

8 HABITS

TO BECOME A SUCCESSFUL

MUSIC TEACHER



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HABIT 1 – Making the Right Choices for YOU.

Don't try to be something you are not, or to provide everything to everyone.

Decide what you are good at, what will work for you, what you enjoy and do it well and profitably.

Make a Habit of making the right choices for you.

The 8 principle questions to shape your teaching career.

1. Where will you teach?

Having decided you want to teach is just the beginning of the journey. The environment you choose to teach in will determine not only the experience had by your students, but also your own comfort and control over the lesson outcomes. What will you teach?

2. What will you teach?

Does being an effective and inspiring teacher depend upon being highly qualified? In many cases (not all) the most highly qualified people make the worst teachers. You might be surprised at how many classes you have the knowledge and skill to teach.

3. Who will you teach?

Recent statistics show that more than a huge percentage of people in almost every country would like to have the opportunity to learn music so that is a large market of potential students. Not everyone enjoys the company of very small children, nor perhaps adults who want to dictate their own learning path. Avoid the trap of trying to be everything to everyone by knowing the profile of who you want to teach.

4. How often will they come?

Do you want to be known for the “traditional” private lesson approach of a weekly lesson of maybe 30 minutes? Perhaps you would like to think outside the box and find a “package” of different classes to help you stand out from the crowd?

Explore your options.

5. *What stuff do you need?*

The ambience of the teaching environment affects your mind set and your students focus. What style suits you and what specific resources on hand do you need to be able to work efficiently?

6. *What Price?*

They say that “beggars can’t be choosers” but that doesn’t need to apply to your fees. You can choose to undercut the competition, keep with the crowd or value yourself for what you need. Find out what is best for you.

7. *What payment methods?*

Every music teacher I know detests asking their students for money. Don’t let the emotions associated with the money part of teaching cause you grief. There are solutions!

8. *How to timetable?*

Customers never sleep. Are you prepared for the early morning, late night and Sunday interruptions? Computer or manual? Explore the expectations of students and prepare yourself with policies to avoid confrontations and disputes.

9. *How to enroll?*

“Ask and they will come.” If only it were that easy. You need more than one approach to build a teaching income. Explore a variety of ideas to get students attracted to your classes and procedures to get them starting.

10. *How to avoid mistakes?*

It is easy to feel isolated when you are the only music teacher in your street or family. Who can you connect with to discuss ideas, problems and share experiences with? Do you want to training and networking with other teachers?

“Good habits are worth being fanatical about.”

John Irving

WORKSHEET HABIT 1 – Make the Right choices

1. Where

2. What

3. Who

4. How often

5. What Stuff

6. What Price

7. Payment Method

8. How to Timetable

9. How to enroll

10. Avoid Mistakes

HABIT 2 – Be Organised

Start as you mean to go on.

Set up your teaching environment to be efficient and minimize your admin time and the energy you expend on tasks that DON'T create income.

Make a Habit of keeping yourself organised

The 8 Staples of Organisation

1. Legal Staples

It is important to consider all your obligations BEFORE you get started as this avoids conflict, stress and disappointment. Here are the most common legal areas you should consider and if necessary get advice about to ensure you are being a good business citizen!

2. Teaching Room Staples

Before You meet with your first student or family, setting up your environment is vital. Your teaching environment should be comfortable for you, the student

and the family. It should include all the items you need to teach the lesson or convert from an enquiry to an enrollment

3. *Admin Equipment Staples*

As a child at school we were usually surrounded by pencils, rulers, erasers and other stationery staples to enable us to be able to complete our class work.

As teachers we need to set ourselves up with the equivalent stationery and other items to enable us to complete our teaching work during and after lessons. Having your tools at your fingertips improves your efficiency leaving more time for tasks that earn income!

4. *System Staples*

Almost everything in the natural world has a system to it, although it is not always obvious. The human body is made of muscular systems, vascular systems and so forth. The climate and environment has pressure systems and seasonal systems... but I think you get the idea.

Without systems, chaos and confusion reigns. From chaos and confusion comes frustration and other nasties! Systems keep the nasties away!

5. *Policy Staples*

What are do you value? What are essential rules you would like students and parents to abide by? Perhaps your commitments dictate how you handle replacement or cancelled lessons? If you are teaching at home, you may have family considerations.

Whatever your environment every teacher will benefit from providing clear policies to students and parents to avoid misunderstandings, conflict and disappointments.

6. Computer Staples

Technology is a tool designed to enable us to achieve a myriad of tasks.

A computer of some sort with internet and probably printer are the staples for communication, planning, reporting, marketing and more in any business. Software for managing finances and internet for social media, communications are the minimum requirements for all businesses also.

Music Teachers also may need software Notation and Recording software to assist with lesson content.

There are endless choices available to suit your personal requirements.

7. Marketing Set Up Staples

To “get the word out” that about you and that you are looking for students, you will need to do some marketing.

No need to panic! You do not need to learn special techniques or invest large amounts of money, but you do need to be selective and pay attention to what works. There are many simple and low cost methods of “spreading the word” in your neighborhood.

8. Student Motivation Staples

It is a rare student that does not require some sort of motivation from their teacher at one time or another. Be prepared for the student who needs help keeping them enthusiastic and motivated about their lessons .

Use your own energetic enthusiasm for music as well as physical rewards and goals to keep students coming back for more.

I'm super organized, but a horrible house cleaner.

Angie Harmon

WORKSHEET HABIT 2 – Be Organised

1. Legal
2. Teaching Room
3. Admin Equipment
4. Systems
5. Policy
6. Computer
7. Marketing

8. Student Motivation

HABIT 3 – PLAN for SUCCESS

Nobody plans to fail or run out of money.

To be successful however you need to PLAN for it. How will you know you are achieving your goals if you don't establish the goals to start with?

Make a Habit of making plans and reviewing them regularly to keep on track to success.

The 8 Planning Portions

1. Business Plan

If you are going on a significant holiday, most likely you will do some planning prior to going.

It would seem more important then, that if you are starting or running a business, that you do some planning prior to starting also wouldn't it?

You should be thinking about where you want to get to, how you are going to get there, how much will it cost, how long will it take and more. You also need to be prepared to be flexible so that if something changes along the way, you can adapt without losing sight of your end destination.

2. Marketing Plan

Every Business needs marketing to survive. Not everyone likes to do the marketing BUT the good news is that often you may not even realize you are marketing!

Before you begin a marketing plan though, be clear of your targets, i.e. how many students /how much income do you want?

It is easy to waste a lot of time and money trying to customers if you don't know who they are or where to find them. Music teachers don't usually need or want to spend a lot of money on marketing as their students are traditionally local to them.

Setting up a simple marketing plan and adding it to your regular tasks will ensure you get results whilst the scatter gun approach of marketing when you remember or feel like it, does not

3. Calendar Plan

The first few years of your teaching career can be exciting but draining. Teachers are known for getting “burnt out”.

To avoid this you need to be able to have a plan for the year from which you can then more accurately see the busy and slow times. You will then be able to make better informed choices regarding your level of commitments and capabilities to take on more.

A well planned year also means you can communicate goals to your students more clearly and in a timely fashion and achieving those goals becomes much easier.

4. Timetable Plan

It is often tempting to accept students at whatever time they request. If you consider the impact a timetable can have upon your life then you may see the reasons for making some plans around when you will or won't teach.

Efficiency of setting up, packing up, the concentration and energy needed, the disruption factor from other tasks are a few of the issues to consider.

5. Daily Routine Plan

A day can slip by so quickly. Then one day turns into another and before you know it a week has passed.

Some tasks need to be attended to daily whilst some projects have a short time priority. Work out what you NEED to do every day and how to prioritize other projects and tasks to avoid wasting time or getting behind in the things that matter.

6. Exam Plan

We are lucky to have many choices for the music we play and now the exams that can be taken.

Consideration needs to be made about the impact of trying to do too many things and doing none of them well. To prepare for an exam, you must know the syllabus and expectations. There are months of preparation for you and your student.

Offering all exams at all time may seem like the best for your students, but is it really?

7. Performance Plan

Some students love to perform whilst others need to be persuaded to do so.

Is it possible to have too many opportunities to perform? And are you spreading yourself thin?

Consider the goals of offering performances before you over commit.

*“If you don’t have a Plan, you become part of
someone else’s plan” Terence McKenna*

WORKSHEET HABIT 3 – Plan for success

1. Business Plan

2. Marketing Plan

3. Calendar Plan

4. Timetable Plan

5. Daily Routine Plan

6. Exam Plan

7. Performance Plan

HABIT 4 –Knowing What to teach

Knowing what information and repertoire to choose for each student can make or break a lesson. Build a music library so you will never be without ideas or resources. Then get familiar with the contents by playing through yourself looking for things that appeal and focusing on the concepts that they cover. Perhaps you can keep a list of what level each book works for.

If you don't know where to start for ideas, then look through the syllabi of music exam institutions and see what books and music is being used at the various levels and styles.

In all the elements below first think specific to instrument.

Make a Habit of keeping your library of resources fresh and organized.

The 8 Content Elements

1. Method Books

Method books have that name for a reason! They gradually progress through the basics of learning an instrument usually from a novices starting point through sometimes several levels.

As with all things, not every method book will suit every student. Consider instrument and age then presentation, with the logical , speed and simplicity of content being paramount.

2. Performance material

What I call Performance material is in fact the songs and tunes that we play which are recognized, well known tunes or music written by others available commercially.

It is the material that usually motivates and inspires students to want to learn to play. The “Smoke on the water” guitarist, “Für Elise” pianist and so on....

Performance Material is so called but it is usually the most appropriate material to perform due to it being classic or well known compared to method book material. Finding some classic pieces that work for your instrument at each level can make your concert planning easier AND your students happier. Do not however make the mistake of using this material only for performances as it should be regularly included in lessons to keep students engaged and motivated.

Consider Instrument, age Group, standard and musical style when exploring. Think back to what you enjoyed learning as a student and feel free to get ideas from students along the way.

3. Writing / Theory

Theory is often discussed with fear! Many students consider it to be dry and unrelated to what they want to play. Some even quote to you the names of various rock stars who can't read music and would never have therefore bothered with theory!

There are still some dry tomes on the shelves with “rules” about what you can and can't do to write music, however theory does not have to mean piles of worksheets to complete. Theory can be done in a practical manner at the instrument then demonstrated in notation. If a student then writes or composes using the theory ,

their understanding is being clarified and cemented. Theory can be studied through quizzes, cards and games but must be related to the instrument being learned. Theory as with all else should be kept simple and covered in sizable chunks if it is to be understood.

4. *Technique*

Technique is about efficient execution, not just scales! Like Theory it can breed fear or hatred in students if mismanaged, but can revolutionize a student's playing if used well.

Technique is something that a teacher should be always monitoring in each student as poor technique can cause muscle strain and inadequate performances. Each instrument has its own set of physical demands which will to a degree be different for different age groups and obviously for different standards.

Prevention is one course of action and curing is another, but in both instances, have some resources such as studies, exercises or technically demanding pieces to refer to at times of need.

5. *Listening*

As with other areas of learning, developing listening skills is best when done as a practical activity closely associated with what is being learnt on a practical level.

As different instruments require different skills for example, drummers don't deal with pitch as much as other instruments, the listening skills appropriate to them will vary in the early stages. Intermediate and advanced players however may need a wider viewpoint as they interact with other musicians.

As with other activities, different student age groups may also impact on what or how listening skills are developed. Learning to Play tunes “by ear” and memorizing can be practical applications of listening and playing but perhaps not suited to everyone.

6. *Sight Reading*

A good sight reader, has the advantage of instant access to music they have never heard and from which they can make sense and enjoy.

Sight reading does not have to be formal “exercises” although these are an excellent way of assessing ability. Sight reading can be done whenever a new piece of music is introduced. Sight reading is easily overlooked as students strive for perfection for a performance or exam and shortcuts like memorizing, writing on finger numbers or note names are simply that- shortcuts to a short term goal.

Learning new music regularly and not expecting everything to be perfect allows improvement of reading simply by continuing forcing a student to read.

7. *Creating*

Creating music can mean several things, but here I refer to improvising and often overlooked skill particularly in the early stages of learning.

Too often teachers do not expose students to this skill until they have intermediate level skills at which time the student can become inhibited and tentative to try improvising. As with all other activities, improvising can be introduced to complement other areas of learning in a practical sense by concept. Improvising can also be handled differently for different age groups and standards.

Improvising, composing, theory and listening skills weave together.

8. Ensembles /Bands

For some people, playing with others is their main reason for learning. There are skills needing to be developed to enable this to be an enjoyable activity.

By playing duets with their teacher first, students can develop the skills of keeping in time with one another. Using backing tracks and metronomes at lesson and eventually at home can similarly be helpful to develop this skill.

Different Ensembles and Bands will have different roles for each instrument, and different age groups and standards will suit different groups.

CONTENT IS KING! Mark Burnett

WORKSHEET HABIT 4 – Knowing What to Teach

1. Method Books
2. Performance Material
3. Writing/Theory
4. Technique
5. Listening

6. Sight Reading

7. Creating

8. Ensembles / Bands

HABIT 5 – Effective Teaching

A successful teacher knows how to get students to understand information and absorb skills. They are a good communicator, a great listener, problem solver, psychologist and coach.

They have strategies of communicating with different age groups, genders and personalities that learn in different ways.

Make a Habit of matching learning style to students.

The 9 Strategy Secrets of Teaching Effectively

1. Strategies for preschoolers

Not everyone is interested in teaching the very young student and not all instruments are suited to it.

If however you are willing and able, you should find it to be most rewarding and enjoyable! Preschool children are often the most uninhibited students you will have, freely expressing themselves verbally and musically. They are often the ones who give more response to you, such as the thank you hug as they leave, the drawing of you they bring to their lesson and more.

For all the enjoyment and reward teaching preschoolers can offer, it can also be demanding. At this age they are not totally in control of their emotions, and depending upon their family routine, they may become tired, overwhelmed or unfocused quickly within a lesson.

Keeping a preschool child actively engaged throughout even a 30 minute lesson means you as a teacher must monitor the fun concentration, fun, and distraction meters and remember to keep everything simple.

2. Strategies of Juniors

What I call Juniors are the age of 5 to 11 years. During these ages there is a massive amount of change and development physically, emotionally and cognitively.

Depending upon the family routine of preschool childcare, activities or not, a 5 year old can be very like teaching a preschool child an 11 year old is now perhaps known by some as a “pre-teen” with everything that implies.

In general this age group learn best by “doing” not being told, but mostly there will be a significant differences in concentration, physical limitations, reading, language, speed of learning as well as interests and expectations.

Knowing what to expect at the two ends of the spectrum will help you maneuver through the variations between.

3. Strategies for Adults & Teens

As with Juniors, this age group can vary widely from being a child of 12 through to a senior citizen, however there are enough similarities to allow me to lump them together here.

At the teenage stage of cognitive development, students are more likely to be able to accept verbal instruction compared to a younger child who likes to learn by “doing”. The older we are the more detailed the verbal instruction may be.

This age group often have fixed expectations of what they wish to achieve and you will need to “earn” their respect by demonstrating knowledge and skill early in the relationship.

4. Strategies for planning Lessons

Experienced teachers can take a lesson without planning it as they have developed strategies and routines to draw upon.

As you start or develop as a teacher, there are a few key principles of planning that you should implement to develop each lesson and provide consistency of learning.

Planning lessons avoids wasted time and loss of student concentration and focus. It will also make goals achievable.

You must observe how each student develops, the speed they learn at, their strengths and weaknesses and their goals. What motivates your student(s).

Your own values and goals of teaching are also a part of your lesson planning as what you value most whether it be performance, exams, technique or developing a broad foundation will need a place in the lesson.

5. Strategies for Pacing lessons

Lesson pacing is about ENGAGING every student in every lesson. The amount of time spent on activities, the choice of activities and the manner in which they are delivered are the key components in keeping a lesson flowing.

Consider age, learning speed, class size and goals for each activity.

6. *Strategies for Learning Styles*

Are you aware of how sometimes you remember something because of what you saw? Whereas at other times it was what you heard that you remember best? And then there is the feeling of doing it or the knowledge of how it works that stayed with you.

Each of these are well known different styles of learning Visual, Auditory, Kinetic and Analytic.

At different times in our lives or at a different age, we may rely more strongly on one style than another. Some students have a stronger “leaning” towards one style or another but this can be due to exposure or environment perhaps rather than anything else.

Know which style your students relate best to and have activities that connect via their preferred learning style whenever necessary.

7. *Strategies for Choosing Content*

As with Lesson Planning, the actual content used in each lesson should have some structure to it. The obvious first reference is whether all areas of your goals and values are being covered such as technique, method, listening, theory, creative, performance and so forth.

The second reference (not necessarily in this order) should be the short and long term goals of the student and what motivates them. Thirdly what strengths and weaknesses do you need to focus on, ultimately meaning, what can you afford NOT to miss!

8. *Strategies for Engaging students*

Each student is different and yet there are similarities we can focus upon to engage them. Have you ever been in a class where the instructor didn't seem interested in being there? The impact was probably that you didn't want to be there either!

Your engagement in each lesson as a teacher has a huge impact on how the students engage in lessons and that in turn affects what they do at home. Being clear on goals, giving choices, being selective with repertoire, making the lesson fun, being encouraging and giving rewards are all ways of engaging with the student.

Make your students feel that you care.

9. *Strategies for Gender*

There is an age old tradition of grumbling husbands and wives who complain there "other half" just doesn't understand them! Research has shown that girls and boys of all ages communicate differently, learn differently, have different physical skills and much more.

You can plan and prepare a lesson for two children the same age and standard and yet because of their gender you can get a totally different response. Typically boys

find it harder to sit still and need action whilst girls are more focused but can be a little “dreamy”..

Knowing some typical behaviours will allow you to be ready with relevant ideas.

To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.

Tony Robbins

WORKSHEET HABIT 5 – Effective Teaching

1. Preschoolers

2. Juniors

3. Adults & Teens

4. Planning Lessons

5. Pacing Lessons

6. Learning Styles

7. Choosing Content

8. Engaging Students

9. Gender

HABIT 6 – Getting the Word Out!

The best set up, content, planning and strategies in the world will not help you get students to your door if you don't spread the word!

Set yourself up for success and tell the world!

Make a habit of Broadcasting yourself!

The 8 Marketing Missions to spread the word.

1. Local offline paid advertising

As a provider of a local service you should be looking to make the most of every local connection you can to get your message out.

Getting a professional sign on your car and your location is one of the MOST effective tools I have used and despite this being the age of technology, they still work. In the same way a good business card or brochure placed at local places where people congregate or shop will emphasize that you are part of the community.

2. Local offline unpaid

As in the previous section, being seen to be local has advantages. If you can spread the word without cost as well, it is even better!

Be mindful however that although you are not paying for an ad, that sometimes unpaid marketing can become extremely time consuming and unless you have limitless time available, you might need to monitor the cost in time taken.

Planning and executing events, visiting local shops and businesses will be valuable resources for your long term future.

3. Online Directories

There are many free online directories that are good referral sources for you. It can initially take a few hours to research, find and complete the directories but some copy and paste skills can speed up the process.

Some paid directories are also worthwhile because they may have more traffic and offer more information to customers about you, but get the stats before you spend up big!

Think laterally whilst researching and remember that the more places you are listed, the higher the chance someone will find you!

4. Social Media

Social Media trends can change, however at the time of writing this Facebook is still having the biggest impact on marketing. Consider whether you should have a business “page” to separate your personal from your professional.

Having a presence online that is professional, states clearly what you do and what you value can be a very helpful tool. Keep posting regularly with meaningful and interesting content, avoid too much personal information and interact with people to get respect and interest.

As with other unpaid marketing be mindful of how much time can be swallowed by social media and way it against the value it gives you. There is also the possibility of paid advertising on social media to consider.

Social media can be as useful in keeping current students connected as it can be in finding new students.

5. Online Advertising

Trends indicate more people are researching and shopping online than ever before. It makes sense then to broadcast yourself online as well as locally.

In addition to the directories previously mentioned, there are google places, adwords, blogs, articles , and email newsletters that can be utilised to great effect and sometimes with little or no cost.

As with many things online, significant time may be spent setting up a blog or newsletter system, however the number of people reached can be extensive and worth the time.

6. Convert Enquiries to Enrolments

Once you have the advertising and marketing systems working for you it is imperative to have an effective means of converting an enquiry to an enrollment.

In most areas there will be some competition and you have to presume that anyone making an enquiry to you, might also be making an enquiry to them also. Imagine you have only the one opportunity to show or tell them why they should choose you and be proactive asking them to commit.

By developing a clear system to follow with each enquiry, you can convert more enquirers to raving fans!

7. Track and Review

You might think that once you've done the broadcasting work, got the message out, generated and handled the enquiries and enrolments? Think again!

Knowing what works and doesn't work will save you time and money in the future.

Keep track of time, cost, enquiries and enrolments for every advertising and marketing you do and regularly compare them. Be prepared to change and adapt your marketing plan depending upon the results.

Don't blame the marketing department. The buck stops with the chief executive.

John D. Rockefeller

WORKSHEET HABIT 6 – Getting the Word Out

1. Local Offline Paid Advertising

2. Local offline unpaid

3. Online Directories

4. Social Media

5. Online Advertising Convert Enquiries to Enrolments

6. Track and Review

HABIT 7 – Keep the Wheels turning

Creative people are excellent at getting ideas and tasks going but not so good at keeping them moving forward.

Whether or not you have that sort of “creative“ personality, it is important to not only set yourself up for success but keep “oiling the wheels” to ensure your business runs smoothly.

Plans and systems need regular maintenance to have any effect.

Make a Habit of Maintaining your Systems and Plans

The 8 operating zones

1. Communication Zone /Customer Service

You spend time getting students, so it makes sense to keep them as long as possible. Being a great teacher in itself is not always going to be enough.

Parents and students have over the years come to expect highest levels of attention and can communication. Being prompt and clear in all areas of communication is essential. Set up systems to keep communicating regularly and make your students aware of your calendar of events.

2. Finance & tax Zone

Artists have been known to work for a pittance due to their passion for the work. High profile Artists have also been known to go broke because they didn't manage their finances appropriately.

As musicians we may not enjoy dealing with the money side of life, however a few simple systems can alleviate the majority of tasks.

Have systems to track expenses, income, tax and super.

3. Marketing Zone

Most music teachers struggle with the task of marketing, and frequently they only allocate sporadic time and resources to it. By planning your strategy and organizing your marketing resources, contacts and collateral you can easily become efficient

and effective. Tracking and reviewing then also becomes efficient and effective thus alleviating the stress.

4. *Timetable Zone*

A timetable or schedule is often the pivot of a music teacher's life. An "out of control" timetable can wreak havoc, whilst a well regulated one can bring pleasure! It can be tempting to be all things to everyone, and accept lessons and lesson changes whenever students request them, however your time is valuable and should be protected.

Plan what will work for you first and be flexible if required.

5. *Environment Zone*

Artists are known as sensitive creatures and so your teaching environment can impact upon how you feel and how your students feel. Parents can also be concerned about the environment their children are exposed to.

Keeping your teaching environment maintained, tidy, clean and safe are the minimum expectations of most parents and students.

Have a routine to ensure you can "keep up appearances"!

6. *Lesson Zone*

You are more likely to have positive outcomes from a lesson where you have prepared than if you don't. Getting organized, and starting and finishing on time might sound almost trivial but to parents and students they are a sign of professionalism and reliability. You need to set the "tone" of expectation by starting on time and finishing on time and being available every week if that is what you expect your students to do.

7. IT Zone

Technology can be exciting and fun, but it still needs organization and care.

Keeping your documents filed systematically, choosing simple and easy to operate software and hardware, maintaining it and a safe working environment are as important when using technology as when you aren't.

8. Concert Zone

Performing is a part of being a musician although not everyone wants to perform in front of an audience and teachers would be wise to offer their students regular performing opportunities.

For more formal performances planning should begin months prior and involve the students as much as possible to get them excited. Plan, prepare, invite, tickets, programs then execute!

9. Exam Zone

Exam entries are required several months prior to the actual exam. Prior to enrolling for an exam, a student should begin significant preparation to ensure the level is manageable.

Teachers have a responsibility to prepare students mentally as well as musically for an exam by setting the scene or even doing a "Mock exam". Exams should be a positive experience similar to a performance. They should aim to provide a sense of achievement and standard.

Preparation on the teacher's part ensures all criteria of syllabus are met, student is prepared in good time and is confident and the experience is positive!

Being in control of your life and having realistic expectations about your day-to-day challenges are the keys to stress management, which is perhaps the most important ingredient to living a happy, healthy and rewarding life. Marilu Henner

WORKSHEET HABIT 7 – Keep the Wheels Turning

1. Communication Zone

2. Finance and tax Zone

3. Marketing Zone

4. Timetable Zone

5. Environment Zone

6. Lesson Zone

7. IT Zone

8. Concert Zone

9. Exam Zone

HABIT 8 – Motivate and Nurture

Building a business is not enough.

People by their very nature want to feel part of a community. Students want to learn but do not always have the sustenance needed to keep that dream alive. Parents want to know that progress is being made and they are getting value for money.

Make a Habit of motivating and nurturing every relationship.

The 8 Nurturing Virtues

1. Communicate

The way you communicate with someone affects how they view you. Do they trust and value your opinion and your efforts? The more open and clear you are in your communications the more open and clear each relationship.

Using multiple streams of communication will ensure that you make contact with everyone as not everyone reads their emails or has time to answer the phone.

As with customer service in general if your students feel that you value them, they are more likely to value your efforts highly and the feeling of connection keeps them staying with you rather than considering the next cheap offering that comes along!

2. Short and Long Term Goals

Goals can be big or small, short or long term, achievable or challenging but regardless they do give us a measuring stick to judge progress.

If well managed goals can inspire and motivate one to great heights. Use goals verbally in lessons, practice sessions, have for a month, term, year but refer to them and the progress regularly.

3. Prizes

Children are known for the enjoyment they receive from receiving a gold star, however all ages can benefit from prizes and rewards.

The acknowledgement is the real reward and the actual item is usually (not always) of less significance, particularly when presented in a positive manner.

4. Reports

Reports can be verbal at each lesson to a parent or to a student or they can be a formal annual written report, or even an examiners report. The purpose of a report should be principally to motivate and inspire but also to assess and re-evaluate goals.

If as a teacher you use praise and encouragement frequently and honestly, and develop trust from students that you will also tell them the truth if they haven't quite got it right, then you are truly nurturing and motivating them.

5. Exams

A music exam covers more than just performing a few songs. Technique, aural, reading, improvise, history and theory may be covered depending upon the exam selected.

Focusing on preparing material for a specific date to play in front of a stranger and receive a grade and report can motivate many students to "lift their game".

Students appreciate the feeling of accomplishment when it's done and the

acknowledgement from their teacher, family and school and enjoy receiving the attention and certificate that usually follows.

6. Performances

A performance opportunity can focus a student in the same way that an exam can focus a student to preparing work for a specific date, knowing they will have an audience and NOT wanting to embarrass themselves with a bad performance.

Some students revel in the opportunity to be in the spotlight, while others need to be persuaded but the feeling of achievement is common after the event, particularly if there is a sense of shared experience with other performers and it is done with a sense of fun, enjoyment and encouragement.

7. Ensembles

For some musicians the opportunity to make music with others is not easily found. Pianists are often solitary performers but the motivation of playing with others even occasionally can be inspiring!

Starting with duets, then small groups, ensembles, choirs and orchestras there are opportunities that can be created and encouraged by teachers that will motivate students to try new music, learn new skills and teamwork as well as having a social connection.

“The greatest Virtues are those which are most useful to other persons.” ARISTOTLE

WORKSHEET HABIT 8 – Motivate and Nurture

1. Communicate

2. Goals

3. Prizes

4. Reports

5. Exams

6. Performances

7. Ensembles

I hope you have enjoyed and found value from this eBook.

You will find more detailed information on each of these topics and more in the Wendy's Music teachers Circle Training Package.

If you would also like access to specialized and customized administration and teaching software with full teaching support, lesson plans and content and in depth systems and procedures to run your own music teaching business, then enquire now about my Music Teaching Franchises.

Please visit my website www.wendysmusic.com.au and complete the relevant webform or email me directly at wendy@wendysmusic.com.au

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