer: Estonian Academy of Music and Theatre, Continuing Education Centre
Project financier: Estonian Ministry of Education and Research
Project partner: Estonian Society for Music Education

Note: This is an example of the promotion and supporting of integration in Estonian society through learning – it demonstrates that integration really takes place only through common interest – in this case it's music. Usually why integration projects do not work - especially in Estonia - is because the main purpose itself is the integration which seems to be forced on us. If we choose more content and a human approach we will achieve much more and better results. This CS is also a good example about the cooperation between university and NGO.

<p>Aims of the project</p>	<p>The aims of the project are:</p> <ul style="list-style-type: none"> • To develop the knowledge and skills of the pre-school teachers in order to integrate subject and language training • To contribute to the linguistic and professional competences of music teachers considering the modern approaches to educational science. • To promote and support integration in Estonian society
<p>Project outline</p>	<p>Since 2006 the Continuing Education Centre of the Estonian Academy of Music and Theatre has carried out continuing training for the pre-school music teachers. The continuing education programme “Music Activities in Bilingual Learning Environment”, which first began in 2008 and has been extremely popular among the target group, plays an important role in this.</p> <p>According to the feedback from the target group, the needs for continuing professional training were clarified; the compiling and publishing processes of the necessary study-materials were planned.</p> <p>The process of designing a new training programme was based on the National Curriculum of the Pre-School Institutions as well as on the contemporary approaches to educational sciences and feedback from</p>

	<p>previous training programmes.</p> <p>The study process was based on the joint activities of the teachers of Estonian and Russian languages. With the purpose of developing the language competences, the training was conducted in mixed language groups (teachers from Estonian- and Russian- speaking pre-schools).</p> <p>138 pre-school music teachers wished to attend the training programme. According to the date of registration, 111 teachers were invited to join the training (4 study groups). About 101 music teachers fully attended the training course and about 10 of them covered it partially.</p>
Assessment and evaluation of the outcomes	<p>The assessment of the results was measured by the interest, satisfaction and activism of the participants as well as by the accomplishment of the overall objectives.</p> <p>The learners' active involvement in the programme was remarkable. The socialisation and integration of the teachers who conducted their activities in Estonian and Russian languages took place in the best sense. The feedback from the learners was very positive confirming the fact that the overall purpose of the project had been fulfilled.</p> <p>The feedback on the project can be summarized by quoting an idea from one of the teachers, "This training project demolished the stereotypes in our thinking".</p>
The achievements and positive outcomes	<p>The most important achievement /the most important positive outcome of the training session was that the skills of the pre-school institutions' music teachers to conduct the activities in the Estonian language improved significantly. Both the teachers working in an Estonian or Russian speaking environment in pre-school institutions follow the standards of the music teaching principles.</p>
The problems and failures	<p>The only problem was related to a large number of learners who all wanted to attend the training session (about 138 applicants to 100 places available)</p>
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