

Instructor Operations Manual



Music Together®

Director's Note

A Personal Note from the Director

Most times our business runs very smoothly and is an enjoyable place to work. A music school is a very people intense business. Since we deal with so many people each week - in addition to each other - it is inevitable that sometimes something goes wrong. (A music teacher being late for a lesson, a personality conflict between student and teacher, etc.).

We try to fix problems quickly and logically. Please never take it personally when someone is upset. You are reading this because we saw in you traits and skills that we believe make you the right person for this job. We are all

human. If you are having a bad day, remember it is just a day. If you need to talk about anything from a work challenge to a minor or major crisis, feel free to call anytime.

Thanks again for being part of our team. We appreciate your efforts and it is a privilege for us to work with such a great team.

Foreword

Welcome to ABC Academy. As a new teacher you have been chosen because you are a vibrant and active part of the music community, and not just a teacher.

We are delighted to have you as part of our teaching team, and as a contributor to the broadening of musical horizons for all of our students, regardless of age.

This manual is a part of your contract, and you should familiarize yourself with it intimately so you will not be surprised by any of our policies, procedures, or to be held accountable to these standards. Everything in these

pages is simple, as long as you know what is expected of you, what to expect from your students, and what to expect from your support staff at the desk. Updates will be made, from time to time, and you should check the website for the most recent version of the manual, monthly.

If at any time you feel that you have questions or concerns, bring them to us. We can't fix what we don't know about, and value your input.

Above all, if common sense supersedes one of our lesson policies, GO WITH COMMON SENSE.

Thank you for choosing to teach at ABC!

School History & Philosophy

School History

Our school has been in existence since 2003-04. We have 1 location and over 20 teachers. We pride ourselves on being an enjoyment-oriented school, with very happy students.

All of our music teachers (with rare exceptions) have a minimum of a university degree in music with many holding masters' degrees. Our teachers are chosen not only for their qualifications, but for their ability to relate to the students. We teach everyone from beginners to very advanced level students.

If anyone asks who owns the school, just say it is a privately owned company and don't give out the owner's name. If someone asks to talk to the owner or manager, direct them to reception, who will take their name & number and have the manager call back. Ask them what it is regarding and if they won't say, tell them the owner will not call them back with-

out knowing the reason for their call. Never give out Barn's personal phone numbers or email, etc.

School Mission & Philosophy

Our school mission as posted in the waiting rooms is "to provide students of all ages the skills they need to enjoy music for life". This is a friendly coating to our true mission:

To Save Music.

A rich culture of music education provides tools and outlets for people to express, share, grow, bond, and many more specific things that we assume you are largely familiar with. We want all of our students to come away from lessons with a love for music, and to be able to spread that love of music (and by extension, artistic culture) to others.

We choose not to sell or rent equipment or supplies so that there is no conflict of interest in us pushing students to purchase things. Our entire focus is on teaching.

To do this we strive to:

- provide a professional atmosphere and convenient location
- always maintain our building and equipment and ensure the facilities are as comfortable and up-to-date as we can make them
- hire teachers that understand the type of students that come to us and match students with the best choice of instructor for them
- offer convenient choices of class days and times
- provide customer service by offering full-time office staff to assist people and teachers during teaching hours
- provide customer service by having extensive phone answering all week

We provide top quality instruction and can teach beginners through to advanced students. We do realize that most students will not pursue a career in music and want to provide students of all interests with programs that meet their needs. Students of all abilities and interests are encouraged to learn new skills and improve. Each year we expand our programs and continually improve our facilities.

Operations

MUSIC TOGETHER

Music Together®
ABC Academy of Music

PREFACE

Music Together differs from other programs at ABC as it is generally run from satellite locations and at arms length from the main administration. The goal of Music Together in context of ABC is to be our intake point for students.

As part of this arrangement, ABC has a *Lead Teacher* for Music Together, who oversees many of the details between the office and the class sites. Questions, concerns, and basic communications should generally go through the Lead Teacher before the Office.

The nature of the program also means that the successful development and retention of the is heavily dependent upon the enjoyment of its clients, which is in turn exclusively dependent on the energy that the teacher puts into each class. If people are not actively giving feedback about how much they enjoy your classes as a teacher, then there may be a problem. Your goal should be to put so much fun energy into classes that people actively and consistently give you great feedback.

TEACHERS

All standard teacher training applies to Music Together Teachers. Please familiarize and remain current with all other areas.

Classes are *Joyful!* Performances

Parents have high expectations for the activities that they choose for their children. This requires us to be at our peak presentation and preparation skills.

When presenting a class, we believe that many of the small things that may not go perfectly are balanced out by the quality of *Joy, Exuberance and Silliness* that we bring to our classes, even on the most difficult of days.

Music Together is a play-based learning experience, so we want you to bring your most uninhibited playful spirit and energy to each class.

Joy now = Joy later

By making your classes energetic and joyful you are fulfilling our shared vision *To Save Music* by setting children and families on the path of a life of musical activity as a primary *and necessary* activity in life.

In practical terms, your relationship with them at this stage determines their lifelong relationship with ABC, which we want, and part of the reason we offer Music Together.

You also impact the many teachers at ABC by feeding into their programs, and the growth of the school. Teachers of today and teachers of tomorrow rely on your best effort!

Training

Teachers may apprentice and take on minimal teaching duties in a class under the supervision of a Trained or Certified Music Together teacher.

Teachers can teach full classes once they have successfully completed the Training.

Certification

Music Together has 3 stages of teacher training: Training, Certification I, Certification II. The Lead Teacher should try to achieve CertI as a minimum at the earliest opportunity.

Planning and ongoing training/development

Teachers will be required to be in regular contact with the Lead Teacher during the first two years of their teaching experience, which will include phone calls, as well as in-class visits and post-class chats to review areas of strengths and weaknesses.

Up to twice per musical collection the Lead Teacher will run planning and discussion sessions to review general strategies for classroom/song presentation/management, and teacher strategies.

Teachers are required to watch all videos on the musictogether.com web portal for the current collection of music. This is an excellent resource for ideas (yes, you should steal them for your own), as well as stimulating new ones.

When Music Together offers local Songs and Skills Workshops (SSW), these may replace meeting/planning sessions with the lead teacher. It is expected that teachers will attend these trainings.

Lesson Plans

Lesson planning is done with and by the Lead Teacher. This is done to make your life easier - and to save you that time.

It is important that you follow these plans, weekly, and over a collection. The many details are carefully conceived so families get all of the musical vitamins they need and that we promise them.

On-Site Tasks

Demo Families

Be sure to get Demo Families to sign the back of a Golden Ticket with their information completed, so they agree to our procedures and policies. Submit to the Lead Teacher or Office ASAP.

Registration

Teachers must complete registration forms for new families wishing to join classes.

Teachers must (be unafraid to) ask Demo families at the end of their class if they would like to register right away.

Registrations must be submitted to the Lead Teacher or Head Office immediately upon completion, and **not left on-site at class locations**. This is because our registration forms contain personal information about our clients, including payment information.

Bluetooth: How we play recorded Music in-class

We use Bluetooth speakers to play our music, rather than CD players. This means you are required to have a device - mp3 player or phone - that can connect to and play our collection music, and other songs we may use in class.

Materials Distribution

Handing out Book/CD set to returning families at the beginning of each collection, checking them off the list. Once everyone has received materials, confirm with the lead teacher.

Handing out and review of New Student Packages with Parents:

- Book/CD set
- Parent DVD (emphasize that all primary caregivers should review this right away)

- Growth Chart (can be done in-class during chart week)
- Class Schedule
- Golden Ticket (explain that if their friend uses it (registers), they both get 20% off the first child, and that they can use this repeatedly)
- Saving for School Book (explain that they can take their savings from the Golden Ticket and put them into RESPs using some of the book's strategies, which will then be augmented by another 20% contribution by the federal government)

Promotions

- Sometimes you may be asked to hand out or mention some other promotion that we will be doing or collaborating on.

Site Maintenance

Each class requires proper set-up and maintenance on daily, weekly, monthly, and on a per-song collection basis.

Cleaning

- cleaning mouthed instruments after each class
- putting equipment away in an organized state for the next teacher and class
- general cleanliness of the teaching space

Maintenance - liaise with the Lead Teacher when:

- More Book/CD sets are required
- More registration forms are needed
- More Growth Charts are needed (check at the start of each collection)
- Any time you need basic supplies (pens, name tags, etc.)
- Instruments are in need of replacement/repair
- Anything required is missing

Important: Keeping your set of instruments and support materials organized and in order is a must. There are occasions when a substitute will be required without your advance knowledge, and it must be easy for them to come in to cover for you. Keep your space clean and organized.

SCHEDULING

More so than in our lessons, it is very important that you remind families when we are coming to a week or period of time off. Otherwise they show up. It is recommended that you mention this at the beginning and end of the last class prior to the break.

General Promotional Tools

Both of our primary promotional tools are inexpensive and easy to carry and use. You may take and distribute them like candy on Hallowe'en. This is optional, but your contribution to the overall program is good for your classes, your fellow

teachers, and the overall health of ABC in the short- and long-term.

Demo CD (with Schedule)

The Demo CD is a great hook. It is a dual function disc; working as a CD, and also as a multimedia presentation of the program in a computer. When handing out the Demo CD, please be sure it includes our class schedule insert, so that people know when we have classes.

Golden Ticket

The Golden Ticket is made up to be like a ticket, and emphasizes 'Free Admission' for a family to our class for a demo. When these are presented in-class, you must get the information needed on the back (participant is most important, and try to get the referee), and their signature. The signature is important because it refers to our policies which contain liability clauses.

Always be sure to tear off the bottom portion and return it to the new family - this will act as a business card, and remind them of us.

Getting Paid

Your classes are listed in your online schedule. In order for you to be paid for the class, at least one person must be checked off in the attendance. You should do this each class.

When Kids Turn 5

Music Together mixed age classes are only available to children up until they turn 5. At this point, we want to move them into Rhythm Kids (preferred), or Music Lessons.

When you notice your student is close to 4 years old, we expect that you will start to plant the seeds of what the student will do when they turn 5. You can ask a leading question, such as "Have you given any thought to what you are going to do when Josie turns 4 - are you ready for Rhythm Kids?", or you can be direct and ask "So, are you registered for Rhythm Kids when he turns 4?". We think direct is best, as it sets a clear expectation of music continuing. *Please note* that we strongly encourage parents to let their kids choose their own instruments if they are moving to lessons rather than Rhythm Kids - there is greater chance of success and ownership of the process when this happens.

It is also worthwhile to mention this to the desk staff, so that they can program alerts to check in with the families as the time approaches.

This is a vital part of what we do, and has a substantial, ongoing effect on the health of the school. Your effectiveness here is incredibly important to the long-term success of the school, and keeps our other teachers busy.

If you are also teaching lessons for ABC, you may be tempted to try to get these kids for yourself, but this is not recommended unless the child is interested in your specialization. If

kids do something they are not interested in, they won't stay over the long-term. That doesn't help anyone. However, if they choose what they like, and do stay long term, that has a tangible material effect on the financial health of the school, which will lead to better average increases in teacher rates - for everyone - over time.

THE LEAD TEACHER

The Lead Teacher is responsible for executing all of the same duties as regular Teachers, as well as the following specific duties.

Ordering Distributing & Returning Class Materials, Class Lists, Payments

Ordering

Each Semester books must be ordered by no later than 4 weeks before the next start date. Class Lists must be submitted, and payments made for the current semester before new materials are shipped.

Distributing

Make sure the materials are delivered to class locations, with a check-list of family names (by class - use the *Schedule at a Glance* report) so the teacher can keep track of who has received materials.

Other items to distribute may include 'shop' materials, such as pens, name tags, registration forms, Demo CDs, Golden Tickets, etc.

Returning

Once the registration cutoff date arrives, unused sets of materials must be collected from the locations and re-

turned to Music Together. The Lead Teacher (LT) will collect the materials and return them to H/O.

Class Lists

Class lists are easy to submit. Ask for the submission template spreadsheet from H/O. Keep this on file, and duplicate/fill it each collection of music for easy uploading. The steps are:

1. Go to the 'Reports' tab in Wellness Living.
2. Select the XXX report.
- 3.
- 4.
- 5.
6. Click on the XLS icon to download the Excel version. You can open this, and just copy the column sections into the template spreadsheet. You may need to go back to #6 and run an email list report to also capture the emails (sorry).
7. Upload the file in the Music Together portal, and don't forget to make sure it is submitted.

Payments

Once materials are returned to H/O and class lists are submitted, the LT should be sure that H/O has made payment for the current collection.

Instrument & Equipment Inspection

The LT will inspect the classroom and teaching equipment in December and June of each year, and report any disrepair/needs to the Director.

Planning

Annual Teaching Days

The LT should collaborate with the Director on the annual teaching days for the coming academic year each March.

Annual Training/Planning Days

The LT will also indicate which dates are the target for the Teachers' training days:

- Day 1: Sing-through of song collection, exchange and idea development. Review of complete teaching cycle plan.
- Day 2: Discussion of challenges, self-review, video review and constructive discussion.

The LT will also organize the location for trainings.

Teaching Plans

The semester-long teaching plans will be administered, reviewed, and updated by the LT. Formatting and colour coding will be unified so all other teachers will have an easy and straightforward understanding of what and how to teach.

The plans will be shared by internet/cloud so all teachers and the director can access the plan at all times. The plan will be hosted by the director.

Mentoring New Teachers

New teachers are to be mentored over a X-year period. This will be administered by phone calls and site visits so that the new teacher has a balance of supervision as well as the opportunity to teach on their own without feeling that the LT or director are looking over their shoulder.

- onsite (Details to be added)
- offsite (Details to be added)

Reminder or Alert Posts to Families

The LT will occasionally post reminders or alerts to families through the ABC website.

Some alerts can be posted in advance for timed publication. It is recommended that this be done in the spring, upon completion of the annual teaching schedule, to minimize work during the course of the academic year.

Class Site Liaising

The LT will act as liaison at class sites as necessary, including but not limited to:

- Delivering Rent Cheques
- Informing locations of new classes added (scheduling)

- Relaying or accepting any concerns that may come up, and passing those concerns on to the director

TEACHERS' IN-CLASS CHECKLIST

Use this list to monitor your in-class efforts on an ongoing basis. Refer to it regularly, and be honest with yourself about where you can do amazingly well, and where you need to get there.

Things to do in 3s:

Have you:

- Made it personal and focused on 3 children today?
 - followed a child's lead
 - asked for suggestions during songs/activities
 - used different childrens' names in songs
- Made and sustained eye contact with 3 different parents and children for long enough to become engaged?
- Changed your seat/position in the room 3 times today?

General

Have you:

- Regularly sung 'Let's all...' to invite interaction?
- Gotten sillier than a child?
- Followed a child's lead?
- Demonstrated and offered instruments to children and parents during play-alongs?
- Made it clear that the child should face the caregiver during the dyad?
- Used vocal play to change your voice to 'narrate' different personas/characters in some songs?

SECTION 2

TRAINING & APPRENTICING

Music Together Teacher Training

Teacher Training is 27 hours over 3 days. Due to the intensive nature of the training, a 10-week apprenticeship program is also required. This is intended to extend the training period and gently bring the teacher in line with teaching these classes, and being effective with them.

MIXED AGE APPRENTICESHIP

Here is a basic chart of the order of weeks/activities, followed by details of the apprenticeship:

	MT Training Detail
Deep Dive Criteria Sheet	Given to/Reviewed w/Teacher
Week 1	Hello, Goodbye
Week 2	Hello, Goodbye, Song #2-3
Week 3	Hello, Goodbye, Song #2-4
Week 4	<i>MT Lead Teacher teaches (observation)</i>
Week 5	Hello, Goodbye, Song #2-5
Week 6	Hello, Goodbye, Song #2-6MT Video 1
Week 7	Hello, Goodbye, Song #2-7
Week 8	Hello, Goodbye, Song #2-8
Week 9	Hello, Goodbye, Song #2-11 UNSUPERVISED
Week 10	Video 2

Part I • In-Class

10 Weeks of in-class teaching with an experienced mentor

The teacher will begin teaching at the start of a fresh collection of music, starting as an assistant to the primary teacher, and transitioning to the role of primary teacher over the course of the collection. The teacher will use the existing ABC Planning.

They will do Hello & Goodbye starting straight away. Each week they will add a single song to their teaching, in addition to the Hello & Goodbye songs. So, in addition to the ritual songs, they would do 5 songs in week 5, for example.

After each week, the teacher will de-brief with the lead teacher (or director) on the songs presented that day. The teacher will be expected to incorporate all feedback in general terms, with a focus on increasing the quality of presentation and engagement week-to-week.

In week 8 or 9 the teacher will teach the entire class by themselves, unsupervised. In week 9 or 10 the teacher will teach the entire class, supervised, and evaluated.

This phase may be extended or modified for each teacher based on their support and development needs.

Part II • Video Evaluation

2 tapings, 2 viewings/evaluations during the 10 weeks of in-class teaching

In week 5 the teacher will be videoed and then review the video after (or shortly after) class with other apprentice teachers, the lead teacher, and possibly the director. Each will evaluate the video. The teacher(s) will comment to the group about the positive/improve-ables/ negatives of their performance, and then the other evaluators will do the same. The goal will be to have a positive, detached view of teaching outside of the classroom, with support from colleagues.

As above, in week 10.

Part III • Parent Ed. List & Supplementary Play-Along List Contributions

2 library contributions within 30 days of video completion

After the second video evaluation is complete, the teacher will formulate and provide 3 Parent Ed. umbrellas with 10 weeks of Ed. moments to contribute to the ABC P.Ed. library (a full collection's worth of P.Eds.). These should not be part of the existing ABC P.Ed. library.

The teacher should absolutely confirm the suitability of the umbrellas with the lead teacher before beginning work on the P.Eds. Once confirmed, and the first draft P.Eds. are done, they should be workshopped and finalized with the lead teacher.

After the P.Ed. umbrella is completed the teacher will develop a list of 10 alternative Play- Along songs that are not already a part of the ABC P.Ed. Library.

This part is due by week 10 of your apprenticeship.

Part IV • Observation⁴

This phase consists of four active observations.

Observation 1 - The teacher goes to another teachers' class once per collection over the course of six regular collections (two years). If three other teachers are available, then the teacher should use a different teacher each time.

Observation 2 - The teacher goes to a class led by the Director, or the Lead Teacher, or a Mentor Teacher oncer per collection, over the course of three collections. If all three types are available, then the teacher should use a different one each time.

Observation 3 - End of Year Video. At the end of the first full three collections taught, the teacher will have another (and eventually annual) Video Review process and evaluation. The teaching team will meet for group evaluation as before. This video may be moved to the end of our teaching year (June), but should not 4 collections in a row.

Observation 4 - the Lead Teacher or Director may appear at any time and frequency to sit-in on your classes and observe how things are going.

Part V • Lesson Plans

You will be required to submit a sample lesson plan before each collection begins to workshop with the Lead Teacher or director to show you understand how planning works for Mixed Age classes.

Learning never ends

If there is one thing that teaching Music Together has shown us, it is that we are never done with the freshness of it all, and cultivating new ideas, which we embrace in the spirit of being the best possible teachers on an ongoing basis.

When possible, you should take part in any Songs & Skills Workshops that are available in the Toronto area. These will strengthen your confidence, experience, and tools as a teacher.

Rhythm Kids APPRENTICESHIP

Rhythm Kids apprenticeship follows Mixed Age apprenticeship. It may be right away or on some other mutually agreeable schedule.

Since there are less activities in a Rhythm Kids class, and since you will have had a previous apprentice and/or teaching experience with Music Together programs, this apprenticeship will be simpler.

	RK Training Detail
Deep Dive Criteria Sheet	Given to Teacher with MT Training, applicable to RK.
Week 1	Observation Only
Week 2	Hey Hey, Goodbye, Song #2
Week 3	Hey Hey, Goodbye, Song #2-3
Week 4	Hey Hey, Goodbye, Song #2-4
Week 5	Hey Hey, Goodbye, Song #2-5 Video 1
Week 6	Hey Hey, Goodbye, Song #2-6
Week 7	Hey Hey, Goodbye, Song #2-7 (Video 2 any time now)
Week 8	UNSUPERVISED
Week 9	Full Class SUPERVISED
Week 10	Video 2

Part I • In-Class

7 Weeks of in-class teaching with an experienced mentor

Same as Mixed-Age, except solo teaching will be in week 6.

Part II • Video Evaluation

Same as Mixed-Age, except that video and review will be in weeks 5 & 7-10 (depending on lead teacher/director).

Part III • Observation⁴

Same as for Mixed Ages, but note that this applies Rhythm Kids observations, in addition to Mixed Age observations.

Before The Class

CHECKLIST OF ITEMS YOU SHOULD RECEIVE AT OR BEFORE TRAINING

1. Instructors' Operations Manual
2. Contract
3. Toronto Police Service Vulnerable Sector Screening Application
4. Key to ABC Academy
5. Bio form for website (usually emailed)

Scheduling

We handle all of the scheduling, at all times. You will need to communicate with the reception about any schedule issues you have. If a student or parent has an issue, they should be directed to the reception.

At no time should students or families have your phone number to make arrangements for scheduling. All scheduling is done centrally for accountability.

Check Slack, voicemail, and email regularly (particularly on lesson days) for schedule changes. From August to Christmas we are very busy, and make frequent changes.

While you may start with a light load, we work hard to plug those, and it occasionally takes a few weeks to get a schedule rounded out.

Annual Schedules. Towards the end of each academic year, as early as March, we will ask those teachers who are staying on staff to submit their availability for teaching in the fall of the coming year, to facilitate re-registration. Once the schedule has been set, changes are not recommended, as they impact not only administration, but students, as well. While occasionally this cannot be avoided, it is strongly recommended that teachers do not change their schedule after the spring re-registration. Changes that have to be made will impact Instructor reviews and contract renewals should they be for less than acceptable reasons.

Dress Code

You should wear comfortable clothing or activewear to teach Music Together programs, as they are high energy. Do keep the tone conservative (no falling out of clothing, overly fleshy, plumber's butt, etc.).

Equipment

All regular class equipment should be at your location. Occasionally, we may do offsite events, which will require you to move your equipment to a different location temporarily.

Bring your instrument. If you play something small that can contribute to class, you are wholeheartedly encouraged to bring and use it.

You will be given a key to the school (12 Conway), which you should always have with you in the event that the receptionist is ill and you need access.

Contact information

Be sure to get the Lead Teacher's phone number, ABC's office number (416-651-7529), and have all of your Music Together team members available in Slack. In case of emergency, you can contact Barnaby on the cellular number: 416-525-6473.

Take the time on your first visit in to make sure the Receptionist has your full contact information, including mailing address. If you should move, please update your information as soon as possible.

Punctuality

Every class you teach should arrive at a minimum of 15 minutes before your first class. By the time your students arrive you should be comfortably settled in your studio, not just removing coat and shoes.

We are guests in our teaching locations - so be sure to not arrive too early, and get set up quickly. There may be other programs at these locations, so we need to be organized and effective with our time.

Background Music!

We forget this regularly, but there should be background music before and after class as people are arriving and departing. This should not be music from the current collection, and preferably something outside of Music Together. Take the opportunity to show off your musical tastes, or discoveries. Lyrics should be family friendly.

Greeting Students and Parents.

Greeting is how we begin, with a smile. When days are not your best, starting with a class can really turn things around, so make the effort!

In Music Together, we have Hello songs, which help, but we also want to greet our families as they arrive.

Late Students

We do not start late. We do not start late. This is the families' time to lose.

Use some minor discretion when inclement weather or major city events may cause arrival delays, but bear in mind that we cannot go over our scheduled time when there are subsequent classes, and that our time is rented in the location at which we teach. We must respect all the other parties involved.

Cancellations and Make-ups

Families may go to any one of our other classes as make-ups for classes they miss. They must, however, call the office to arrange this, in part to make sure our classes do not get out of control and overpopulated.

When someone asks, always say *that should be no problem*, but that they need to call the office to get the time confirmed.

Sing-Through and/or Songs & Skills Workshops

Preceding each collection of music, you will be required to join the Lead teacher to prepare for the next period by singing through the music, and exchanging ideas. It is recommended that you watch the teaching videos at teachers.musicstogether.com in advance of this to help stimulate your thinking.

Occasionally Songs and Skills Workshops are hosted by various directors of Music Together in Toronto. When these occur, we may substitute our internal sing-through for this event, which will also be required. ABC may pay the cost for your participation in this full day event.

Lesson Planning

Lesson planning is **managed** centrally by the Lead Teacher. The plans are available to all teachers, and everyone is required to be on the same schedule week-to-week. This way, if someone is sick, or a teacher substitution is required, the flow and minimum song exposure will be maintained.

Each teacher will, at some point, do some review or auditing of the lesson plans, in coordination with the Lead Teacher.

Parent Education & Developing P.Ed Moments

Parent Education is a challenge for new teachers. To simplify the effort, this too is done centrally.

We structure our P.Eds into blocks of weeks, which are united by a central theme or idea, which we call *umbrellas*. We take a broad idea, and then drill down within each week that the umbrella covers.

Within the individual weeks, we structure the the P.Eds using the following questions:

- What** are we talking about?
- Why** is it important?
- How** to do it **at Home**

The goal is to deliver the shortest, most focused version of these three points, ideally in less than 1 minute, so that parents will have ideas about how they can engage and stimulate their kids at home.

When delivering the P.Ed, always reference the umbrella to start with, and to provide context. Then go through each of the three sections of P.Ed. Aim for 60 seconds or less. New teachers should practice what they will say - if you are departing at all from the text in the lesson plan.

If you are asked to develop some P.Eds and/or umbrellas, and feel in any way uncomfortable, you should always coordinate with the Lead Teacher to work through your ideas and refine your statements. Err on the side of caution, and get a second opinion!

OPERATIONS

During & After The Class

PROCEDURES FOR A SUCCESSFUL CLASS

These are some loose guidelines to help establish a good working relationship, one that leads to progress with positive encouragement.

GOALS

The goal of our Music Together effort is to create musical homes and environments in people's lives, the secondary effect of which is to feed our private lesson program at ABC Academy.

BACKGROUND MUSIC

We should have background music before and after class. This should differ from the music we have in class. Take advantage of the opportunity to bring in your own tastes to diversify your classroom. This is easy to forget, but offers a great environment as people arrive and depart.

EVALUATED ITEMS

Teachers are evaluated on the following items:

PRESENTATION ITEMS

Body Language

The teacher's ability to have an open posture (inviting participation, and expressing confidence), and using facial expressions and gestures to help communicate understanding to all ages of children.

Body Use

Does the teacher use their body effectively in the service of engagement, silliness, as well as conveying rhythm, character, and energy?

Voice Projection

Using the voice as a tool to maintain interest.

Varied Vocal Volume

Using volume as a tool to maintain interest, not limited to loud (and louder) volumes.

Energy Level

Does the teacher vary their energy level, and the energy of songs?

In general this can be tricky for new, and sometimes, experienced teachers. Part of what makes our classes good, and keeps our retention high, is that activities are varied in energy, speed, volume, etc. Be sure you have this variety in every class, because it is possible for some or all of these things to start to develop a homogeneous style, which is to be avoided.

Familiarity with lyrics

What is the level of comfort of the lyrics? Do you know the lyrics in non-English languages?

This is a must. It reflects really poorly on our presentation if we don't know what we are doing - and lyrics are a very obvious part of what we do.

Balanced activities

The teacher uses not too few/too many activities, balanced with multiple repetitions for young children to have time to adapt and participate.

Effective equipment set-up

The teacher's set-up of all tools for the class is well organized, and does not slow down transitions, but facilitates.

Tonal & Rhythm Patterns

Yes or no? Does the teacher do them? Does the teacher integrate them into songs or use them as transition points?

Parent Ed. Moments

Are they being done? Are they kept simple? Are they presented in the context of our Ed. 'Umbrellas'?

Presentation is done in the following format:

1. "Continuing our theme of XXXX this week, we're talking about:"
2. WHAT we are talking about,
3. WHY it is important,
4. HOW the parent should enforce it at home.

Parents are **told** what to do, **not invited**. People come to us for their expertise and want instruction.

Transitions Fluid

Yes or no?

SQ

The teacher gets silly enough, often enough.

ENGAGEMENT ITEMS

Class Plan followed

The teacher follows the activity order, and provides guidance to make sure parents engage as appropriate. e.g. Children sit in-lap for lap songs, and face-to-face when required (by activity).

Varied Vocal Characteristics

The teacher uses variations in vocal quality to encourage playfulness and silliness. Animal voices, high/low voices, quiet/loud voices, or any change in vocal character are all welcome.

Varied tempi

Various tempi occasionally presented to create variety, or interest, or stimulate ideas for parents at home.

Eye-Contact with Children

Yes or no? In hello/goodbye, and throughout class.

Eye Contact with Adults

Yes or no?

Physical rhythmic contact with self, children, parents

Yes or no?

Sung transitional invitations

Yes or no? Singing hello and goodbye to instruments/props, using TP/RP as transition points.

Prop presentation

Does the teacher introduce the prop outside of the context of the song? Is there some silly way to present the prop to demonstrate its character?

Prop play

Does the teacher lead prop songs effectively?

PROFESSIONALISM ITEMS

Preparedness

The teacher appears prepared to all participants and reviewers.

Timeliness

The teacher starts classes on time.

Class length

The teacher runs the correct length of class.

Paperwork

The teachers understands and correctly completes paperwork. (Registration & Golden Ticket, particularly).

Recruitment

The teacher

Extra Tips:

- Be Prepared. Leading by example is an extremely powerful tool. Don't take anything for granted about how things may go.
- Demonstrate, Demonstrate, Demonstrate. Show the way.
- Aim for classes where you don't speak at all, only sing.
- Aim for classes where you have Zero CD uses.
- Know your families. A little personal investment goes a long way.

AFTER THE CLASS

Most of the time there is not much to do, but there are a few key things that are important:

- Make sure all families have their materials from the first class they attend in a new collection. This is **very important**.
- Clean up quickly and leave. We are guests in all of our locations and there may be other activities that are being conducted after ours. Do not linger.

REGISTRATION & PAYMENT

This is one of the most important aspects of our operation. Unlike music lesson programs, Music Together teachers *do* handle registration for families occasionally.

You must get comfortable asking families right after their demo class if they would like to register. If no, or not now, just let them know the office will follow up with them to see if they would like to (or to find out why not). If yes, then you need to be comfortable with the registration forms, pricing structure, and process.

Each location should be furnished with a clipboard that has a 'cheat-sheet' on the back with pricing and discount information.

DISCOUNTS

Generally, ABC employs a 20% referral discount, that works in the following way.

Family A refers Family B.

Both families get 20% off until the end of the current school year for Music Together programs, *off the first child only*. This is important, because they can get an additional 20% for Lessons for the whole family.

You must further explain the following key points:

This program is unlimited within each school year - families can refer as many other families as they want.

We encourage our MT families to take this money they would have spent with us anyway, and to put it into their child's RESP. The government will then match them another 20%, up to a maximum each year. In this way, we partner with them on their child's future.

FILLING OUT THE FORM

It is extremely important to do this properly. Get the Lead Teacher or Director to give you one that is 'filled out' so you can model yours on it.

The cheatsheet also has the key areas on it, with key areas to fill out indicated in red.

WHAT TO GIVE THE PARENT

If you do not receive payment information, the family should not receive any materials (books/cds). It is the books and CDs that Music Together uses to track the licensing service fees we pay, so if someone takes these, we are on the hook to pay Music Together whether or not the family has paid. Please be careful with this.

The parent always gets the yellow copy of the registration form.

They also get their Book set (may include the 'con Español' booklet). When it includes con Español, please indicate that we prefer they use the code from this booklet, and to use the bilingual recordings of the music as another layer of enrichment for their child.

They also get a copy of the annual schedule. If one is not available, they should visit our website to download it from the MT section of the website.

Lastly, they should get a Golden Ticket. This is the piece that informs them about our referral program. Explain how it works. They fill in their name in the top section, and their friend fills in the bottom. They can use it to come to a free demo class, and will get 20% off if they register, as will the person in front of you. Emphasize all of the details previously explained in the discount section above.

DISCUSSING PAYMENT ISSUES

It is extremely important to exercise care when discussion about any kind of payment problem. Here are some tips on how to approach these discussions:

- a. Make sure you are out of earshot of other parents, to ensure that the person(s) you are speaking to does not feel embarrassed.

b. Let them know that you have heard from the front desk that there may have been a problem. This insulates you and directs the person to the front desk to resolve whatever the issue might be.

c. Assure them that it is probably nothing, as we often have expired cards, a number copied down wrong, an administrative error, etc. This is true - usually the issue is easily and quickly resolved.

Generally, we'll ask you to have them call the office as soon as possible so we can get back on schedule with billing.

If you ever feel uncertain about this, consult with the front desk - we are here to help!

OTHER RESOURCES

ABSTRACT

1. Website
2. Library
3. Manuscript
4. Studio Equipment/Instruments
5. Student Referrals

Website

We have a 'Teachers Only' portion of our Website that houses some extra resources for easy and quick access.

www.music-lessons.ca/teachers-only

- General News.
- Dates. A listing is in plain view on the left.
- Reporting. Links are available to go directly to our reporting pages, to fill out the necessary information, when we are in those times of the year.
- Annual Review Form.
- Teachers' Operations Manual. This manual is maintained and available on this page. Changes are posted and updated there, and you are responsible for being aware of them, as they are part of your contract.

CURRENT LOGIN FOR WEBSITE: **Schumann_2**

Studio Equipment / Instruments

Your teaching space should be equipped to meet your needs. If there is some piece of equipment that is missing, or that you would simply like to have, please let us know.

Student Referrals to ABC

You can refer students to ABC for a Cash bonus of \$200. The student needs to stay for a minimum of 2 months for you to receive this amount.

WHY SHOULD YOU REFER? Apart from the fact that it is easy money, there are a lot of instruments that you don't teach that your other ABC Team teachers do. You are helping them, and the school at large to broaden our earnings and footprint in the community. This - even at a very small level - will affect your earnings in the future, because we can help each other and grow.

DIGITAL RESOURCES & ACCESS SUMMARY

Music Together Apprentices Online -

apprentices.musictogether.com

p: SWi17bbZ8

(Note: you may need to set up your access to this and the next site for the first time. Email support@musictogether.com to get help with that.)

Music Together Teachers Only - teachers.musictogether.com

p: fireworks1

ABC Teachers Only - music-lessons.ca/teachers-only

p: Schumann_2

Homework Posts - access from Teachers Only, Quick Links Tab

u: Firstname.Lastname

p: Schumann_2

Online Schedule - access by clicking the key at the top of the desktop version of music-lessons.ca

u: firstnamelastname

p: Schumann_2



Mobile Schedule - download and log into Wellness Living Elevate to see your schedule and do attendance in real time.



Internal ABC Texting - download Slack, for use on mobile, tablet, and desktop devices to keep informed at all times of important information.

