



Interest – as a teacher, you are potentially the first step into the musical world for a lot of these students. Providing them with variety and the opportunity to have their own voice.

Skill – is what most of us are doing naturally anyway

Love – is probably the most important thing. As much as we would love everybody to be highly accomplished and advanced players, we know that the majority of students will just play for fun.....and there is nothing wrong with this.

Our relationship with our students is the most important thing in developing all three.



Three words that underpin this section.

Focusing on the child, not simply the behaviour

Creating a positive learning environment.

PACE – research theory developed by Dan Hughes ([What is meant by PACE? - DDP Network](#)). Aim is to reduce the level or risk of any conflict, defensiveness or withdrawal from a student and see the strengths and positive features that lie beneath the challenging behaviour.

Playfulness

Acceptance

Curiosity

Empathy

While it can be easy to jump to "they're a naughty child", or get into the habit of only focusing on the negative behaviour in class – important that we reflect.

Why is the student behaving like this? What has happened (through good relationships with schools, they may have given you a heads up)? Could I do anything differently? Am I modelling the correct behaviour?

Playfulness – showing a human / relatable side (making a joke, sharing a personal experience etc.) whilst remaining professional. Students are less likely to respond to you in a negative way.

Acceptance – accepting their feelings, thoughts, motives. Does not mean you are accepting the behaviour; just the reason behind it. Gives a sense of safety.

Curiosity – reflection opportunity. Wondering about the meaning behind the behaviour and helping the students to reflect on why. This then helps the student to reflect in the future and possibly prevent it. Being curious and asking questions like "what do you think happened? Am I going too fast at the moment?" rather than "Why did you do that?"

Empathy – understanding the feelings and showing that it is important. Example – if they are shutting down because of technique, do you have a similar experience that you could share with them? What happened? How did you feel? How did you get through it?

We are helping to develop the student as a person, not just a musician.

Having more understanding of the reason for behaviour, lack of motivation or engagement etc. helps students feel more secure with you, engage more, feel safer and build trust. Music can be quite a vulnerable thing to learn and that trust needs to be there to unlock their true potential (whatever that may be).

Positivity?

"Stop shouting out!"

"Why haven't you practised?"

"I need you to focus."

"X's attendance is poor and this has affected his progress."

Have you heard yourself say comments like this from time to time? It can be completely unintentional and certain times of the year might trigger it more. The main thing is to be aware – can you spin the comment to avoid a negative reaction? Avoiding words such as stop, don't, why – confrontational.

Focus on those who are behaving (before they disengage) – "X is showing me that they are ready. Be like....."

Focus – is there something that is distracting them? Is it an easy fix?

Attendance – there is a new national framework to improve attendance. In terms of our role, we need to monitor attendance (and mark it on Eepos). Follow up with the schools – for primary, ask the office on the way in if any of your students are off or go and collect them from class. Secondary is more difficult to collect from class, especially in the bigger higher schools. Please report any absences to your music lead each week – some high schools can get students out of lessons.

Practice

Realistic expectations

Think about how else students can progress
– is practising independently the only way?
How do we **inspire** them to **want** to
practise?

Something extra to think about.....
How often do you practise?

Look at more in the report writing training later in the year.

Realistic expectations – primary age, secondary age, those who want to do exams, those who want to play it as a hobby, those who have a busy home life – what are we expecting?

Inspire them to want to practise – if they don't want to, that turns it into a chore. Affects interest and love.

Mentioned a lot in reports

How well do you know your students?

Knowing their names – challenge with whole classes.
Pronunciation.

"What music do you like?" = no answer/vague answer

Pronunciation – if you are lucky, try to get the student lists prior to starting (whole class – to create name cards etc.). YouTube is good for how to pronounce names. You have instantly engaged a child if they see that you have made the effort. Don't be afraid to show the human side and make a mistake.

"What music do you like?" – can you answer it? It is a huge question and students don't want to say the 'wrong' thing. Suggestion to listen to a section of music and you talk about what you like about (introducing the terminology. Over time, they will join in because they know what is 'expected' of them). Music tournament – comparing two pieces and then choosing their favourite until there's a 'winner'.

What have you learnt from our discussions today that you will try to implement in your teaching?



Have you noticed any unconscious biases in yourself?

What will you do to increase your self-awareness and ensure your unconscious bias doesn't influence your decision-making in your teaching?



Are there any areas you have learnt about today that you would like to find out more about? Write down/discuss how you will research it.

Recommended resource: www.uprisingballoon.com

