

Case study A4

A4 is in class 2 and 3 in 2024

Between 27 March and 11 June 2024 – 19 sessions

Before that I saw A4 on a weekly basis

I had two meetings with Tim (her piano teacher)

The meetings were about stage anxiety, reflective qualities, planning + self-regulation and practicing with focus

She needs help with all aspects

The teacher created a team in the Teams environment for her and added the coach. She is also using her LearningLAB folder

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| 27 March 2024 | Strategies on pulse practice Westside Story |
| 28 March 2024 | Anger issues, self-reflection is difficult, she had forgotten her notebook and music |
| 3 April 2024 | Starting her practice process with precision |
| 5 April 2024 | Scheduling and affirmation |
| 9 April 2024 | Practicing performance focus and affirmation |
| 10 April 2024 | Focus on piano exam with affirmation and visualizing |
| 11 April 2024 | Reflecting on piano exam |
| 12 April 2024 | Reflecting with sheet, she can practice on different piano's and can focus on tempo better |
| 25 April | Planning and Strategies (connecting teachers notes with coaching) |
| 17 May | We looked at technical orchestra project parts, she had studied them sloppy and hadn't taken them to her piano lesson |
| 29 May | Organizing – forgotten sheet music (plan to put it online and make extra copies) |
| 30 May | Focus during practice |
| 6 June | Practicing with precision |
| 7 June | Planning a session, strategy use, reflecting, adjusting circle |
| 10 June | Everything in LearningLAB map next year |
| 11 June | Focus on: Folder, Log, Structure, Planning, Quality practice |
| 12/13 June | Focused practice, strategy use and reflection |
| 19 June | Practice strategies and plans in steps + Self-regulation (taken the right material to the session) |

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| 21 June | Planning for the summer break and new music |
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In general the focus is on creating better:

Folder use, starting a practice log, creating planning and structure for practice, using quality practice, focusing during sessions and on concerts, learning to reflect and looking beyond the students' perspective.

The contact with the teacher is good. There is regular contact via the teams chat and we have seasonal meetings to reflect on A4's processes.

A4 forgets her music, notebooks, teacher notes, logbook often, this is a frustrating aspect in the process. She calls herself lazy but doesn't pick this up easily. It is very difficult for her to reflect beyond her own perspective. She often says it is something outside of herself that made her play bad, or kept her out of focus. When there is a conflict she rarely looks at her part in the process.

In her questionnaire she states:

That learningLAB can be handy for exam preparations

She sometimes makes an appointment with a coach (before lunch concerts)

She says she doesn't use the LearningLAB folder but her teacher writes his notes in it.

She went from practicing at home to practicing at home only in the weekends.

She enjoys practicing more.

She finds practicing boring parts challenging.

She feels exam stress.

Her teacher helps her how to practice.

She can't focus well.

She enjoys working with a coach.

She believes her exam in 2023 was better than 2024. Because of preparation time.

She has more strategies in her practice. She can focus better. She is more serious about practicing and enjoys it more.

Reflection of the coach:

We worked on all aspects of LearningLAB with Maya, but for her it is mostly exam preparation.

She was one of the students receiving most coaching check-ins last school year.

She doesn't use the LearningLAB folder although she was asked to on many occasions.

She needs to create a situation in which she can focus well although the music is perceived as boring. Her practice should be playful and explorative.

Her exam stress is in direct correlation with her practice process and planning abilities.

She is not aware of her growth in music making and musicianship. She has very set ideas on how her exams went and why. Reasons are never part of her acting, process or practice.

I believe she is better at everything we worked on except self-reflection.

Teacher interview by Susan Williams:

What are for you signs of motivation in a student?

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.

What is 'good practice' in your opinion?

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.

What do you think is important for your students' wellbeing?

Having friends. Sports.

How much practice do you expect from your jong KC students? What is enough? (do you ask for/recommend a certain amount?)

Not too often. I expect 2.5 hours a day for 13-14 y.o. Primary school: also at least 2 hours. Preferably 3.

How much connection do you have with the LLAB coaches?

Irma. She sends teams messages after working with a student. 2-3 times live talk about the students.

How do you experience the communication with the coaches?

Sometimes I feel she's more a teacher than a coach. Can be confusing for the students.

What do you want to know from the coaches about the sessions?

I would like more help with the reflection – how can I improve that.

How do you perceive/think about the program?

Love that it's there. I don't have enough time with the students. I answer Anna's questions about improvements. A4 doesn't bring her map/notebook. We have our own team – also together with Irma.

Do you see any changes in your students' (name) behaviour or learning processes in the last months, that you could connect to the coaching sessions? What?

I like that A4 is working with fantasy & images, colours – musicality. She needs more organization.

What would you like support in from the Learning LAB?

Planning & reflection skills. Organization. Checking on my blind spots – new insights & ideas. Exchange.

Would you like to be a LearningLAB coach?

Yes – but too busy. I'm also a PIA coach.

Please keep me informed about Practice coach course.

It is a challenge to facilitate A4 in her learning needs. After this year we (teacher, coach) have clearly explained our expectations on what needs to improve in planning and organizing. In the coaching we are trying explorative practice in boring parts of

the music. A4 seems to have a good idea of expectations now. She seems to develop planning and organization and takes responsibility and ownership over her learning and practice process.