# Panel discussion: Thinking about the future from the perspective of the now

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*Where are we now and what are interesting developments?*

LearningLAB was implemented, but innovative practices are difficult to implement in traditional environment. During the exams in November 2024 the teacher conversations were about students' needs and how to use LearningLAB to enhance student learning and facilitate students' well-being. In the first year participation was voluntary, the program is now obligatory. As soon as routines are in place and participants see the benefits there is no resistance. We have set up communication lines to create teacher teams, these teams started to develop organically and are supportive of the program.

*Do you see a difference between the world inside the YoungKC and outside the YoungKC?*

Outside the institute there is more and more individualization, you could even speak of loneliness in the sector. Teachers have private practices and few opportunities to cooperate within the setting of teams. In the YoungKC mechanisms are in place to enhance social interaction and community building. This is now connecting to the public and to other departments. It would be wonderful if there would be even more connectivity through all departments and subjects in the KC. A utopian vision would be that kids train kids, using the power of peer learning. This would connect to how music teaching was setup in Naples in the Baroque aera where students would train beginners.

*Would changes in terms of content be appropriate? The workspace of musicians is broader these days and the orchestra or the solo career seems less relevant.*

Entrance exams are important, an important goal of the YoungKC is to bring students to a technical and musical level with which they can enter the conservatoire. We do create projects for our students with the idea of showing them a broad workspace and many possible roads to development. We also perform in different places, where the acoustics aren't always wonderful but we do reach broad audiences.

*Can we influence the higher music education?*

We can influence the broad development of our students; they can set their own goals and look for fitting education and teachers in fields they would like to grow in. Young kc students are individuals, entrepreneurial and creative, they love playing in an orchestra, but they do know the workspace is broader. When recruiting instrumental and vocal teachers we have a specific blueprint. People that can work in teams are very important. Most important is that a new colleague talks about the student, not only about their cv and ideas on teaching. At the YoungKC we are looking for ways to give students

autonomy and be creatives, at the KC we are looking for pedagogues, not only great performers. The development from the pi program (5 years) stems from training qualities such as making music by ear and singing. When the young children grow up they often keep on being part of the community and help and support the younger children.

*What could be a next step – decentralizing music education?*

Sometimes all that is needed is to have a space in which something can happen. Supportive management is important when implementing new and innovative practices. Music education was and is still very much centered around the main subject teacher. To decentralize this set-up, good plans should be in place and there should be constant monitoring. Students have a special bond with their teacher, they can easily get confused when they receive conflicting information. We need experts in teams, and knowledge about each other's lesson content and pedagogical approaches. The diversity in skill sets within teams is also very important.

*Student centered – teacher lead. How can we balance educating musicians in today's society and what should the curriculum offer?*

Organizational skills to work in communities and networks and how to build networks within existing communities both in cities and online.

In the future we need to keep on building and creating programs that reflect the age we live in.