

LearningLAB	Teacher interviews: June 2024		Questions 1-4	
	Q1	Q2	Q3	Q4
TEACHERS	What are for you signs of motivation in a student? What are characteristics of a good learner?	What is 'good practice' in your opinion?	What do you think is important for your students' wellbeing?	How much practice do you expect from your jong KC students? What is enough? (do you ask for/recommend a certain amount?)
Teacher 1	Being part of a group. Part of a whole program – singing, theory solfege etc. Group lesson. Happy, enjoying, they've practice, ask questions & know when & where they need help, bring their own pieces & wishes & ideas what they want to do in the lesson.	We talk about how to practice. Find what's difficult & what to work on – rhythm, phasing etc. Then strategies for those things. Colours, stories, rhythm exercises. Write it in the LLAB binder. What, why & how.	Ability to concentrate. Some students bother others. Regular schedule, not too much pressure. Irma helps with how to approach practicing. Different topics than in the lesson. The competition was a very positive experience, motivation. Moments in the year where something special is happening.	No specific amount. Jong KC guidelines: junior (7 y.o.) 30 mins, 8 y.o: 45, then 9 y.o: 1 hour. After -more. Depends on their concentration level. What is more important than how much. More than 1 hour is too much. Talks with the parents. Play as long as she is engaged.
Teacher 2	Proactive about homework. Suggestions for exercises & material – this is especially with older ones. Bring new ideas & inspired to study and play around with music. Willing to put in energy. I see & feel that. Take their learning serious. Have fun, free & happy.	Concentration. Find themselves /together with me) a structure that works for them. Independent. Play around with the ideas they get from the exercises. Create.	Puberty is challenging. It worries me that they feel pressure – from school & other students. Blocks creativity, feel stuck & stressed. Doing it right. 12-16 they have this more. Older ones experience more freedom.	Study more, shorter and high focus (singers). At least every day, some of your routine. Some days 15 minutes, some 30 minutes. What works for them. Creative and not forced. Routine is great. Listen to your body. But studying is also being busy with the music – not always singing.
Teacher 3	Eager to learn – want the information from you. Want to improve. Beyond what they think they are able to do. Choosing their own piece helps. Keeping motivation is harder. They will go on.	Get the phone away! Working on what was discussed in the lessons. Pinpointing stuff. We talk about how. Being playful with the piece. Take a small section and make an exercise, use a metronome. Look at the chords – connect wit theory. Explore the extent of the instrument. Make connections. Usually they play through, make mistakes. Go on and on. Playing but not practice – especially young ones. When I walk down the corridor and listen I think their attention span is really short. They stop and go on the phone again.	They feel rushed. A lot of different instruments. They have 3different teachers. Marimba, drums, set-up, piano. Hart to organise. We separate these now with different teachers – works better. Planning is hard. They feel stress because they have to do so much. Guilt. They are generally OK. Sleeping & eating – they are improving. We talk about it.	That's hard. 1-1.5 hours. It's not much but should work. I don't set amount of hours and try to set them an amount of stuff that's doable and then ask why it didn't work.
Teacher 4	Pleasure. Smiling in the lesson, energy. Working flow, concentration. Absorbs info & can quickly apply. Curiosity – asks about the piece, composer. Student comes with their own piece.	First look at their notebook/map. What am I going to practice & how. Assignments & how many minutes. Set goals. E.g. play 16 times. I give strategies & let them invent & collect strategies from LLAB. Try to make them their own teacher. Reflect on identifying the problem & find a solution & find the patience.	Having friends. Sports.	Not too often. I expect 2.5 hours a day for 13-14 y.o. Basis: also at least 2 hours. Preferably 3.
Teacher 5	Prepared and ask questions. initiative in choosing pieces they want to play & practice. Pleasure in playing.	That they know how to find their difficult spots – isolate them and practice in diverse ways. We talk about this in lessons. Slowly, metronome. Bow or finger/left hand thing...? Chunks & varied order. Depends on the stage. Before performance: playing through.	They are all different. One is going to HBO – great, but she is easily affected by stress. Schoolwork. I adapt to her stress levels. & years with me. I don't put pressure. With another student – he needed pressure. Discipline came later from himself.	Sometimes we talk about it & it depends on the school schedule. Ideally 2.5-3 hours, but can be 1 on some days.
Teacher 6	Concrete: you can tell if they've made an effort. The way they play. Body language & interaction. I ask how are you doing & what are you working on. Enthusiasm brought something to share. It takes a while to develop those relationships – their personality & what they need. If they ask questions. Some have culture shock, transition. Were given everything. (Helping to build autonomy). Significant transitions.	Depends on the age. I am specific in their notebooks. From warm up, technical exercises, etudes, pieces. One or 2 main themes/goals each week that follow the things covered in the lesson. Model practice with them. Finding connection, sound, awareness. How do you find it again.	Balancing expectations and time & other things in school. Finding rooms to practice (gaps & hanging around). Can classrooms be made available? New students: social integration, language. Information sharing – connecting the dots.	Depends on the student. One is 13. 90-120 minutes a day. A day off is fine if needed.
Teacher 7	Challenging group – a lot of noise. Some are confused (and maybe have ADHD). Some are motivated. Doing the work – spend time on it. Doing the homework.	I would love to see them incorporate theory more into their main subject – it would be good to connect with main subject teachers in a very practical & detailed level (not superficial). A habit of making music and have awareness of other things: harmony, structure... Some anxiety could come from not understanding their music in a broader way.	Their wellbeing seems OK. Ability to shift to working mode. Not afraid – safety in the school. I have very different levels in the group – they need to be split & it's hard to discipline them.	(For theory) 45 minutes a week. Making it a habit. Integrating it into your practical practice.