POLITICS, ETHICS, LEADERSHIP, AND PROFESSIONALISM

Or: Why should the leadership of music teacher education pay attention to the global crises of economy and climate?

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**MAJOR CRISES**

- The world economy
- The global climate
- The oil leak in the
- Mexican gulf

**MUSIC EDUCATION**

- Aestheticism or praxialism
- Non-musical or musical outcomes
- Formal or informal practices
- Impact of world music
VITAL CHALLENGES AND DILEMMAS OF MUSICAL LEADERSHIP
- political as well as ethical and professional sides
The environment of music education practices

The contemporary condition of society and culture:
Value relativism, multiculturalism, the democratization of knowledge dissemination

Explanatory theories of modernity

Reflexive modernity
(Beck, 1994; Luhmann, 1995)
Reflexive modernity


Beck (1994): Risk society:
- Economic crises
- Ecological crises
- States of emergency [by] great catastrophic accidents

“People today are being expected to live with a broad variety of different, mutually contradictory, global and personal risks” (ibid.: 7).
Forced to make selections
   (Luhmann, 1995)

Construct grand narratives
   (Lyotard, 2001)
   (Johansen, 2008)
Three grand narratives with interconnections and overlaps

The grand narrative of Neoliberalism

The grand narrative of Quality by control

Music teacher education

The grand narrative of Back to basics
The Neoliberalist grand narrative of education

- A vision of the free operation of a global market system as the primary means for solving social problems (Smith, 2003)
- Education: a business
- “aggressive attempts to commercialize the school environment” along with making schools “responsible to outcomes or product based measures” (ibid.).
- Precedence to “financial accounting procedures over actual pedagogical needs” (ibid.)
- Knowledge as a commodity, students and parents as customers; school authorities as stake holders; the educational institutions’ accountability.
The grand narrative of Neoliberalism

*Educational quality in higher education* ¹)

Rigid control

Music teacher education

The grand narrative of Quality by control

The grand narrative of Back to basics

The mantra of control

• Industrial quality systems
  – e.g. “kaizen” and “Deming circle” (Stensaker & Maasen, 2005)

  • Subject assessments
  • Audits
  • Other evaluations

Quality agencies
The mantra of control

Industrial quality systems’ perfectness:
Withdrawal of cars – safety problems
Oil leak in the Mexican Gulf...

”High speed industrial dynamism sliding into a new society [in which] “progress can turn to self destruction”

(Beck, 1994: 2)

Higher education,
with music teacher education as one of its branches maintains its belief in securing quality this way.
The obligations and challenges of leading music education

• Music teacher education: One of the areas where the shortcomings of the Neoliberal, control-oriented educational regime can be seen most clearly.

• A philosophical ground on which global crises and music teacher education meet.

Challenges for the leadership of music teacher education
Challenges for the leadership of music teacher education

• Ethical
  – Responsibilities towards the subject, the professors, the cooperating teachers, the authorities, the student teachers and their future students and parents.

• Political
  – Differentiate between policy and politics and see their interrelations.

• Professional
  – Awareness of what it entails to belong to a profession, to be professional; and what professionalism means.
Dilemma 1

Obligations towards the student music teachers’ futures: Compliance or agency?

- Maintain education with fidelity.
- Realize potential for student teachers’ outcomes.
- Identify different ways of organizing education and society.

The principles of the existing regime

- Reveal and criticize Shortcomings.
Dilemma 2

Obligations towards the leaders’ own competence development: Stability or change?

Cope with, master, excel in
The principles of the existing regime
Criticise, change, see alternatives to

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Dilemma 3

Leaders’ obligations as knowledgeable citizens: Playing the game or ”blowing the whistle”?

Utilize assets, Minimize shortcomings

The principles of the existing regime

Point to shortcomings
Take part in the debate on education as well as music education
Concluding remarks

The nature of music and Music education  Sensitive instrument  Particular responsibility

Musical leadership
Surrounding environment
Challenges and shortcomings
Cultural, societal; and global challenges

Leadership – connections to politics, ethics and professionalism.

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REFERENCES


