

LearningLAB		Teacher interviews: June 2024		Questions 10-12	
		Q10	Q11	Q12	
TEACHERS		What would you like support in from the Learning LAB?	Would you like to be a LearningLAB coach?	Anything else to share?	
Teacher 1		Someone there to go to / talk to (about their whole program). Take them to classes. Too much time & responsibility on their own in primary school. Scheduling help. Realistic expectations. Dealing with stress. Logistics – e.g. moving a large instrument around the building. Tune the instrument in time... Being realistic. Binder: we spend a lot of time explaining the words – too difficult for 10 y.o. Some don't have Dutch parents. E.g. Motivation. Goals. New vocabulary. Abstract terms – concepts.	Yes – but I live far away. 8.00 is not viable.	One of my students loves to go to concerts and she takes her LLAB binder with her and gets autographs.	
Teacher 2		How to study. Different ways. Good to have input from other teachers. Self-sufficient in practicing. Sometimes they don't know what to do. Their way. Create learning goals, short-term, middle & long-term goals. Performance preparation.	Not this year. I'm starting a Master at the KC. Maybe in the future.	How to get the middle group more aware of this: 3-5 grade (14-16). They need it the most. Pressure & standards.	
Teacher 3		We need more time for writing out things about practicing etc. in a very short 30 mins lesson. We need learning lab to help with this. To link the topics with their actual needs. Practicing. Organisation & planning.	I don't have time.		
Teacher 4		Planning & reflection skills. Organisation. Checking on my blind spots – new insights & ideas. Exchange.	Yes – but too busy. I'm also a PIA coach. Please keep me informed about the Practice coach course.		
Teacher 5		Planning, how to practice, they can talk about problems (confidentiality).	YES		
Teacher 6		Organisation. Talking with other colleagues about this: Goals & priorities – how are these brought in from their (teacher) notebook into their day. Warming up, habits of regularity. Routine.	I can't be there early in the morning. I can give lessons only around 14.30 (curriculum). If that was to shift – maybe. Practical problem. It's healthy to have another (practice) coach	It would be good to have live meetings: 2 gatherings per year. E.g. around exam times; how is the student doing? Early December and April (after exams). Exchange how it's all going; Ideally quick monthly mail about the coming themes; LLab coaches & teachers; Communication at the beginning of the year to make sure no students are falling through the cracks.	
Teacher 7		Pointing out the importance of theory, practice, history - holistic approach. Planning & planning habits.		Connecting and transfer effect: Theory & playing. What are signs examples of this? Themes for one of the group session. Important to realise IT'S HARD. Costs effort & energy. BUT ultimately brings joy & reward & competence. Ownership. Transfer to performance and the listeners. More profound. Main subject teachers can ask about theory – many don't feel confident enough. Incorporate in Staff development. Training in solfa & analysis.	