



## Remote teaching Toolkit

Dear Wandsworth Tutors,

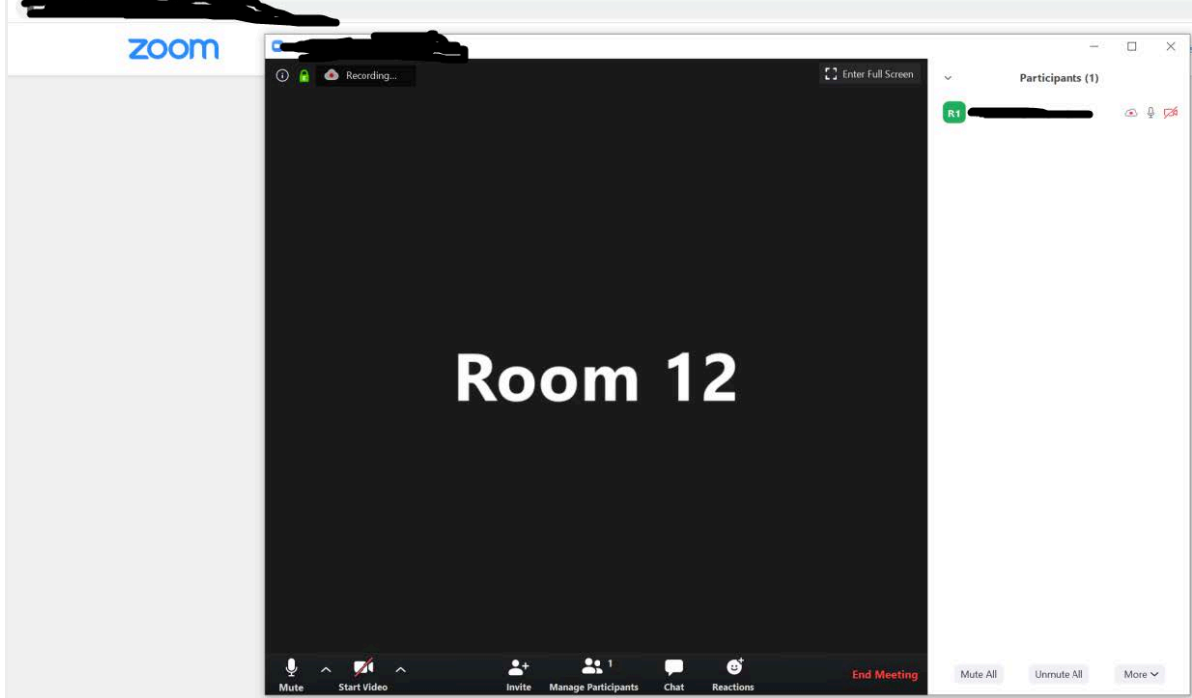
As we enter an unprecedented period of remote learning, I know that many of you will be anxious about how you will be able to teach your pupils. This period of school closure could last a number of months, and it is important that you open up to the possibility of remote teaching. This may seem scary at first, but I promise; with practice, you will improve.

There are many instrumental and vocal tutors around the world who actually prefer this mode of teaching and learning, and don't teach any other way, so doing it well is very much possible! It is important to remember that the children of today are incredibly tech-savvy, and will likely be very comfortable with online learning.

I hope the below tips on both technical setup, and teaching practice will help you before you begin on your remote-teaching journey.

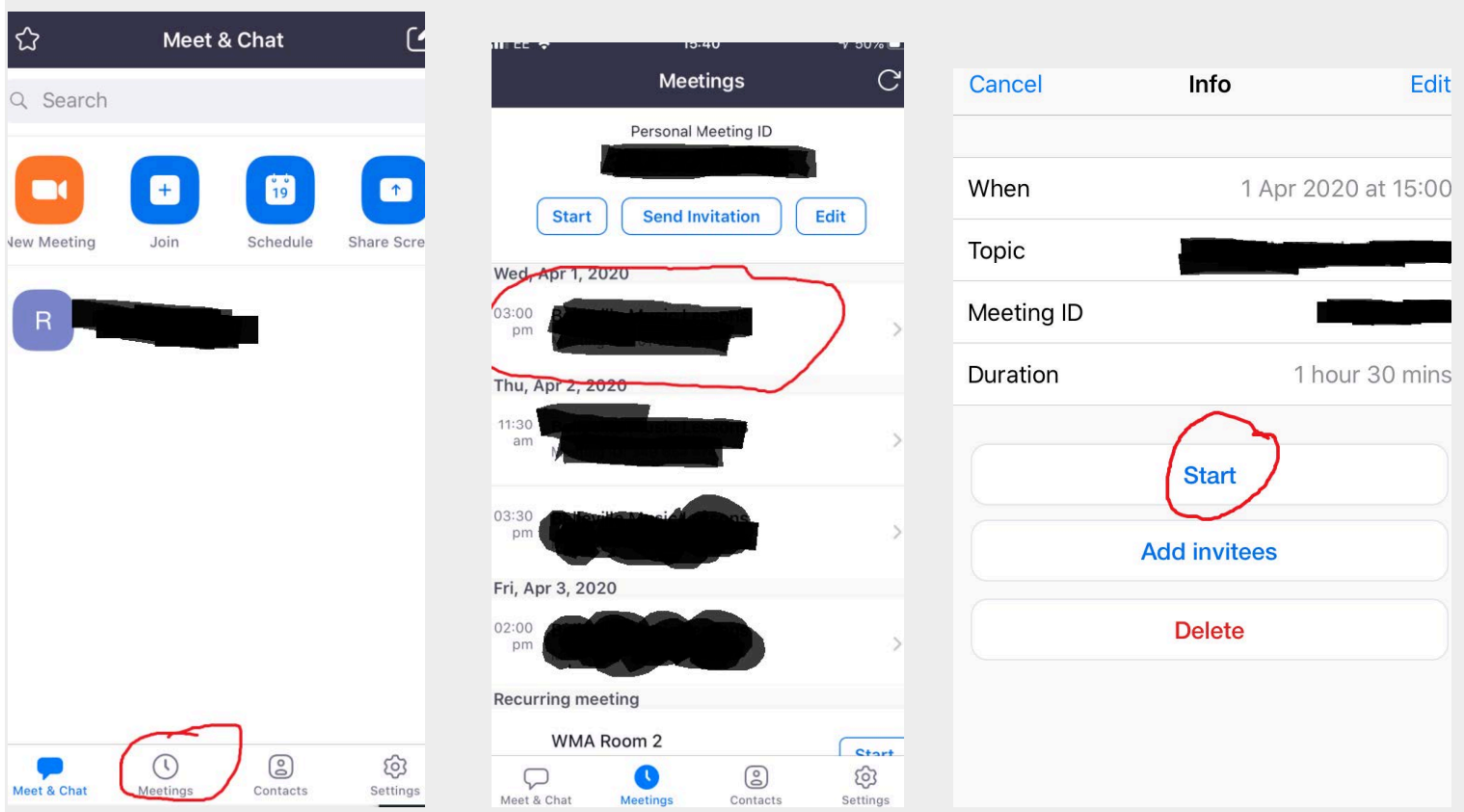


3) Once the meeting is launched select *manage participants*. This is where pupils join the virtual waiting room. Each time someone joins you will hear a notification alerting you that you have a pupil waiting. You then need to manually let the pupil into the lesson.



### Mobile Phone & Ipad

We recommend you use a Laptop or PC with webcam; however you can also deliver successful lessons using a phone or ipad. The login instructions above are similar although the icons appear in different places. This is the login process on an iphone – at each stage click on the area that is highlighted with the red circle:



## Sound and other technical guidance

Please see the following links with guidance on improving your Zoom sound quality settings

- [Getting the correct microphone settings in Zoom](#) - [Camera angles and best practice for remote teaching](#)

Using a laptop or computer will work better than a smart phone. You will be able to see the pupil more clearly and therefore be better equipped to help with things like instrument hold and embouchure.

**Headphones will help your sound quality and connection considerably.** This is because of feedback, and limited quality of in-built microphones and speakers (although this depends on the device you are using).

External devices will help significantly. If you can order a webcam, external microphone and some good headphones – then this would be a sound investment during this uncertain period.

If you are having signal issues, try plugging an ethernet cable straight into your device (rather than WIFI).

Make sure your device is either plugged in, or fully charged.

Put your device on 'do not disturb mode' to ensure you are not interrupted.

**If you are having serious technical issues, do not try and resolve these with your pupil/parent for any longer than 5 minutes. If the problems persist, please contact your designated member of the core team during the lesson and they will come in and arrange to reschedule the lesson for another time.**

### Camera positioning

Ensure the camera is positioned in an appropriate way for the lesson: not too near/far to the device and showing enough space for the instrument.

Be prepared to move around; it may be that you move away from the camera to play something (so that the pupil can see your whole profile) but come back to it to talk.

Pianists should have the camera on the right-hand side of the piano so that the right hand is closest. The camera should be propped up high enough that the pupil can see your fingers. Other instruments should consider their angle carefully (45 degrees often provides a better view of instrument hold than straight on).

Be aware that lighting can be an issue in this setting. Ensure that you are clearly visible to your pupils and them to you.

Try having more than one device with Zoom, to give your pupil two different angles of you. You can join the 'meeting' using the same link on a second device (for example, both your phone and laptop).

### Music and resources

Consider how you will see their music. You may need them to send you a picture of it over ZOOM so that you can refer to the bit they are practicing on. (ideally, you will have the music already). You can do this by pressing the following: >Chat >File.

Have resources available and ready to use that will support and enhance the lesson, for example any PDFs that need sharing across the device.

For more information on how to share files; [click here](#)

The pupil will need to position their music so that they can read from it, whilst staying in full view of the camera so that you can check technique, instrument hold and posture.

Leave gaps between you talking, and them responding. There will sometimes be a 1 - 2 second time delay but you will get used to working around this. Speak slower than normal and look straight into the camera when you are talking.

## Teaching advice

**Plan your lesson.** In a normal teaching environment, you are able to rely on your musical intuition, however this will be depleted without being in the same room as the pupil. Plan what you would like to achieve from the lesson in advance and be prepared to get through slightly less than you would usually.

If you are teaching more than one pupil at a time, you may need to ask them to mute themselves while you explain things. We are limiting the number of pupils in any lesson to a maximum of two for the first session on Saturday (trials with three or more children had very limited success).

Simple tasks such as tuning, sitting and instrument posture/hold will take longer or need to be reminded of and will require you to be descriptive. Be prepared with some ways in which you can *describe* what you would like and ensure that you have items such as a tuner, metronome, music, stand, any PDF's of music, backing tracks etc to share with your pupil before the lesson starts.

Please share any music content **at the beginning** of the lesson, to ensure it has been received and downloaded. Think carefully about what you will need and what could enhance the lesson to keep it productive and high quality. \*You may need to ask a parent to help tune the child's instrument. Please take time and care when assisting with this.

Give clear expectations for home practice. Practice is likely to benefit from this period of self-isolation, and it is important that they do this effectively. Encourage your students to come to lessons with clear questions for you so that time can be used efficiently.

Ask parents to help by writing practice notes throughout the lesson in Green books - this will only strengthen home practice as parents are then able to contribute.

Due to latency issues, you may find the following:

- You **will not** be able to play at the same time. Enforce a strict 'my turn, your turn' practice. Call and response repetition in time is unlikely to be possible, unless for short phrases.

- You **will not** be able to provide a pulse for your pupil. You can of course count them in but again, there may be a delay on them starting. They will need to have a metronome with them for this to work effectively. You can however play along to your own metronome, to display correct timing and rhythms.

- Backing tracks will have to be played **at the pupil's end**

- Be mindful not to move your hands when vocalising instructions and be careful not to sway or move as this can be distracting and have a delay.

Instructional video

- We highly recommend watching the following comprehensive instructional video on remote instrumental teaching:

<https://youtu.be/7JeFWcv-kml>