The HfM is an impressive, vibrant institution. We were made very welcome and the staff we met were very interested in and supportive of the work of the Polifonia INVITE group. The meetings we had with staff and students, our observations of a number of practical sessions and supporting documentation demonstrated the importance of pedagogy studies within the overall work of the institution. We found strong evidence of real commitment on the part of the HfM to ongoing development in the area of music teacher education.

A number of important features underpin this development and, we consider, are of particular interest to the Polifonia INVITE Working Group.

- HfM has taken advantage of the recent implementation of the Bologna system to review its curriculum
- More specifically, there has been an opportunity to review the pedagogy programme since the appointment of the current course leader in April 2009
- There is a flexible approach to study allowing students to engage in a range of courses: artistic, instrumental pedagogy and school music
- A high level of performance / artistic standard is expected of pedagogy students with a demanding entrance examination
- The institution is keen not to lose the artistic profile for its pedagogy students i.e. the artistic profile and pedagogy are equal partners. ‘We want artists who know teaching.’
- The institution recognises and promotes the value of a portfolio career for its graduates
- Partnership with the Music Schools is key with some tutors working in both institutions and opportunities for students to secure work at the Music School.

Tine Stolte and Geoffrey Reed
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