

Instructor Operations Manual



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 without 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

Before The Lesson

CHECKLIST OF ITEMS YOU SHOULD RECEIVE AT OR BEFORE TRAINING

1. Instructors' Operations Manual
2. Contract
3. Toronto Police Service Vulnerable Sector Screening Application

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 the student have your phone number to make arrangements for scheduling. All scheduling is done centrally for accountability.

Check your 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, or the occasional gap, 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 may be provided with a staff T-Shirt and may be expected to wear this when teaching. There are no jeans, or clothing with tearing or holes. Shoes are not to be worn in the studios. You are expected to ar-

rive in a state of cleanliness for your lessons. If you come from the gym or a physical activity, be sure to have showered.

Offsite Dress

Any time ABC teachers work offsite dress is to be business-casual. Ties are not required, shoes should be formal, shirts/pants/skirts should all be conservative and clean.

Equipment

LAPTOP - You are required to have a (non-Chromebook) laptop with you at all times for teaching, so that you may easily switch from in-person to digital instruction. Refer to the section on *Procedures for a State of Emergency* for information about sound settings using Zoom software. All lessons are available as hybrids, meaning that your students can be designated in-person and switch to digital as necessary in the case of schedule conflict and/or illness. This reduces make-ups and keeps lessons flowing consistently.

Have pencil and eraser. The reception will not provide you with one.

Bring your instrument. Students need to see you play, and it is a very effective demonstrator. By seeing your range of talent, it helps them to set goals.

Manuscript is available at the Teachers' station. If we are low, or out, ask the reception to order more.

You will be given a key to the school, which you should always bring with you in the event that the receptionist is ill.

Studios are generally furnished with equipment you need to teach. If there is something we can provide that you would find useful, please let us know.

Contact information

Above are listed the contact details for the school. 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 visit to the school begins at the teachers' station and should therefore be 10-15 minutes before your first lesson. By the time your students arrive you should be comfortably settled in your studio, not just removing coat and shoes. When teaching digitally, you should be logged in at your teaching position and ready to go 5 minutes in advance of start time in the event there are technical or unforeseen challenges.

Teachers' Station

This is the start and end point of your teaching day. Arrive early to check for messages or schedule changes. Make sure all documents in your slot are up to date. Remove old notes and recycle them.

Library. We keep a stock of commonly used instructional texts and study books for school use only, if a student forgets their book at home, or if you are looking for some extra work. *We are happy to add new materials*, just let us know what text(s) you need.

Greeting Students and Parents.

Students should always be in the lobby waiting for you. If they are hovering outside your studio, just ask them to wait in the lobby in the future as that is how we operate.

Late Students

If a student is late, do not go overtime. It is their time to lose, and neither you, nor the next student should pay for their lateness. Adhere to this, because if you do not project the value we place on your time (and the time of the other students) you put us all in a position to be taken advantage of.

Cancellations and Make-ups

We have a strong cancellation policy. We require 24 hours notice before cancellation, and offer make-ups for illness (or legitimate tragedy) only. The reception and management staff judge whether or not students receive make-ups. We allow two make-up lesson days *per academic year*. These are just prior to Christmas, and the last week of the school year.

If a teacher and student are both available, we occasionally have make-ups during the March Break.

Make-ups are designed to fall on the regular lesson day at the regular lesson time. We try to accommodate the teacher and the student, but gaps are occasionally unavoidable. **YOU MUST** do attendance for make-up lessons. This means you are not paid for make-up times, as you have previously billed for them (at the time of the student's original absence).

During The Lesson

PROCEDURES FOR A SUCCESSFUL LESSON

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

GOALS

It is highly recommended that you assign and review goals with your students every few months. September, December/January, and before/after March Break are recommended. This builds accountability into your relationship with your student, and leads to better results.

Warm up.

Do at least some of this together to establish a partnership. If the student does it with you, it gives them the sense that you feel it is important enough to do yourself. Too often concepts are presented in isolation without demonstration and this leads to students mis-prioritizing the importance of various concepts. Be clear about what is important and why.

Review.

Go over last week's assignment. Have the student 'perform' it.

Improve or re-assign material if necessary.

Work on areas together that need it. Demonstrate frequently. Be creative with language. Too often we hear things like 'Too fast!'. Using more creative language, like 'Make the notes stickier', can make all the difference. Remember that the students are all unique and will respond to different use of language differently.

Accentuate the Positive, point out Areas For Improvement.

Highlight as many good things as possible, including improvement and excellence, in as many facets of playing as possible. Enforce positively the need to continue to work on those areas that are incomplete. If the job is done and being left behind, offer congratulations, a check mark, a sticker, or any endorsement of a job well done. Neglecting to recognize good work leads to a lack of interest in practicing.

New material.

Regularly assign new work to your students. Set goals, and set expectations. Be honest about when they are not living up to those (reasonable) expectations, and be sure they know you expect more, and feel they are capable of more. Make sure they know how the new assignment is supposed to sound. Demonstrate.

Make note.

Each student should have a notebook for assignment tracking. This is your vehicle for accountability with them each week. Hold them to it, and hold yourself to it, as well.

INSTRUMENTAL TECHNIQUE

While ABC does not dictate curricular expectations, it is extremely important and required of you that students are instructed with the correct technical and physical approaches to playing their instrument.

Undoing bad habits or incorrect approaches is a tremendously frustrating process for all parties involved, and we don't want to find ourselves in a situation explaining to a parent how we failed them for a period of time in this area.

Extra Tips:

- Have your instrument. Leading by example is an extremely powerful tool.
- Demonstrate, Demonstrate, Demonstrate. Show the way.
- Tell your students about your challenges, or your experience with their challenge. This is a very humanizing and encouraging strategy to keep your students engaged. If they know they are not alone, they'll be more likely to plug away at it.
- Explain how to practice. Don't send them out with the mantra 'go practice'. People don't know how to practice. Teach them how to be efficient, and how to make the most of their time.
- Know your students. We live in a very busy world. Children often have as many extra-curricular activities as there are days in the week. Make sure you know about them enough to place re-

alistic expectations on them, expectations that allow for improvement and a continued interest in lessons.

After The Lesson

Homework

Assign work regularly. Make sure you make the expectation and the assignment clear to the student.

Communicating the the expectation to the Parent.

Many parents do not know anything about music, or how to get their kids to practice effectively. Leave enough time at the end of the lesson to explain the week's expectations to the parent, including strategies that they can use to make this effective on a week to week basis. Refer to our free report (on the website) for how to do this.

Make sure the Parent understands that they should be actively involved and encouraging (positively!) the student to develop.

Parent Homework Email

ABC has a system for posting homework to our website, to individual teachers' pages, which will automatically generate an email to parents at midnight on days when there is new content.

This is done at the request of our parents, in part for student accountability, and in part for their ease. It also has an excellent side effect: it allows us to communicate directly to the parent in ways that we might not otherwise do in a typical homework book.

It is expected that teachers will make a post for each teaching day that they have. To save time, some teachers make notes on their laptops as they go, during the lesson.

A post should be titled with the date, and contain all of your students for that day. Because all of the students and parents will see each other's work, it is important to take care that we maintain our professional demeanour and integrity. Posts should contain:

- A summary of the work assigned to the student
- How much time is practical to spend - daily - on assignments
- Any direction to the parent that will help reinforce good student habits, and encourage consistent improvement week-to-week. Choose constructive language, use good grammar, and be encouraging.
- No judgement or evaluation of abilities, performance, or personality should be included in homework posts

You can also use the posts to initiate a personal conversation by asking the parent to come see you a few minutes before the end of the next lesson.

Other Acceptable Uses of this system:

- *Informing parents of an upcoming teacher absence, or holiday*
- *Informing parents of a teachers performance/gig you have (be clear if the performance is child friendly, or not).*

Accessing the posting system:

1. Go to the *Teachers Only* page at music-lessons.ca
2. Navigate to the *Quick Links Tab*
3. Click on the *Weekly Homework Post* button
4. Log in using your user name in the format:
Bobby.Hsu
5. Password is *Schumann_2*
6. In the left-hand column you will see *Posts*. Roll over this and select *Add New*.
7. You are now in the post composition screen. The most important thing to do before you write a word is to select your category on the right side of the page. It will be under *Teacher Homework Emails*, and you should find your name preceded by 'e:', which is the one you want. **If you do not check this off, your students/parents will not receive anything.**
8. You can now assign a title to your post. We suggest the following format: *Assignments for the week of 19-25 August*. OR, *Lesson work to be completed by 26 August*. Keep it simple.
9. When writing, always start with a nice salutation. You can be simple, or creative, but a good start is important.
10. To identify each of your students, you can use Bold text for their section, or you can change the text from *Paragraph* to *Heading 3*. Don't use anything other than 3, please. It will keep sizing looking normal.

11. Sign off by encouraging and thanking everyone for their work last week, and reminding them to keep at it.

As with our *Student of the Week* cards, this is an opportunity to offer congratulations and encouragement, but focused on the parent! It is incredibly important to leverage parent support for what we do, because the we are creating a culture of music in people's homes that will extend beyond the lessons.

Non-Practicing students are occasionally an issue.

We have a letter that we use for this trend (as we need to have a good basis for sending something home), and here is what our former teacher, Dr. Penny Johnson, has to say about it:

Well, first off, while I agree that sending a formal letter home can be an effective tool in dealing with students who don't practice, I think it should only be sent out after certain criteria have been met. That is, I think a teacher owes it to the student to make mental notes at every lesson as to the development of a student. Sometimes kids just plain have bad days, or are stressed, or have conflicts at school, etc. With that said, I think it important for the teacher to make the student aware of the fact that he/she is exhibiting signs of lack of interest/effort. A simple "I get the sense that maybe you haven't practiced much this past week?" Leave it open-ended so that the student doesn't feel like they're in trouble. Who knows, maybe the student is practicing, but not effectively, in which case it is the teacher's job to offer a strategy of something to the tune of "now I want you to practice the first 8 bars hands separate, counting out loud, reading from the bottoms up. Be sure to keep your eyes on the page and maybe have mommy or daddy count with you." Something simple like that. And most important, I think the teacher should WRITE THINGS DOWN!

If after a few weeks (say 3-4) of noticing that the student doesn't practice, and after having gently brought up the subject in lessons, I think then - and only then! - should a letter be sent home. On a side note, if the parent attends lessons and sits outside of the studio, then it's a good idea to speak to them. Actually, speaking to parents in general on a regular basis is an excellent idea, regardless of whether the student does miraculously or poorly.

To keep this in perspective, here is a checklist that we recommend you follow:

- Establish non-practice pattern (a few weeks of unprepared lessons)
- Be aware of student's schedule (in case there are good, temporary reasons)
- Decide if interest is an issue (the letter won't help here)
- Avoid making the student feel like they are in trouble (keep them comfortable)
- Request the letter from reception
- Sign the letter and leave for the director to sign, then send

You will notice that the letter requires countersigning by the director. This is to assure that we know what is going on, and to communicate with you about the student issues, individually. We genuinely want all our students to do well, and would like to help them find solutions, if there is a problem present. We are then well prepared to speak to parents and offer those solutions.

Dealing with unprepared, rude, or other problematic students.

It is not necessary for you to submit to poor treatment. You are within your rights to shorten a lesson if preparation or behaviour are unprofessional towards you. It is very important that you maintain your pro-

fessionalism while handling this, as well as your gentle touch with the student.

- Do not indicate that the student is 'in trouble', be aware of the telescope effect, where you perceive it as a small issue or rebuke, and they see it as a personal attack or worse.
- Use gentle language, such as 'Well, we're going to just have a short lesson this week', or 'Well, let's call it a day'.
- Do not speak to the parent until you have spoken to Barnaby. We need to handle these things discretely and with sensitivity.
- Always be the best and friendliest possible. If you feel you are losing your cool, then it is time to draw the lesson to a close, and inform the administration of the issue.
- Keep the administration informed when things are not going well. We are a team, and always happy to help you have a good lesson situation.

ATTENDANCE & BILLING

Every teaching day you should either go to your computer, or use your mobile device to access our ABC Online system to do attendance, and 'Check-ins', which effectively bill the school for your time. You will receive training on this system at your training session.

OFF-SITE CONTRACTS

SUMMARY

ABC sometimes enters into contracts with third parties (private schools, events, etc.) that see teachers providing instruction at facilities other than those operated by ABC.

This section details how we operate offsite, how you are expected to behave, and what standards are to be met, maintained, and exceeded on an ongoing basis.

Contracts are a vital part of ABC's operation and growth. Your efforts offsite impact not only those you come into contact with, but ABC's core teachers, and our reputation in the greater community. You are the standard bearer for our core mission: *TO SAVE MUSIC*.

CONTRACTEE OPERATIONS

You agree to the operations standards of the Contractee, in addition to those of ABC. Instances of difference or confusion should be directly discussed with the ABC director, as a starting point.

DRESS

Offsite dress is business-casual unless otherwise specified. Gents should wear a shirt with a collar. No jeans or 'sweat' clothes are allowed at any time. No clothing with tearing or holes are allowed at any time. Shirts/pants/skirts should all be conservative and clean.

Activity-appropriate clothing is acceptable, if the activity is more physical, outdoors, or affected by ambient/seasonal temperature.

PUNCTUALITY

You are to be on-site a minimum of 15 minutes before the teaching day begins, ready to teach. This includes all concerts, special events, or functions that require you to be present. Depending on the venue, you may need to secure a music stand or other basic equipment.

EQUIPMENT & RESOURCES

The facilities in which you operate should *always* have the equipment you need. If they do not, please speak to the direc-

tor, or your primary on-site contact. We will move quickly to assure you have the resources you need to teach effectively.

LESSON PLANNING (Classroom teaching only)

You are required to maintain detailed lesson plans that are online, and cloud-based, so that the director, and the Contractee will have real-time access.

It is vital that these be planned in advance and maintained up-to-date.

Planning documents are not meant to be rigorous, but rather a guide, and a living document that you base your yearly activity on, and adjust based on your students' needs on an evolving and ongoing basis.

It is agreed that Lesson Plans become the property of ABC and the Contractee.

LESSON PLANNING & GOALS (Private Lessons)

In the event that we are working with an existing music program at a school or other organization, we may be functioning as an extension of their curricular effort. In these cases your starting point is required to be what is happening in-class at the school, to encourage the highest possible level achievement for these students. You may be guided and instructed in curricular matters by the school's music teacher, which you will be expected to follow.

For private lessons outside of curricular requirements, you are should go with all other ABC standard guidance.

When working with an organization, the primary focus should be to assure that students are enjoying their effort - this assures the highest level of satisfaction, retention, and growth. You should regularly self-evaluate your effort to assure that this is the primary direction your lessons are taking.

EMPLOYMENT OFFERS

ABC has a mechanism in place to allow ABC teachers to become fully employed by Contractees. You may accept these offers, but agree and are required to inform ABC when they are made.

LIABILITY

ABC and Contractees are required to provide liability insurance to each other as part of their agreement. You may wish to investigate your own liability insurance, as well.

STUDENTS WITH SPECIAL NEEDS OR BEHAVIORAL ISSUES

Our contracts clearly state that you are to be informed of students with special needs or behavioural issues, and to be provided with any and all resources that will help you manage these students with a goal of them having the best possible musical experience.

TRAINING

You may be required, from time to time, to undergo additional training for your contractual obligations, or to broaden your understanding of pedagogy, or to add additional skills. Such requirements will take into consideration your personal time, commitments, and consent and not cause any undue inconvenience to you.

ABC or the Contractee may cover or share these costs in the event that the training is deemed 'required'.

If trainings are outside of your home area, travel and a per-diem will be included for 'required' trainings.

If you wish to take a training, ABC or the Contractee may be willing to assume or share the costs, which will be discussed on a per-situation basis.

ADDITIONAL DOCUMENTATION

Depending on the nature of our contract, our partner may have internal policies, procedures, and terms that you will be required to agree to as part of our operations on-site. These are to be signed at the time of training, or start date.

FACILITIES ACCESS (SECURITY)

Depending on the contract and location, there may be some form of photo ID or pass card required. If you lose your ID or pass card you will be required to secure a new one immediately. If our contract partner requires a fee to replace the lost items, you will be required to cover this at your own cost.

COMMUNICATION

With Contractee

It is recommended that weekly updates on progress be made to the Contractee and to the director of ABC.

This is *especially* important in the early stages of a contract. The habit of transparency and accountability is priceless, and the foundation of a good working relationship.

Too often, problems develop and are overlooked, leading to their germination in to bigger, more consequential items. The Contractee and ABC director are your resources and support structure to make your experience a fulfilling one for everyone involved. *When in doubt, give us a shout.*

With Parents

If the contract is at a school, then a high degree of transparency and clarity with parents is of prime importance. Bearing in mind that most parents are not from a musical background is a good foundation for informing your approaches to them.

ABC can and does provide infrastructure to support directly interacting with parents:

- Partner pages. We mount a page or section on our website for our contracts, so they can direct their

students/teachers/employees to the resources we can and do provide.

- Emailed updates. Using our Homework Posting system, you can send updates to different groups of parents.

- Student of the Week Cards. You can use these in-situ for encouraging and congratulating effort/work/accomplishment.

- Music Help Cards. These can be sent home with students, and are a large postcard. Giving parents direction and student-specific information is important. Parents are your partners in education, and can make a huge difference in effort.

- Books & Resources ‘Shop’. We list your most commonly used books and accessories on our partner pages so that student who have a need for an item can simply order it from an online retailer for delivery to their home. This is a very important feature of our operation, because it eliminates a key friction point for getting students the equipment they require: having to go to a store to get it. *You are required to submit a list of books/items they may need.*

- If you have ideas or needs, speak to the director. We are flexible, and embrace new opportunities to better serve our clients.

Internal email. The contractee may assign you an internal email address for their team, which you will use. If the contractee makes this available to parents, it is expected that you will be in touch with them. It is recommended that you set clear days and boundaries for contact with parents, so that your time is not adversely affected by a constant stream of emails.

Office hours. To help manage parent contact, it is recommended that you have a day with limited ‘office hours’, during which parents can approach you. This will help keep efficiency in your time.

With the ABC Director

Keeping in touch weekly is a must, even if it is simply to say that everything is going fine.

You are encouraged to share all bumps/friction/problems, no matter how small, so that they may be monitored on an ongoing basis, and so that the director may offer you support, as needed.

Do not keep problems to yourself, or assume that it is not worth addressing with the director or Contractee. Our ability to function at peak efficiency and professionalism is severely compromised by the silent germination of problems, which allows them to become a source of emotional distress on the part of the teacher. In these situations, damage control is much more difficult than proactive problem solving. The other problem with damage

control is that it often arrives as a result of parental complaint, which means that our performance is in question. This is not desirable.

Other Obligations

General Standards for Communication

Professionalism and success in our working environment has good communication at its core. This includes:

- Mentioning concerns and problems *as they arise*
- Discussing concerns and problems in a *solutions-oriented manner*
- Taking care to *use language that is non-inflammatory*
- Remembering that you are *speaking to another person*
- Remembering that we are *on the same team*

Most often, when things go wrong, or turn into an ongoing concern from an administrative perspective, it is because these items are left by the wayside, and allowed to become larger, or emotionally charged. We help each other by maintaining a high standard for avoiding those situations by discussing our challenges promptly and effectively.

Vulnerable Sector Record Check

All Teachers are required to submit colour copies of a Vulnerable sector criminal record check from the Toronto Police Service at their own expense.

The application for the Toronto Police Service is available from the front desk, or at your training.

The total process costs around \$65.

The process must be initiated as soon as possible, and a receipt shown to ABC management.

Fresh record checks must be provided once every 12 months, and are to be initiated after the General Meeting in the spring, and are due by June 30th every year.

Availability

Teacher availability during weekdays is generally from 3-9 p.m. to make sure we are available to students after school. If you scheduled for weekdays, you should be keeping this timeframe clear.

Weekend times are generally agreed upon in the planning phase for the fall, which occurs in the very early spring, each year. Be sure you are clear on the times to which you are committing, as changes are difficult once the schedule is made available to students.

Communicating with the Desk about Scheduling

It is extremely important that you are aware of the impact that your requests have on the time and efficiency of the ABC Admin team.

Each request you make is equal to an interrupted task (primarily recruiting new students from the many phone calls we get), and should be calculated to equal at least 15 minutes spent with and on you, and another 15 minutes spent with and on each of your students if they are affected. These estimates are conservative.

Take care about what you request, and when. Plan far ahead, and consider the effect of your requests on the efficiency of ABC admin team.

Media Release and Biography+

You are required to provide a photo for our website. We like to take this photo to assure the quality and layout is the same for each headshot.

You are also required to complete a Biography and Trivia write-up that gives visitors to our website a standard view of your professional history, and a more fun view of personality and uniqueness.

The school will use your image and biographic material for promotional purposes, and may continue to do so even if you should leave ABC.

Being Paid - IMPORTANCE of ATTENDANCE

Cheques are done in batches within the first 7 days of the new month, so if you miss the end of the month, the timing of your cheque being issued is not guaranteed. Likewise, if you have not maintained your online billing, your cheque will not be accurate.

If attendance is not completed by the 4th day after the teacher's last teaching day of the month a discount will be offered to ABC at the following rates for the following months of lessons taught: January through November at 10%, and December at 20%.

Dates and Absences

As of October 31, 2015, there will be an absence/substitute blackout for teachers from Labour Day to Thanksgiving. This is our key time of year to establish ourselves with new students, and to build the foundation for the school year. Emergencies (such as birth, death, bodily injury, hamster marriage, etc.) will be handled with sensitivity.

- You are responsible for being aware of important school dates. These include start and end dates, holidays, make-up weeks, recitals, General Meetings, and any other event the school hosts. Refer to the Teachers Only part of the website.
- It is expected that you will remind your students in the weeks before a break that it is coming. For example, for the first few lessons of March you remind the student that there are no lessons during March Break. It is a good idea to mention it to parents as well. The school calls all students to remind them,

but invariably students show up for lessons. Your help reduces the instance of this.

- If you, the instructor, needs to be away, we need as much notice as possible. You will need to fill out the **TEACHER/SUB** form. It is extremely important that you do this as soon as you know you have an absence coming up, so we can inform your students in a timely fashion. A minimum of a week is requested.
- Pregnancy. ABC Academy aligns with the Canadian Human Rights Commission's guidelines with respect to Pregnancy for Female and Male teachers. We ask that you treat Pregnancy like any other absence, and inform ABC at your earliest comfort and convenience to allow operations to continue at their best. Please be aware that, by law, *ABC is not allowed to ask you about your reproductive health or plans*, so we will continue to operate with equality in terms of expectations and guidelines until such time as you let ABC know of your condition, and any reasonable accommodation required. No action regarding substitutes, covering your students, or off-site contracts will be taken on our part until such time. We ask that you inform us in writing - email is acceptable. As with all other substitutes, ABC makes the decision about their suitability. The regular substitute rate will apply to your sub.

Generally we prefer a substitute teacher cover your time, as consistency is extremely important to students (read: parents). If we do not have a substitute on file, your assistance is appreciated in finding someone who will be suitable, someone of a similar disposition and demeanour to yours. ABC can pay your sub, but you must let us know how you would like it handled.

- i.The sub should be qualified
- ii.Experience is preferred

iii.Pleasant disposition a must

- iv.You must fill them in on the students, and where they are at. Students should feel a continuity with your sub, and still feel accountable for practice, or lack thereof. This is intended to be a closed loop - the substitute should report back to you after the lesson(s) on what was achieved, This is the case for a single lesson or an extended or holiday absence. Be sure you get the update from your sub. If you do not, let the director know, this is extremely important. You should likewise provide a follow-up to any primary teacher you sub for.
- v.Be sure the receptionist has called your students. We do this as a matter of procedure, but checking in never hurts.
- vi.Students are not obligated to accept your sub. If they choose not to, you will owe them the lesson time, to be made up at the earliest possible opportunity.

If you are substituting for another ABC Teacher remember that you are continuing their work. Any potentially conflicting view you may have about what is being taught to the student by the primary teacher should be kept away from the student. You may express your concerns to the teacher or director. This is important because your single lesson with a student cannot possibly give you the context for why or how the student and teacher have arrived at a certain point. It is of utmost importance that we handle these considerations carefully.

- Last Minute or Day Before Cancellations are a reality that occasionally arise, but that require special consideration on your part to make sure that students are informed as quickly as possible about your absence if no substitute is coming. You should go through each of the following steps, in order, to make sure you do your best to reach someone:

- i. Mobile phone (Director or full-time front desk staff)
- ii. Slack (Director or full-time front desk staff)
- iii. Text Message
- iv. Office Phone
- v. Email

This order of operations is prioritized *to make contact*. Note that email is at the bottom of the list. Email is not consulted frequently.

Fall and Spring Progress Reports

Before our winter break and in the mid-spring you will be expected to complete a progress report for each of your students. You are expected to:

- Fill in each category with a constructive assessment whose purpose is to stimulate further personal and musical growth.
- Be clear and direct in your assessments
- Use good grammar (ask for help if you need it)
- To submit these for review and countersigning by the date specified by management
- To review these reports with the parent every time you hand one out. Time must be budgeted for this at the end of your lesson.

The purpose of these reports is two-fold: To convey a sense of progress with parents and students to inspire continued study, and to attend to an event that is indicated on the sheet (Fall recital, spring registration). When you do not complete a thorough and positive report, you run the risk of losing your student, as a poor report does little to indicate

YOUR interest in your student. You also are being evaluated based on the quality of your comments by management, which will play a role in contract renewal.

It is perfectly acceptable to recommend a student does not continue lessons if the students are problematic, difficult, unprepared, disinterested, unpleasant, rude, etc. In the interest of professional and discrete handling of these situations, consider a switch to another teacher, or to a different instrument before a recommendation of a discontinuation. Communication with the parent via non-practicing letter, and other means in advance of this recommendation will lay groundwork for an easier, and more sensible acceptance by both parent and student. We want to avoid losing students when possible, and when not possible, we want to assure the parting of company is done on pleasant terms.

Student of the Week Cards

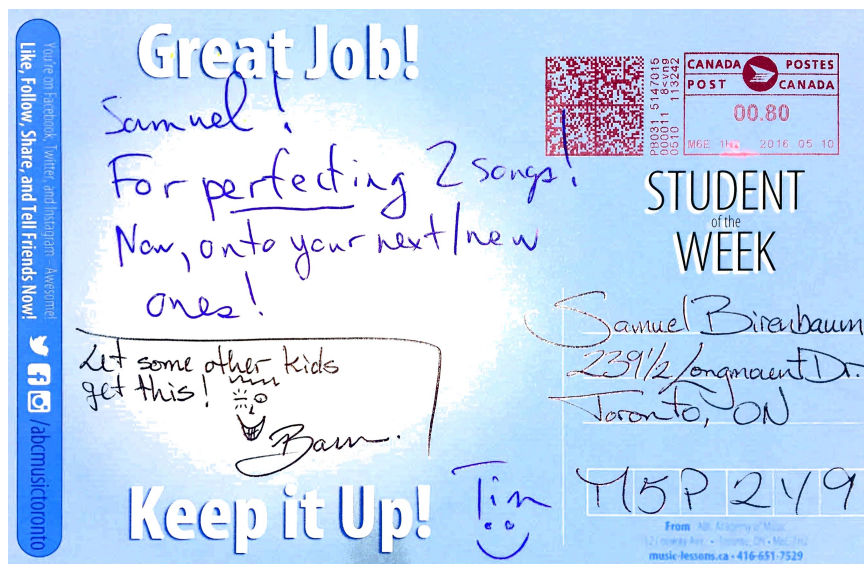
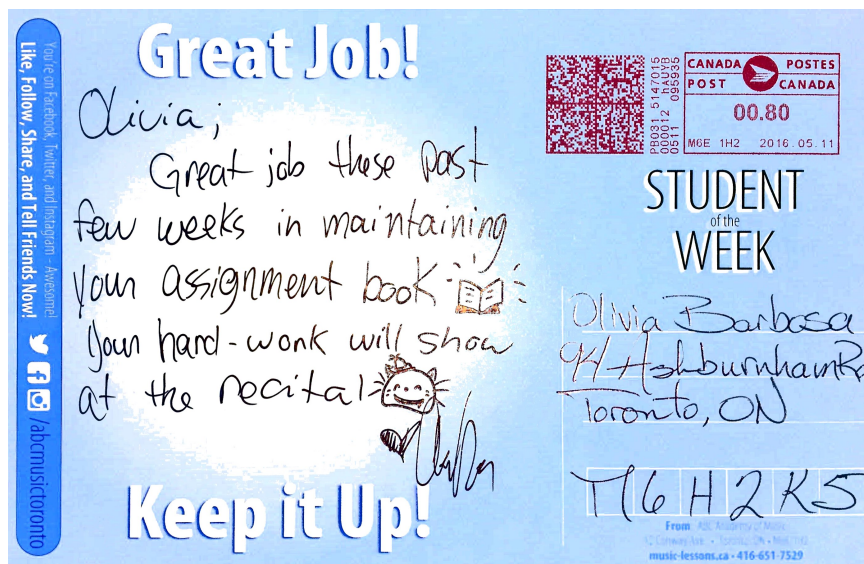
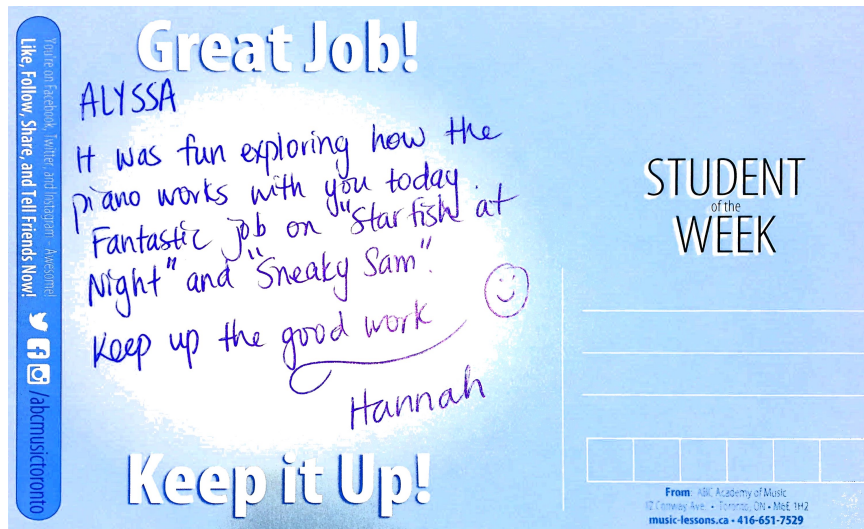
Student of the week cards are a strategic tool to reward progress, and to encourage it, depending on the situation. You should prepare a minimum of one card per teaching day, per week.

Targeting a struggling student with these cards can be a real boost to their performance, and the tone of your subsequent lessons. Be positive, and congratulate anything you can think of, and celebrate even small victories with these students.

Teachers should always write the name of the student at the top of the message section, and then sign their own name at the end of it. You need not worry about the address part of the card, just leave it on the desk at the end of your teaching day, and we'll mail it out.

These are absolutely also for use with Adults!

Examples:



ABC Also uses these cards to mention students on our social media, which, in turn, can interest their friends and connections in our lesson programs.

Annual Performance Reviews

Each year a performance review is conducted for the teachers, to assure that the standards laid out in this operations manual are being maintained at the highest possible level.

These are conducted in a two-stage process designed to be simple, and to effectively highlight areas that are in need of attention.

First, both the director and the teacher complete an identical review form for the teacher - yes, the teacher reviews themselves using the same form the director does. The teacher submits their review form by the deadline as indicated on the Teachers Only part of our website.

Secondly, the director meets with the teacher (likely by appointment, and on a day different from their teaching day), to review the form, and discuss differences in the review.

Hourly Rate Reviews. Rate reviews are affected by performance reviews, and are not guaranteed to occur in tandem with performance reviews, or annually, and generally depend on a few factors:

- Performance. If we are below targets on key areas, your rate review may be deferred to allow time to demonstrate action in these areas.
- School Goals. We are constantly aiming to grow. We may be at a phase that requires us to be conservative to plan for a growth action (Painting, Renovation, Moving to a new location, etc.), and which will mean we will defer on all extra spending to help meet these goals. We try to be transparent about these things, and to focus on making your schedule full, always.

- Longevity. We typically do our increases after a minimum of 1 full year of teaching - at the first review period thereafter.

This process is very effective and allows us to be focused on providing the best in educational excellence to our students and parents.

Teachers that do not submit their forms, or do not book/attend their meeting will not be considered for a rate increase.

GENERAL MEETINGS

Twice a year teachers are expected to attend a General Meeting. This is not optional, and is part of your contract with the school.

The only acceptable reason for missing a meeting is a family emergency, or serious physical accident/illness. Booking gigs is not acceptable for these dates, as ABC is a gig that keeps you busy for most of the calendar year. **Missing a meeting carries a penalty of \$100 off your next cheque, and is grounds for non-renewal of your contract.**

General meetings always fall on the last Sundays of September and March, and will be held in the evening. Teachers must be available and present for the duration of the meeting.

When meeting dates fall on Rosh Hashana and Easter, the respective meetings will be the first Sunday of October and April.

A meal is typically provided at our meetings (they are usually at a restaurant).

Student Recitals

Student recitals are non-mandatory, but it is an excellent opportunity to tie your studio together, and to put a public face on the school. It is recommended that you attend whenever possible.

Student Appreciation Day

Student appreciation day is non-mandatory. Some teachers will be asked to perform for an honourarium, and others will be asked to volunteer to help make the event run smoothly. This is an outdoor event with BBQ, music, and a variety of other events that make for a good time, and excellent public relations. Your participation promotes the culture of the school in the community.

Make-up Weeks

We schedule two make-up weeks: the first in December before winter holidays, and the second in the last week of June. When possible, and pending student and teacher availability, we also use March Break as necessary.

Teachers must be available for make-up weeks, on their regular days, and regular blocks of time. Teachers that accept other commitments in these time-frames will be charged back a minimum of the lessons they owe at their regular rate, and possibly an additional charge up to the retail value of the lesson as processing fee by the school for the extra work it creates.

Music Together & Rhythm Kids

ABC has a commitment to top standards in education, and investment in teacher studio growth. To support this, we offer Music Together programs for children and their families from birth through 8 years old. These programs are powerful foundational classes that deliver you children with basic music competence; the ability to sing in-tune and

in time, and to physically accurately express rhythm. It is important that you understand how vital these classes are and how useful some of their strategies can be in your lessons. Many of our teachers take the training to become teachers, even if they don't become teachers, as the resources for working with young children in any setting greatly expands your effectiveness as a teacher.

You are required to attend one Music Together class, and one Rhythm Kids class before the new year, or within 3 months of your start date, whichever is sooner. You should wear comfortable clothes and are expected to participate with the kids and their families.

STUDENT, TEACHER RELATIONSHIPS OFF-CAMPUS

Chemistry is a wonderful thing, and ABC supports everyone's right to the pursuit of happiness romantically. If a relationship develops between two teachers, or between a teacher and a student, you are required to tell ABC management, so there are no surprises should something not work out.

Where students are concerned this includes even meeting up for coffee. Likewise, if it is a student, it will be assumed that teachers are aware of legal age restrictions for becoming involved with students and will act appropriately.

If a teacher engages with a student in a romantic relationship, and that student is one that is in their studio, they will be required to move that student to another teacher to avoid any conflict of interest, decrease in teaching effort, and generally to preserve the professional environment of the student's lessons in general.

WINE AND CHEESE

The wine and cheese is a mandatory event. All teachers must attend, and some will be asked to perform for an honourarium. This primarily

a promotional event for public school teachers to come and see our school, but also an event for teachers to mingle, and enjoy some food and drink on us.

This event does not occur each year, so the school reserves the right to include an additional, mandatory-attendance event throughout the year.

SCHOOL RECRUITMENT CLINICS

School recruitment clinics are mandatory for teachers, provided the school provides you with a minimum of 30 days notice. You will typically be paid a minimum \$50 honourarium. Clinic lengths will be a minimum commitment of 2 hours, and may require a training (unpaid) before-hand, which will generally be aimed for a Sunday night.

These clinics represent an opportunity for the school to promote itself and our teachers, meaning a time to expand your studios. The community outreach into schools is also a great way to give back to the community and to make our mark as a school that truly believes in education.

Food, Kitchen and Washroom Use

The Kitchen and Washroom are available for your use. If supplies are required in the washroom, please inform us as soon as possible. If garbage, recycling, or green bins are full, please either take it upon yourself to empty them out, or to ask us to do it.

Food should always be consumed in the kitchen, and never in studios. Apart from spilling/dropping food, there is the concern of ongoing cleaning, staining of rugs, and possibility of insects, or other critters.

We work hard to be an eco-friendly place. It is upsetting to us to find recyclables in the garbage, or recyclables in the right bin, but not

cleaned up. Recyclables include foam and disposable coffee cups, and we ask that any container that has had food in it be rinsed out properly. No foodstuffs should go in the recycling bin - even in small quantities. Garbage should likewise be a 'dry' environment. All foodstuffs should go in the green bin.

Scent Free

We are a scent-free environment. Some of our students are allergic to perfumes/colognes and become ill around them. Please be sensitive to this.

General behaviour on-site

This is a professional engagement. You are the face of the school to the individual student/parent, and your actions are watched very closely. Politeness and class are the keywords of our operation, and what we have come to be known for.

Proper, polite language should be used at all times while at the school.

No cell phone use is acceptable during lessons.

Cell phones should be off while teaching. If you must make a call, please use the kitchen area, or go outside.

Please make sure the hallway, waiting room, and studio lights are on when you arrive.

Likewise please turn off all lights, amplifiers, and electronics in the studio when you leave for the day. Dark places are creepy, and we have bright spaces here on purpose.

Problems with the school.

If you are unhappy with the operation of the school, please let us know. We work hard for our teachers, and are very happy to hear from you about areas that we can improve to make the experience here the best it possibly can be. We even have contests occasionally for the best list of ideas to improve the school!

Remember, we can't fix what we don't know about!

EXIT PROCEDURE

As with all other aspects of our operation, the parting of company between ABC and teachers is expected to occur professionally.

Remember that your contract states that you agree to provide 45 days notice in the months of November through May, and 60 days notice from June through September. This is to ensure a sufficient amount of time to find a replacement that is suitable and meets our standards. This means that if you tell us you are leaving on the 2nd of August, you will be expected to stay until the beginning of October. If there is any chance whatsoever that you may not be returning in the fall, kindly indicate this in your spring availability submission. Finding teachers on short notice - less than 60 days before the start of the school year - is tremendously challenging. Your consideration is appreciated.

Whatever the reasons for your departure, it will be ABC that is responsible for communicating the information to your students. You should not do so until advised that it is OK. We like to be able to tell you students who the new teacher is at the moment we tell them you are leaving.

You are responsible for communicating, in detail, what your students have been working on in recent months, so that the pedagogical transition is as seamless as possible. The director should be copied on this communication, either by email, or by Slack. For some, the new teacher will be a big change, and we need to minimize the impact it may have. A major change in pedagogy on day one could alienate stu-

dents and parents. You must do this before your final cheque will be issued. You must do this in advance of your replacement beginning, by a minimum of 72 hours.

Your key must be returned before your final cheque will be issued.

You may be asked to take part in an exit interview or survey, so we may better serve our teachers in the future. This is optional.

PAYMENT AND TAX OBLIGATIONS

You are reminded that as a contractor you are obliged to report and submit any earnings information and tax contributions to the Canada Revenue Agency. ABC does not do this on your behalf.

IN-HOME LESSONS

SUMMARY

ABC will be piloting and testing an in-home lesson service starting the 2016-17 School year.

This service is designed to expand our reach with the ultimate goal of expanding our physical campuses in busy parts of the city, a kind of ground-level market research.

The service has been specifically designed with 2 factors in mind:

1. Making sure the Teacher is paid for all time, including travel.
2. Making the effort as simple and effective as possible for all involved.

Zones & Travel Billing

Teachers start by picking the major intersection around which they would like to base their in-home teaching activity. All travel uses this base point to calculate distance, and therefore billing. All travel time/distance is calculated using Google Maps.

Zone 1 is a 1km walking zone, and does not carry any billing. This is based on the assumption that you would walk this zone in your neighbourhood, anyway.

Zones 2 & 3 are considered Transit/Car travel zones, and are calculated at up to 30 and 45 minutes of transit travel time.

Travel billing is fixed at a round-trip rate of \$13.44 and \$20.15 per Zone 2 and 3 travel, respectively, per lesson.

Lesson Billing

Lessons are billed at the same rate hourly rate as the teacher receives (or would receive) at ABC Academy's campus location.

See the following chart for Zone and Travel Billing.

Travel Allowances	30 min.	45 min.	60 min.	Travel Time Explained
ZONE 1 ≤1km walking	+ Your Regular Rate for Time Taught			0% <small>this assumes reasonable distance travel for a student in your area normally</small>
ZONE 2 ≤30 min. by Transit	+ Your Regular Rate for Time Taught			50% <small>of Average Hourly Teacher Rate, 30 minutes fully acknowledged</small>
ZONE 3 ≤45 min. by Transit	+ Your Regular Rate for Time Taught			75% <small>of Average Hourly Teacher Rate, 45 minutes fully acknowledged</small>

Choosing How Many Zones to Cover

Teachers may choose any or all zones to teach in, based on their interest. In this way, you can limit yourself to a specific area, and limit travel.

Choosing Your Base Point

Our in-home program is conceived to revolve around an area that is close to your home. You may, however, choose a different area as your base point if you want to, or if it makes sense based on other commitments you may have. For instance, you may work in a coffee shop in Etobicoke on Wednesday mornings, live on the Danforth, but wish to make the most of that day and area while you are out there. This is fine.

Exclusion Zone

Since ABC is a campus-based location, there is a geographic exclusion zone within which in-home lessons will not be offered. If you abut the exclusion zone, common sense will be applied on the basis of most practical scheduling, and the spirit of testing the system for effectiveness.

The exclusion zone is important to avoid cannibalizing ABC's core teaching.

Teaching Minors

A parent must be at home for students aged 19 and under. You are forbidden from teaching students under 19 if a parent/adult/caregiver is not home.

If you arrive to teach and there is no adult available, you are to leave immediately.

Safety

Safety, whether it is the teacher's or the student's, is of paramount importance.

If you do not feel comfortable with a student - for whatever reason - you may decline the student. Do not be shy about this, it is very serious, and important to us that you feel comfortable.

Student of the Week

Teachers will be furnished with SoW cards, with postage already assigned. These should be completed weekly, as usual.

Because you will not be on-site at ABC for in-home days, you should take a photo with your mobile device, and upload it to the director via Slack. The director will then do the necessary social media posting.

When you are down to your last 1 or 2 cards, please let the desk know, and more will be provide to you.

Homework Posts

Homework posts are handled in the same way as though you were teaching on campus.

Reporting

Reporting needs to occur as per the regular schedule.

Recitals

ABC @Home students are absolutely welcome, and encouraged to join ABC's regularly scheduled recitals.

Arm's Length Concerns

Teachers teaching in-home are effectively satellite locations of ABC Academy. Even this small distance makes some things more time-consuming, complicated, or sensitive.

It is imperative that in-home teachers maintain a higher degree of mindfulness about all aspects of operations, especially anything related to time. This may include, but is not limited to:

- Deadlines
- Travel delays
- Competing SoW Cards
- Completing Homework Posts
- As-it-happens notification of gigs requiring schedule changes

- Early warning of potential illness (yours)

If and when in doubt, give us a shout!

Procedures for a State of Emergency (SoE)

In early 2020 Toronto experienced its third situation involving a Coronavirus, COVID-19. As a result, the following procedures were put in place to quickly preserve and move to digital operations with minimal interruption to our clients and teaching team.

REDUCTION IN LESSONS TAUGHT

Since lessons are individual, we are largely at the mercy of our students' decisions about whether or not to continue with lessons in an online format. Expect and plan for a minimum 40% loss. This way your expectations are well managed. Our goal will be to keep everyone teaching.

MOVE TO DIGITAL/ONLINE LESSONS

Depending on the nature of the SoE, it may not be possible to offer in-person lessons. In this event, we will move to online lessons using teleconferencing software.

Online teaching requires adaptations to remain effective, and some standard class practices do not translate well to this format. Depending on your instrument, you will need to be flexible, patient, experimental, and well-informed on technical matters.

PAY FOR ONLINE LESSONS

Target pay for lessons is 100% of normal. This may vary depending on the SoE.

Depending on the School's aggregated loss, it is possible that the teacher body could be asked to adjust their pay down in order to keep operational. As this has never happened, there is no frame of reference for how that would work.

USING YOUR COLLEAGUES LESSONS TO YOUR BENEFIT

It is not necessary to re-invent the wheel each time we have a public health crisis. The framework provided, some collaboration with colleagues can provide you with rich examples of how you can run these lessons, by asking to sit in on some of their lessons.

You should also consider recording your own lessons, then spending some meaningful time reviewing them. Taking ideas from each other is easier than struggling on your own.

Remember, too, that the director can help coach you through ideas, and the online modality.

It could take substantial time to do the above, but it is a comprehensive set of supports for you to make teaching online as easy as possible. Take advantage of it.

TEACHER REQUIREMENTS & SOFTWARE (ZOOM)



In 2020, we used ZOOM software to run classes. As this was a public health SoE, teachers were offered the ability to teach from home.

Since this software relies on stable internet connections for quality delivery to the persons on the other side, the teacher must have appropriate bandwidth (recommended at 16+Mbps download and 5+Mbps) to deliver this experience.

If the teacher's bandwidth is not satisfactory, they must upgrade it for the duration of the SoE.

The software itself is very easy to use, but there are some tips that are extremely useful, and helpful when running lessons/classes.

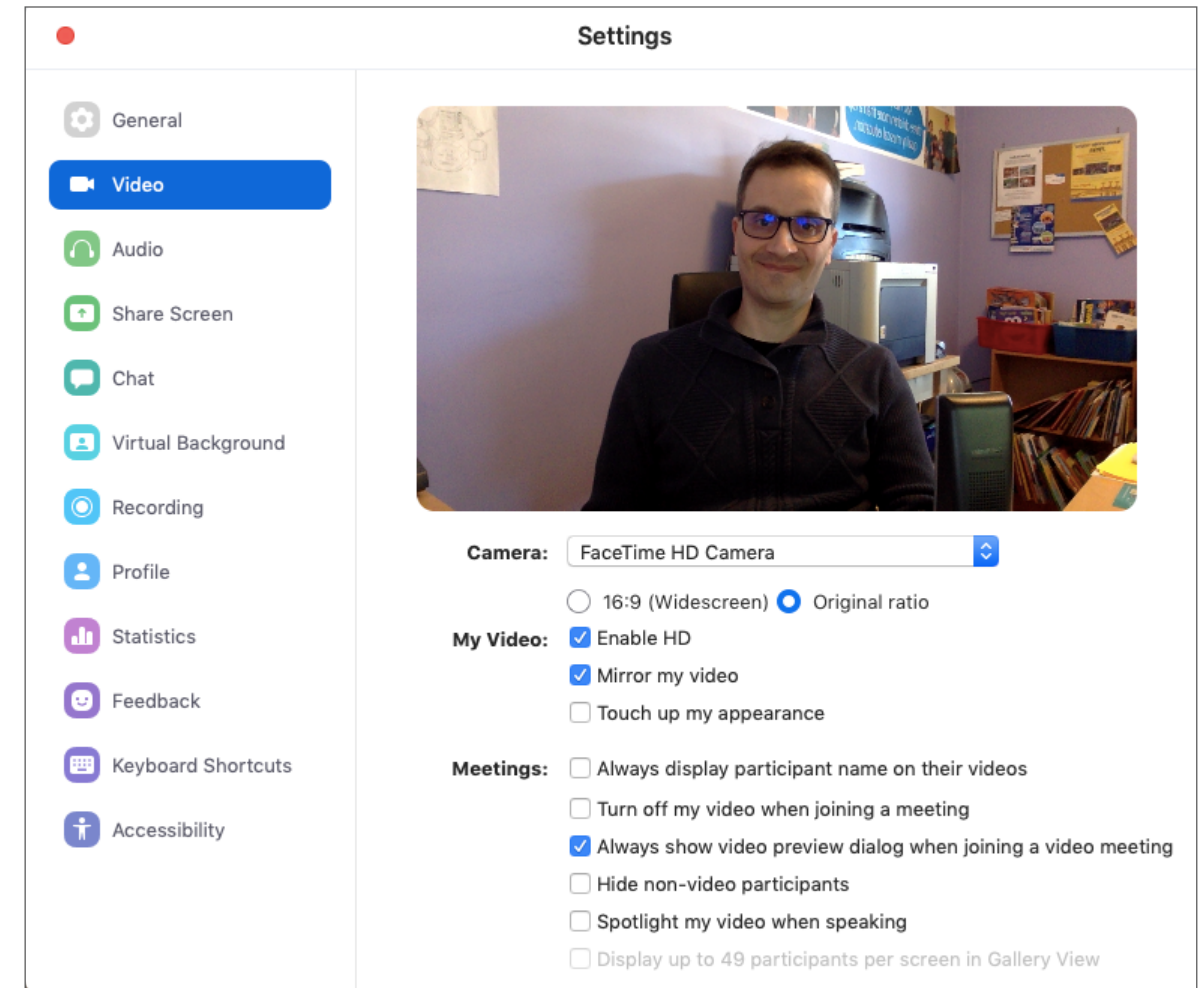
Be sure you are using your most up-to-date hardware, with the most up-to-date version of the software (both Zoom and your device's operating software).

Using a laptop or desktop computer is the preferred hardware, as it has the most options for sound. This will become apparent shortly.

Note:

- a. If you are using a central school account and are logging in from a standard laptop (non-Chromebook), these settings will likely already be set up. Do, however, check on your first use, and from time to time.
- b. Settings shown on following pages may be out of date as software is regularly updated. **Be sure you take the time to get to know the version you are using for the best student and lesson experience.**

VIDEO SETTINGS

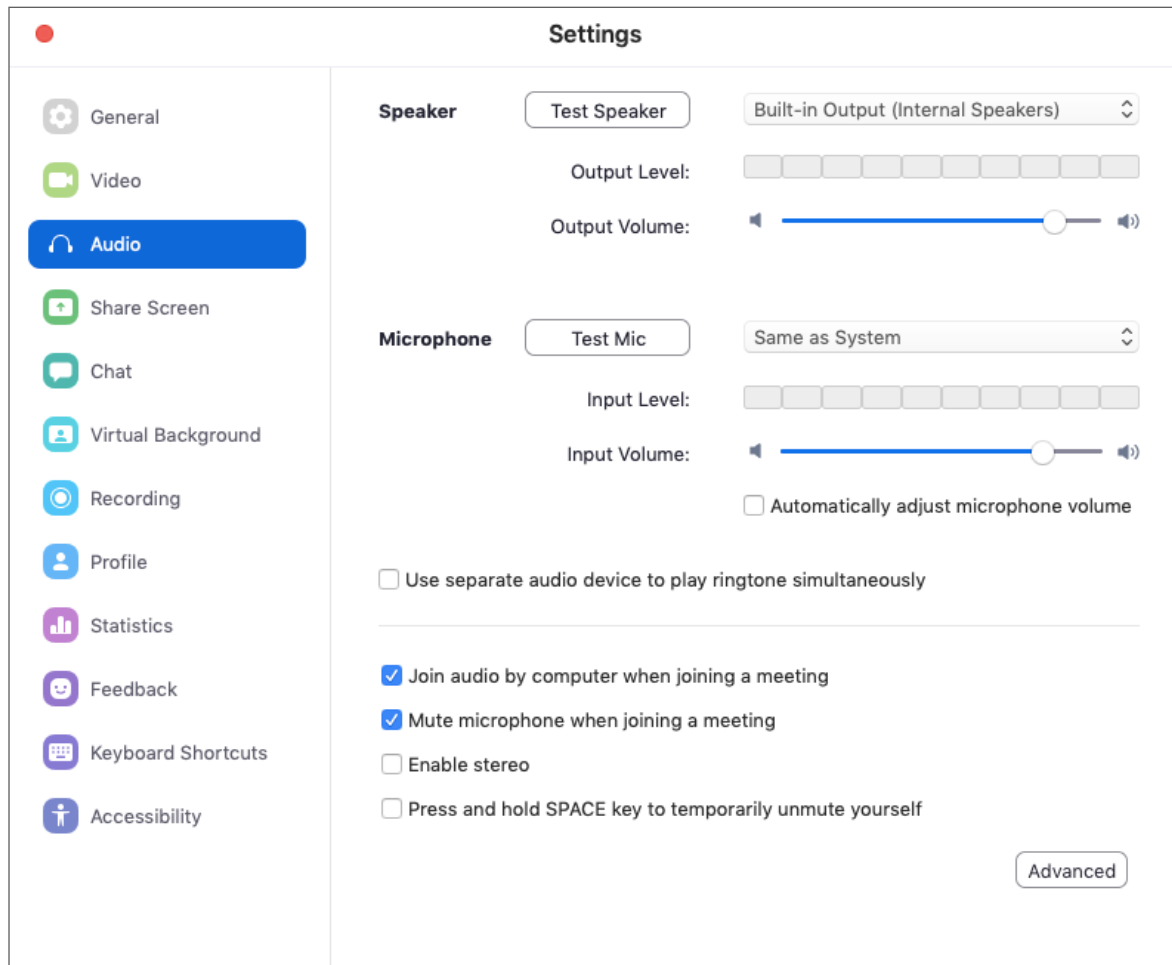


There is very little that needs your attention in *Video* settings, but if you have a 16Mbps or greater connection, it may be worth trying the 'Enable HD' option for video. The better the quality of the entire presentation of your class, the better.

AUDIO SETTINGS #1 - BASIC

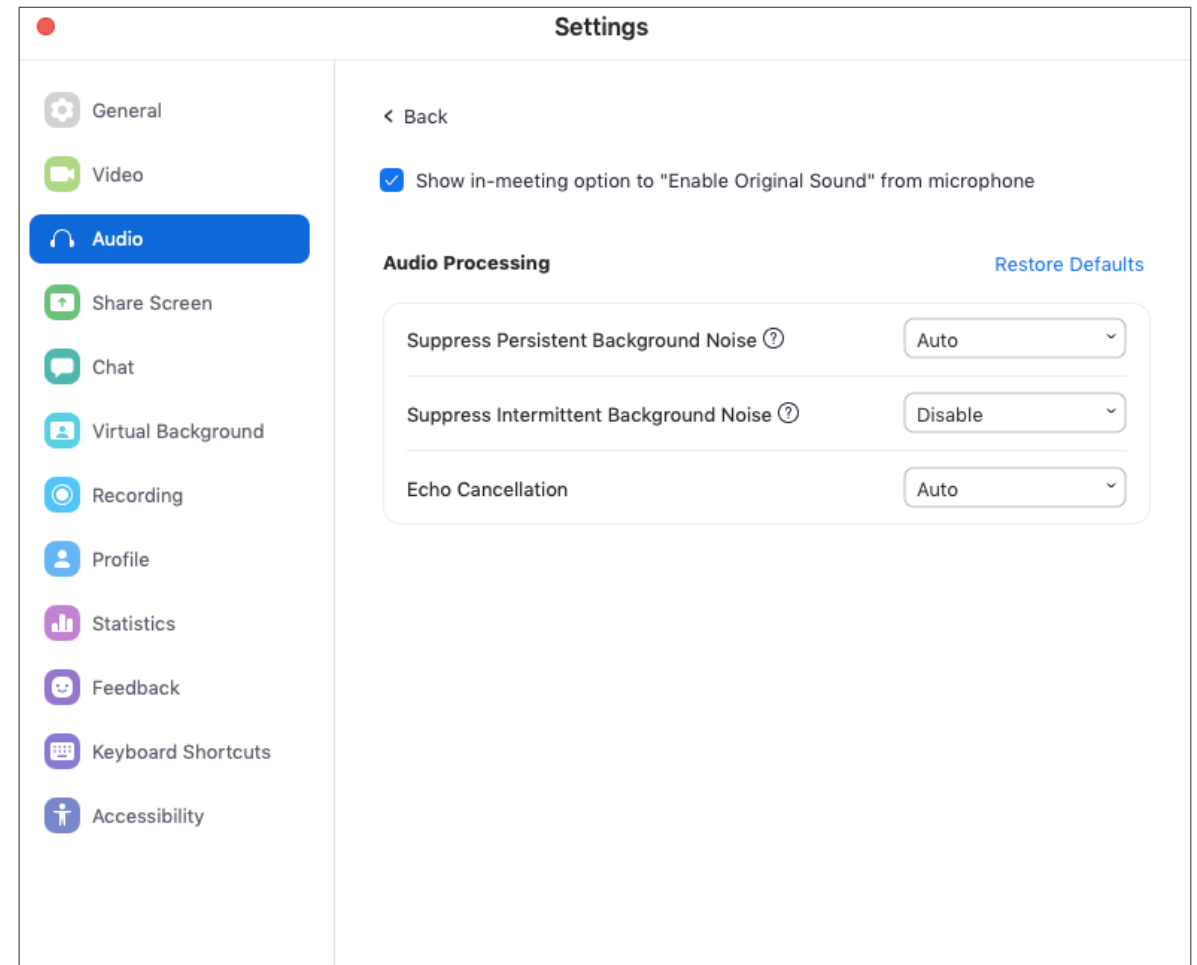
Firstly, if you have a quality microphone that can be used separately from your device, we ask that you use it. This makes a big difference.

These are the most important settings to account for when using this software, take care to implement them correctly for best audio delivery!

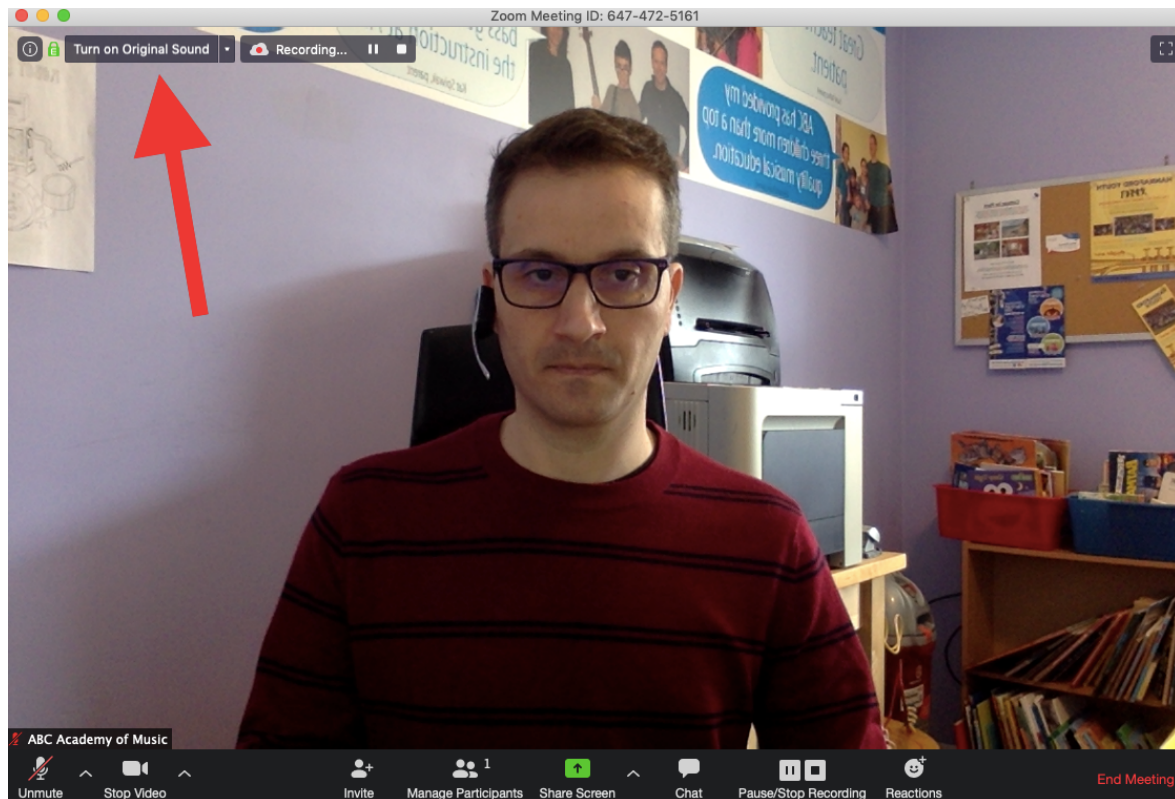


In the *Microphone* settings, disable the checkbox that says ‘Automatically adjust microphone volume’.

Then, in the bottom right-hand corner of the window, click the ‘Advanced’ button. On the following page, there are two settings to adjust.



First, click the check box that says *Show in-meeting option to 'Enable Original Sound' from microphone*. You will need to turn this on each time you start a meeting (upper left-hand corner of your video screen).



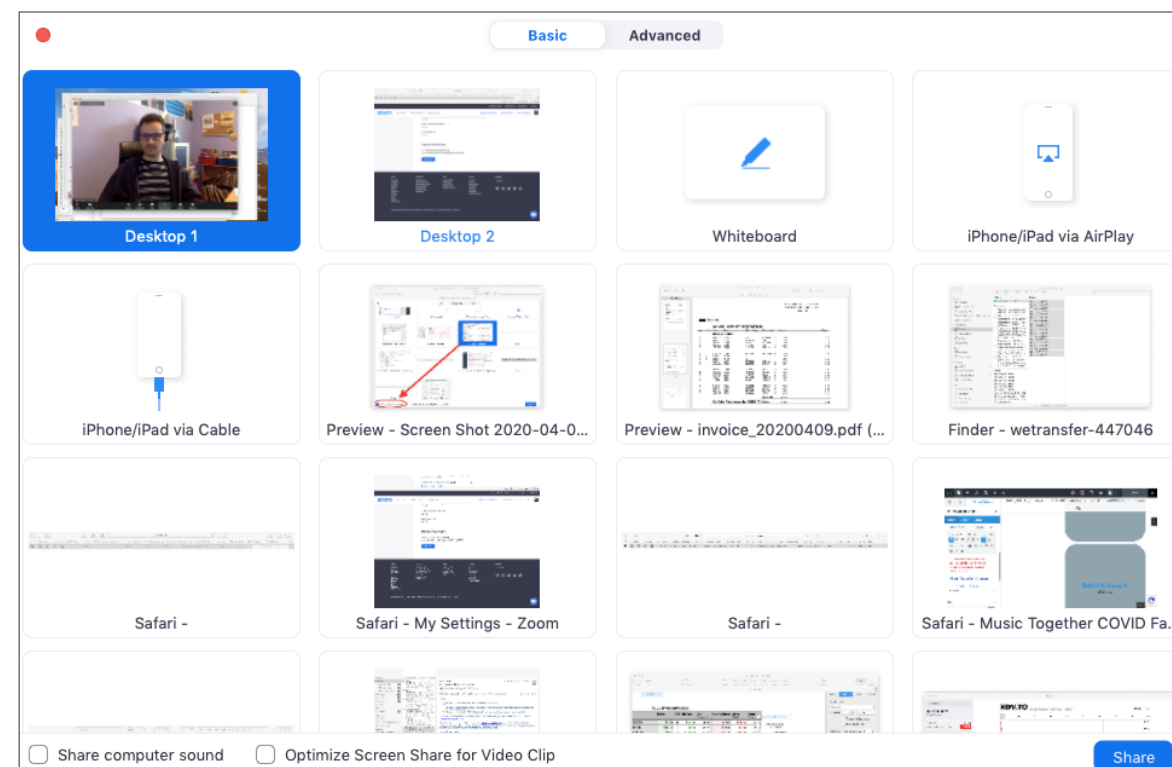
Then, in the 'Audio Processing' section below, change the setting for *Suppress Intermittent Background Noise* to 'Disable'. This is extremely important for drumming, and banging things together. You may find that doing the same for the setting above (*Suppress Persistent Background Noise*) to 'Disable' may be good for using recorded music during your class.

AUDIO SETTINGS #2 - MUSIC PLAYBACK USING COMPUTER SOUND

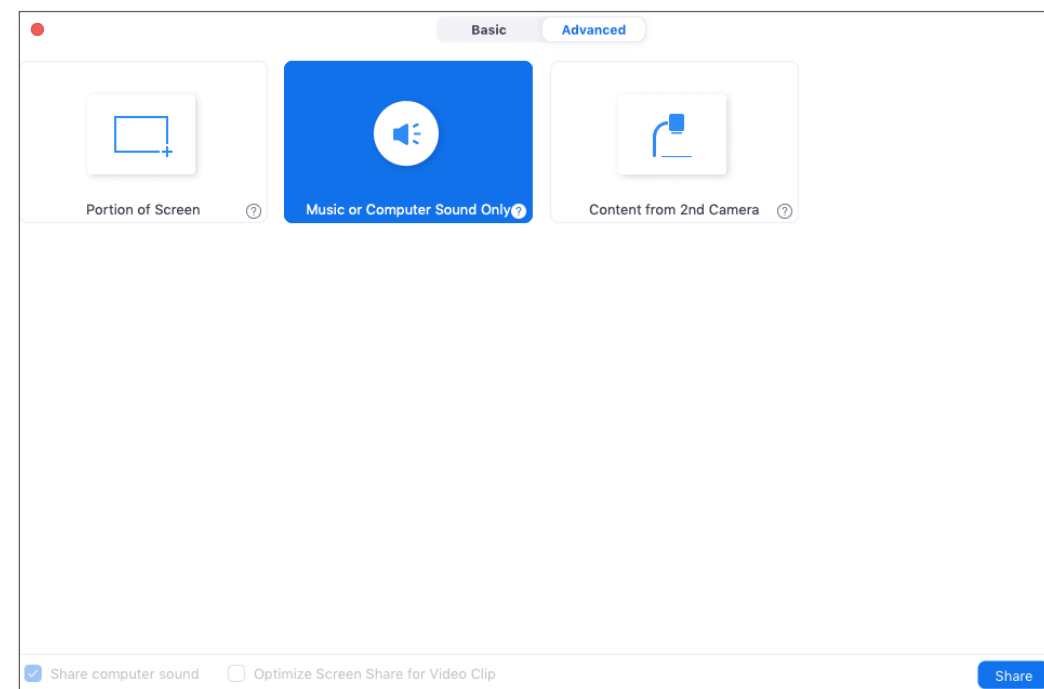
If you are using a computer (desktop/laptop), then you can actually stream the music directly over the internet connection, greatly improving the quality of sound delivery. This only works on the desktop version of the software.

First, you'll need to make sure you have your music on your computer, and organized for your class. Launch your music player and get the music ready.

In Zoom, click the screen sharing button. At the top of the window, you will see a *Basic* and *Advanced* toggle:



Click on *Advanced*, and you should get the following:



Select *Music or Computer Sound Only*. This will enable your sound to go directly out over the connection without changing the view of you as presenter.

NOTE: It is advisable to do this before you start your class, as the viewers may lose the pinned image of you if you switch in the middle of class. As a matter of habit transferred from live classes, you can/should take advantage of this and play some background music as families arrive.

While you are playing music, this will transmit the music directly over the internet to your class participants. The quality difference is greatly superior to using a speaker in your environment.

The *Music or Computer Sound* setting does not preserve from meeting to meeting - you must set it each time.

FOR CLASSES: SET AND POSITIONS

When using video to present a class, environment and presentation of space is extremely important, and should be conceived to be warm, welcoming, and functional to your needs.

Feel free to decorate with instruments, teddy bears, friendly/fun artwork. The director may provide you with a printed backdrop to bring consistency to the ABC experience across the team.

The director will review your space with you, perhaps with the other members of the team, so that space set-up ideas can be shared and profited from between us.

DEVICE PLACEMENT & LIGHTING & SPACE DEPTH

Your device (phone, tablet, laptop) should be in a position that is generally not 'looking up' at you (into your nostrils). This can be a bit of a challenge, as we have to do large movement at a distance, but minimum height recommended is on a chair or table, and a slight downward angle is good.

You should never have your back to a bright window. This is called backlight in photography makes you very hard to see. If you have bright light, you should face it. If you are teaching during a darker time, or in a basement, use warm lightbulbs where possible, and lots of ambient, indirect light. Avoid LEDs or bulbs that have too much 'blue' spectrum (sometimes called 'daylight'). You may be asked to move your lighting around for best results. Having some small lamps on-hand is helpful.

Depending on your instrument, you will need to consider different positions between you and the camera.

You need enough depth of space for the positions below, and generally you don't want to see the ceiling of your room. If you can adjust the top of the camera view to where the ceiling meets the wall, that is good.

Using a yoga mat is a great way to measure recommended depth for a fairly full view of your body.

Marking the following positions with painters or masking tape on your mat/floor/carpet is very helpful for quick transitions between activities and avoiding guesswork or awkwardly checking yourself in the camera. This is an easy way to look professional and move fluidly between activities.

For all positions assure that there are no tripping or safety hazards.

POSITIONS

Head Position

This is the closest you should ever get to the camera, and your shoulders should be visible with your head generally upright and not leaning into the camera. Getting too close is a common mistake and is uncomfortable as a watcher/participant.

You can use a stool/ottoman close to the camera to get close enough, as long as it is easy to move or does not interfere with other positions during your class.

This position is good for finger play or small movement that is limited in scope, as well as holding up smaller instruments for detailed views of positioning.

Lap Position

This is a position in which your entire lap is visible for lap songs, dyads, and small (and medium-ish) movement.

This is most likely the go-to position for lessons.

Large Movement Position

This position should allow your entire frame to fit into the camera's entire frame, and leave room for all sorts of movement.

ORDER OF OPERATIONS & SCRIPT

You will be expected to do the following steps for a predictable and familiar class experience for your families, regardless of who they tune in to watch.

- 1.** Assure your space is director-approved and ready.
- 2.** Make sure everything you need is easily accessible
- 3.** Log into the your Zoom account if you are teaching lessons. If you are teaching a class, log into the appropriate account for the class.
- 4.** Click 'New Meeting', but be sure that it is set up to do so using the Personal Meeting ID (PMI). There should be a drop-down or option near the button for this. On mobile, there will may be a pop-up for this after tapping 'New Meeting'.
- 5.** Turn on the computer sound sharing as described.
- 6.** Once the meeting is started, you may click 'Record', or make sure it is already recording (this may already be set up for auto-recording).
- 7.** If your video and/or sound are not enabled, enable it.
- 8.** Double check your camera's view.
- 9.** Begin teaching.
- 10.** After Teaching, be sure you have ended the meeting.
- 11.** Log out of Zoom.

When using the suggested script, make it yours over time as you get used to the format. *Try not to be a reader, but more conversational and friendly when delivering this - think Mr. Rogers.*

SCRIPT:

“Hello! My name is _____, and I am going to be your teacher for today's (TYPE of) class today!

“Just before we start, feel free to take a moment and say hello in the chat, and tell us who is here today, so we can all say hello to each other.”

“You should definitely pin the video of me to your screen, so you can see what I am doing during the whole class. On mobile double tap the video of me, and on desktop look for the three dots in the upper right hand of the video of me when you roll over with your mouse. If you have a Smart TV or streaming box, you may be able to mirror or chromecast me directly to your TV.

If you have any questions, let me know and we can get those answered quickly before we start.”

(TEACH LESSON PLAN)

“Well, that was fun! I’m so glad we could all sing and play together today, and I am looking forward to doing it with you again next week at the same time!”

(Optional)

“If you and your family would like to have a bit of a real-time visit, we can do that now for a few minutes. I’ll enable you to unmute yourselves, and would love to say hello to some of you now.”

“For those of you not sticking around, thank you all again for coming to our class - don’t forget that you can watch all of our classes online this season using the Access Portal on our website. My name is _____, and I have really enjoyed spending this time with you! See you next time!”

(PAUSE RECORDING / UNMUTE PEOPLE TO CHAT / END MEETING)

GROUP CLASS STRUCTURE

When teaching a group class that is planned out for a specific period of time, it is essential to remember that it is *not* a music lesson.

Time-limited and structured classes are more akin to a cooking class. It is a presentation style class, where the teacher is the guide through a step-by-step process of what is happening. We’ll use the example of our ‘Campfire Summer Songs’ program below.

Teachers should envision a 3-part structure for the class, which may have sub-sections:

1. The ingredients (Chords for the week’s songs). What are you doing in the class, and what are the components?
 - a. Break the parts into their smallest units, and help the students get comfortable with it. In this case, learn to read the chord charts and then learn to play the chords separately, covering hand position and providing lots of examples aurally of what it sounds like.
 - b. Start building the repeating patterns that will be played in the songs. You can tell them what you are doing and why - they will appreciate it.
2. Get out the first song. Explain the patterns as they appear on the Lyric sheet, and then work through them, one at a time, with plenty of repetition. You need only go through each pattern once, not through the whole song, that’s next. Try to tie the main patterns together before moving on.
3. Play the first song and invite them to sing.

There are, in theory, some extra steps that are important:

- [4. Repeat steps 2 & 3 for song #2.]
- [5. Encourage them to get the chords for next week and listen to the songs in advance of the next meeting, to make things easier/faster.]

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**

Library

We maintain a small library of commonly used texts, study books, and repertoire for quick access and use when a student forgets their book.

At NO time should these materials be lent out to students or leave the school.

Manuscript

We try to keep a stock of manuscript available at all times. It should be found at the teachers' station and if it is running low, we appreciate you telling us, so we may re-stock.

Students may also take advantage of our 'Free Resources' Section on our website, which has blank manuscript, and also weekly lesson sheets to help track assignments. These are available for Guitar, as well as standard instruments.

Studio Equipment / Instruments

Studios 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. This does not include metronomes, and small electronics - these are too easily stolen.

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

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

p: Schumann_2

Homework Posts - access from Teachers Only, Quick Links Tab

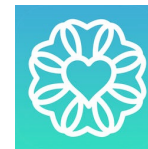
u: Firstname.Lastname

p: Schumann_2

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

u: *your email address*

p: Schumann_2



Mobile Device Schedule - WellnessLiving Elevate app for Android and iOS.



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