

<p><b>Instructions for use of framework.</b></p> <p>Each session is designed to draw your attention to key areas of successful teaching practice.</p> <p>Use this document to highlight areas of “Good” practice within your own teaching skills. Ask the questions of your own practice and the learning of your students, using the key points as useful starting points.</p> <p>There may however be more key points that are of use to you and are not listed here – add these for yourself in the blank document.</p>	<p><b>Creating a safe space.</b></p> <p><b>What is contained within the immediate environment that is either conducive or an obstacle to quality musical interaction (learning) taking place?</b></p> <p><b>What might “Participants/Pupils” bring with them in terms of behaviour, expectations, and ability that is conducive or an obstacle to quality musical interaction (learning) taking place?</b></p> <p><b>How does the way the space is organised contribute to a feeling of safety?</b></p>	<p><b>Key points:</b></p> <ol style="list-style-type: none"> <li>1. Language and culture of the group promotes respect ownership commitment.</li> <li>2. Room layout/ seating/resources arranged in support of inclusivity and develop group cohesion.</li> <li>3. Continued learning/development can be encouraged outside the session. Making available/highlighting aids to development.</li> <li>4. Conversations are often kept close to music making and away from personal details</li> <li>5. Participants/pupils are from similar age group, family or community.</li> <li>6. Use of space managed by leaders, including transitions between areas of activity.</li> <li>7. Facilities/Amenities can contribute to a feeling of sociability, relaxation, group cohesion.</li> </ol>
<p><b>Beginnings &amp; Endings</b></p> <p><b>How does the leader *hold* (manage) and frame (present) the session in terms of how it starts and ends?</b></p> <p><b>How is the individual’s developing music practice remembered and reflected upon?</b></p> <p><b>Key points:</b></p> <ol style="list-style-type: none"> <li>1. How are the participants/<i>pupils</i> helped to understand the aims and objectives of the session?</li> <li>2. How is confidence developed, memory supported and goals set via informal conversation, recap, review, praise or homework journal?</li> <li>3. Identifying individual skill sets with a view to peer learning.</li> </ol>	<p><b>A Transformative (Learning) Experience.</b></p> <p><b>What is the “transformational” aspect of the session? i.e. what has changed in the knowledge of those involved?</b></p> <p><b>How was “new” knowledge delivered?</b></p> <p><b>Key points:</b></p> <ol style="list-style-type: none"> <li>1. Marking the learning/development of strategic music skills</li> <li>2. Working from small to large groups to develop confidence.</li> <li>3. Peer to peer learning via direct questions (problems/suggestions.)</li> <li>4. Performance outcomes to focus direction &amp; build confidence.</li> <li>5. Ensure skills, technique and confidence for participant to repeat success when away from the sessions.</li> <li>6. Supporting participants/pupils attainment, not outcome driven.</li> </ol>	<p><b>Relevance to musicianship, Teaching Practice &amp; CPD.</b></p> <p><b>How does leading participants/pupil through a learning pathway impact upon your own music making/musicianship?</b></p> <p><b>In building skill sets in participants/pupils is awareness placed on your leaders own skill set/musicality?</b></p> <p><b>Key points:</b></p> <ol style="list-style-type: none"> <li>1. Awareness and development of effective methods of teaching; skills, technique and musicianship.</li> <li>2. Awareness of own skill set – when developing teaching techniques</li> <li>3. Effective reflective practice is present as a key component of continuing professional development.</li> </ol>