Presentation by Rodney Smith for MTASA, 15.1.20.

Professional Development Pathways

Step 1
Selection
Select a pathway

Step 2
Preparation
Undertake the chosen PD

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Step 3
Implementation
Apply improved knowledge and skills

Step 4
Diagnosis and Evaluation
Assess results

New Step 1
Selection
Select a pathway

Step 1

Selection

Selecting a pathway

Motivational Factors

- ***Meeting professional requirements***
- *Legal and Ethical*
- Duty of Care and a Code of Ethics
- Professional Educational Standards
- Professional Business Practices
- ***Responding to feelings***
- Concerns
- interest
- Best prospects for success

**Step 1
Selection
Selecting a pathway**

- *Situational factors*

- <u>Adapting to our personal circumstances</u>
- Resource aspects
- Location
- Finances
- Time

- *Previous practice*

- <u>Mapping to established PD practices and strategies</u>
- Pathways that have previously proved useful

Step 2
Preparation
Undertaking the selected Professional Development

- ***Working in groups***
- <u>Online</u>
- Webinar surveying new materials
- e-learning course in music theory
- Discovering online resources in aural development
- Organising a pedagogy face group

- <u>Face-to-Face</u>
- Conference including workshops on stylistic performance
- Refresher private instrumental lessons
- Master class involving approaches to technique

- Giving a presentation on effective exam preparation

Step 2
Preparation
Undertaking the selected Professional Development.

- *Studying and networking.*

- Formal Study in performance or in music education
- Undertaking an AMEB Grade Music Exam
- Enrolling in a university coursework award

- Creating opportunities for pupils
- Contributing to MTASA Concert Performance Days
- Concert performances within own studio

Step 2
Preparation
Undertaking the Professional Development

- *Expanding the facilities and business*

- <u>Developing or expanding personal studio</u>

- Adding to studio facilities

- Improving studio itself

- Locating another studio

- Music business collaboration with other teachers

- Running a joint venture music school

- Hiring other music teachers

Step 3
Implementation

- *Applying improved knowledge and skills*

- Check viability of curriculum or plan
- Set sufficient time
- Underpin adequately
- Set goals
- Maintain control of and observation of the developing skill-set
- Modify skill-set as necessary during implementation
- Constantly reflect on progress during implementation
- Construct brief notes about the process

Step 4
Diagnosis and Evaluation

- ***Assessing results.***

- Diagnosing
- Analysing what happened in terms of factors bearing upon learning processes and outcomes
- Evaluating
- Analysing the actual outcomes against the set goals and making value judgements
- Criteria
- Employ qualitative or quantitative criteria
- Focus
- Be pupil centred

New Step 1
Selection
Selecting a pathway

- *Previous practice*

- <u>Mapping to established PD practices and strategies.</u>
- Pathways that have previously proved useful.
- *Diagnosis and Evaluation from PD recently undertaken*

- **Scenario 1**

- *Step 1*
- A wind teacher wishes to meet MTASA PD requirements and has concerns about teaching theory beyond basic rudiments. The teacher has limited time and finances and has become aware of AMEB's theory exams online.

- *Step 2*
- The teacher decides to use AMEB's theory online courses. The teacher studies the courses for Grades 2 and 3 online deciding how best to assist pupils undertaking these courses.

- *Step 3*
- The teacher enrols some pupils in these courses, monitoring their progress and setting some goals. The teacher then enters pupils for the appropriate grade.

- *Step 4*
- Subsequently the teacher diagnoses and evaluates the progress and achievement of each pupil against some of the goals set, to ascertain if this approach has been successful.

- *New Step 1*
- The teacher uses this information to help decide whether or not to use this approach again and whether further PD is needed in this area.

- **Scenario 2**

- *Step 1*

- A piano teacher has concerns about their technical knowledge following some adverse Grade Exam comments, has time and reasonable financial resources and has had very little formal technical training, failing to fully understand the few texts consulted.

- *Step 2*

- The teacher undertakes some refresher lessons with a well-known musician.

Step 3

- The teacher subsequently monitors and sets some goals over a pre-determined period. The teacher carefully observes whether there are improvements with the pupils who received adverse comments.

Step 4

- Using the set goals the teacher diagnoses and evaluates each pupil's progress and in the longer term notes whether exam results improve.

New Step 1

- The teacher aims to know if the approaches used have been beneficial in order to determine if more PD refresher lessons are needed or whether some other path should be selected.

- **Scenario 3**

- *Step 1*

- A string teacher feels a strong sense of ethical duty of care and has developed an interest in the development of aural acuity in pupils, has time but limited financial resources and has noted the work of Kodaly specialists.

- *Step 2*

- The teacher registers for and engages in some workshops run by the Kodaly SA.

- *Step 3*

  - The teacher then adds some Kodaly based aural development work to the lessons of selected pupils, setting some goals.

- *Step 4*

  - Over a pre-determined time-frame the teacher monitors the effectiveness of this work against the set goals and expectation.

- *New Step 1*

  - The teacher ensures that any further aural development PD and further work with pupils will be informed by these outcomes.

- **Scenario 4**

- *Step 1*

- A piano teacher has concerns about providing pupils with sufficient concert performance experience as their own studio provides too small an area. An MTASA member, the teacher has heard about but not attended its Concert Performance Days.

- **Step 2**

- The teacher decides to investigate providing performance opportunities through MTASA. The teacher carefully observes some MTASA Concert Performance Day sessions and networks with teachers present.

- *Step 3*

- The teacher enters some pupils for the next Concert Performance Day, noting some hoped-for outcomes.

- *Step 4*

- The teacher monitors subsequent learning for outcomes over a pre-determined time-frame. The teacher diagnoses and evaluates whether particular pupils have benefitted or not.

- *New Step 1*

- These judgements inform the teacher's strategy for future provision of concert performance experience and further PD.