What Effective Music Teachers Do Differently
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Why is one music teacher more effective than another? What musical abilities, communication skills, educational experiences, music teaching techniques, and personality characteristics discriminate competent music teachers from less competent one? What classroom conditions are associated with students attaining high musical achievement? Such questions are central to the study of how effective music teachers are, as cited by Manny Brand of the University of Houston.

Moreover, not only music educators asking such questions but so are principals, supervisors, parents and researchers. Researchers’ perceptions and beliefs noted some ways music teachers can be effective; Their ability to play piano, their ability to inspire students, likewise, their knowledge of musical and their intelligence. Each person develops somewhat different ways to fulfill the role of teacher. Music teacher’s personality is the most important quality in determining effectiveness, the student who likes the teacher, and believes the teacher likes him, will learn more effectively.

An effective music teacher has passionate commitment and worth as a professional. To look on pupil performance as the ultimate criterion of a teacher’s effectiveness, the effect that the teacher has on learners, make an effective music teacher as one who is able to bring about intended music learning outcomes. Successful music teachers need to interact with large numbers of children and show an almost exclusive concern for meeting the musical needs and development of others. Some behaviors, qualities and characteristics considered most important by music teachers as a whole include:(1) enthusiasm for teaching and caring for students, (2)strong but fair leadership, (3) observable student enjoyment, interest and participation,(4)communication skills, (5) sense of humor, (6) in depth musicianship, (7) knowledge and use of good literature, (8) strong rapport with students, individually and the group as a whole, (9) high professional standards for him or herself and (10) use of positive group management techniques.

Interestingly, there are differences in identified music teacher competencies based on content specialties. Choral directors for example, cited musicianship and skill in diagnosing and correcting problems during rehearsal as the most important competencies. Contrastingly, general music teachers felt that the most important competencies were the ability to present creative, well-paced lessons involving a variety of activities and enthusiasm for teaching and caring for students. Finally, instrumental directors listed a ground working knowledge of all instruments and strong, yet fair discipline as their moist important competencies.

In sum, Effective Music Teachers tend to be extrovert, enthusiastic and sincerely care for their students. Further, Effective Music Teacher’s Competence include musicianship particularly skill in diagnosing and correcting musical errors and the use of voice in demonstrating performance techniques, skill in classroom and rehearsal management and the ability to relate lesson objectives to students’ interests and needs. Lastly, Effective Music Teachers demonstrate high energy and enthusiasm in the rehearsal or classroom and use a variety of instructional methods to have an enjoyable and effective music lessons.

Reference:
Manny Brand on Research in music teacher effectiveness