



# TRANSFORMING ONE-TO-ONE LEARNING AND TEACHING IN TERTIARY MUSIC INSTITUTIONS



One-to-one lessons are generally acknowledged as the cornerstone of performance training in tertiary music institutions. The tradition continues to evolve in the dynamic musical cultures of the twenty-first century. There is an opportunity to contribute to and enhance and support the evolution of this form of teaching.

Research underscores the need for tertiary music institutions to adopt best practices in order to optimise student learning. Furthermore, there are opportunities to make learning and teaching practices more reflective, agile, collaborative, and transparent.

## TRANSFORMING ONE-TO-ONE PROJECT INITIATIVES

Teachers undertook video-prompted written reflections

Teachers shared reflections with a colleague in a forum guided by a facilitator

Teachers participated in professional development workshops, which provided an opportunity for collaboration and reflective practice

Students shared their reflections with their teacher, prompted by videoed lessons

Students completed a reflective journal - designed to promote deeper reflection



# TRANSFORMING ONE-TO-ONE

This project, which has strong collegiate relationships with national and international partners, seeks to enhance one-to-one learning and teaching by developing, implementing, evaluating and disseminating strategies and resources for instrumental and vocal teachers.

The project initiatives were designed and implemented in response to the needs of five different institutions. What was learned through the implementation of these initiatives has been developed into resources that will support other teachers, students and institutions in developing best practice.

This project explored a range of strategies for promoting effective practice.

## STRATEGIES FOR OPTIMISING LEARNING AND TEACHING



Teachers have opportunities to share their knowledge, work together and support one another in their work



Institutional leaders and administrators encourage and recognise the value of reflection and renewal of pedagogical practices



Time, space and guidance is provided to stimulate deep and thoughtful reflection, that leads to personal and professional growth



Teachers make use of pedagogical approaches that encourage students to, over time, become independent and autonomous



Students and teachers see themselves as co-learners, working in partnership and sharing the responsibilities for learning



*“I really enjoyed being involved in the one-to-one project. ... opening doors that encourage reflection, transparency and sharing our teaching practice will no doubt strengthen what we offer and invite greater collegiality.”*

TEACHER PARTICIPANT IN ONE-TO-ONE PROJECT

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One of the major outcomes of the project is the development of a web-based repository, with resources for students, teachers and institutions to assist in developing and supporting best practices in one-to-one learning and teaching. The resources include printable wall posters for teaching studios, resources to support the development of reflective learning, and guides for hosting workshops with students and teachers.

### CONTACT

This brochure is an output of the Transforming One-to-One project led by Professor Gemma Carey, Deputy Director for Learning and Teaching at the Queensland Conservatorium, Griffith University.

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