



## RESOURCES FOR STUDENT MUSICIANS - EDUCATOR GUIDE

### Learning from Career stories

When working with career stories, it is useful for students to refer to questions that will guide their reading. These questions can be developed utilising some of the other resources, particularly those focused on identity, preferences and goals. However, the questions on the next page will give students a head start. These questions are also included on the final page of the student resource. Lifelong learning can be described as a concept spanning an entire lifetime in a process of “transforming experience into knowledge, skills, attitudes, values, emotions, beliefs and the senses,” (Jarvis, 2002, p. 60). This learning includes the knowledge, skills and attitudes that extend well beyond formal education. In a world of rapid change, people come under the influence of circumstances that create new experiences and challenges from which they can continue to learn throughout their lives. The lifelong learning concept goes further than ‘permanent education;’ its innovative dimension lies in a new approach to the process and context of learning. Graduates need to be lifelong learners in order to adapt to continuous change. This encompasses more than just taking courses in the framework of continuing professional development. It is important to establish how new graduates can strengthen their identities as entrepreneurial and reflective professionals. One of the most powerful ways of illustrating this is with the narratives of professionals with diverse career paths.

#### **References**

Bennett, D. (Ed.). (2012). *Life in the real world: How to make music graduates employable*.

Champaign, Illinois: Common Ground Publishing. Jarvis, P. (2002). Lifelong learning: Which way forward for higher education? In D. Colardyn (Ed.), *Lifelong learning: Which ways forward?* Utrecht: Lemma.



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## Activity

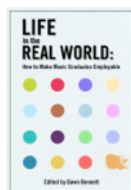
The following reflections refer to the musician biographies included. When asking students to critically reflect on biographical accounts, it is a good idea to encourage responses based on questions such as the ones below.

A consistent feature of the musician biographies is the need for lifelong learning. Discuss what students might need to do in order to keep learning once they have graduated.

- The biographical accounts of musicians are very different, but they have issues in common. Reflect on these differences and common issues and make links to your own 'biographical account'.
- Identify and reflect on the crossroads—key decision points—in your personal and professional development. Who played a significant role at these times? To whom did you go for advice? What can you put in place now for the next time you face a major decision?
- Biographical accounts raise a number of challenges and opportunities within the music profession: for example, creative workshops in the health sector or prisons, or innovative cross-arts collaborations. Look for examples of these and reflect on what might be of interest to you. You might also pose the questions below.
  - What, specifically, interests you, and what will you need to make it a reality?
  - What is the first step, and when will you begin?
  - What is the relationship between your performing and your teaching?
  - What might your personal educational leadership look like, now and in the future?
  - For broader advice on learning from career stories and biographies, click [here](#).

## Student resource

The student resource for this guide can be found on the [Developing EmployABILITY student website](#) and in the [music toolkit on our educator website](#).



This tool comes from *Life in the Real World: How to Make Music Graduates Employable*, published by Common Ground in 2012. You can order it [here](#).

This resource was contributed by Dawn Bennett (Curtin University).

'Reading and reflecting on Musician Biographies and Profiles' was contributed by Rineke Smilde.

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