



The AMEB Professional Development Program 2009

In 2009, AMEB Victoria will present a program of lectures, seminars and workshops designed to support preparation for the AMEB's *Associate Teacher of Music, Australia* Diploma (ATMusA). This Diploma has a status equivalent to the Associate Diploma in practical and theoretical subjects, and teachers who achieve the ATMusA are recognised as having successfully undertaken a comprehensive study of issues relating to private studio teaching.

Teachers who plan to undertake studies towards this Diploma should consider the recommended pre-entry standards:

- a minimum age of 19 years for instrumentalists and 20 years for singers;
- a pass in Eighth Grade Practical in the instrument nominated for ATMusA study;
- a pass in Sixth Grade Theory or Musicianship;
- some knowledge of recognised developmental music education programs (such as Dalcroze, Kodaly or Orffschulwerk);
- some instrumental teaching experience.

Participation in the AMEB Professional Development Program, however, does not assume enrolment in any of the three sections of the ATMusA examination. Teachers may wish to attend some or all units of the Program as a means of becoming more familiar with current music pedagogy and issues facing the instrumental (or vocal) teacher today.

Teachers are welcome to attend any unit that is of interest, although prospective ATMusA candidates may wish to attend the Program in its entirety. Participants will have the opportunity to ask questions and try new teaching strategies in a relaxed environment. The exchange of ideas with fellow teachers is one of the greatest benefits of a program such as this, although there will be no pressure for individual teachers to perform or demonstrate their methods of teaching.

The 2009 Professional Development Program will be offered at the AMEB Studios in Hawthorn, and each of the six units will be delivered by an expert in the particular area to be covered.

Each unit will comprise six hours of tuition (plus a 30-minute lunch break). Where units have two parts, Part (a) will be offered in the morning session, from 9:30 am till 12:30 pm and Part (b) will be offered in the afternoon session, from 1:00 pm till 4:00 pm.

The cost of the Professional Development Program in 2009 will be (including GST):

• Individual Unit (one day)	\$195.00
• The ATMusA Written Exam (Units 1 to 4)	\$705.00
• The ATMus A Folio and the Practical Exam (Units 5 and 6)	\$355.00
• The complete Professional Development Program 2009 (Units 1 to 6)	\$995.00

Morning and Afternoon Teas will be provided. (Participants will be responsible for luncheon arrangements.)

Attendance certificates will be made available to those attending each unit.

THE WRITTEN EXAMINATION

UNIT 1

Part (a): How and why do we teach?

(ATMusA Question 2)

Teachers will be encouraged to discuss their own values in relation to teaching, and assess the qualities needed by instrumental teachers in today's society. The challenges of the profession will be considered and professional ethics will be examined.

Teachers will be presented with a number of scenarios which require consideration of:

- individual modes of learning
- personal preferences
- relationships with parents and schools
- students with special needs

Part (b): Application of values

(ATMusA Question 2)

Teachers will reflect on their personal preferences in the studio environment; the different challenges of individual and group teaching, for example, will be addressed. The advantages and disadvantages of examinations and competitions will also be discussed.

UNIT 2

Child development and effective teaching (ATMusA Question 1)

A deeper comprehension of the ways in which students learn will be developed in this unit. An understanding of the following terms and their implications for the music teacher will be assessed:

- cognitive development
- information processing
- language development
- learning and motivation
- social competence and sense of identity

UNIT 3

Developmental programs and approaches to music education

(ATMusA Question 3)

The music education programs associated with the following will be examined:

- Dalcroze
- Kodaly
- Orffschulwerk
- Suzuki
- Yamaha

UNIT 4

Part (a): The development of the student's skills in aural perception, sight-reading and memorisation

(ATMusA Question 3)

The development of the student's skills in aural perception, sight-reading and memorisation will be discussed. Teachers will have the opportunity to discuss strategies for managing individual problems and develop programs designed to stimulate and support the student. The integration of sight-reading, general knowledge, aural perception, technique and repertoire will be a focus.

Part (b): Instrument-specific issues

(ATMusA Question 4)

Instrument-specific issues will be discussed. These will include:

- posture
- the development of tone production
- stylistic awareness
- care of the instrument

UNIT 5

PRESENTATION OF THE FOLIO

(ATMusA Section II)

Part (a): Guidelines for compiling the folio – where to start

Materials designed to engage, stimulate interest and address the needs of the student in the first year of study will be discussed.

Part (b): Resources

Candidates will have the opportunity to view past folio submissions and discuss effective presentation. A variety of resources (tutor books, for example) will be reviewed.

UNIT 6

THE PRACTICAL EXAMINATION

(ATMusA Section III)

Part (a): Appropriate material

(ATMusA Section III A)

The preparation and presentation of appropriate material (both practically, through performance, and in the form of teaching notes) will be a major focus. Teachers will be guided through all stages of the practical examination and will have the opportunity to discuss and explore many pertinent issues including the following:

- the assessment of individual needs
- repertoire – methods of selection
- lesson planning
- effective demonstration of material
- communication – different modes
- expression and interpretation
- reinforcement of theoretical understanding through aural development and repertoire
- technical development
- problem solving in relation to common interpretative and technical issues
- practice methods
- general knowledge – different approaches

Part (b): Candidate's teaching ability – the 'model lesson'

(ATMusA Section III B)

The main features of a 'model lesson' will be discussed, with a focus on methods of communication, establishing a balance of activities within a typical lesson, managing difficult situations, and developing flexibility in response to student needs.

Teachers will have the opportunity to 'role play' as both student and teacher in a number of scenarios encountered in the studio teaching environment.