

Appendix 12

Interview 2: Coded Transcripts

PA:

PA

R: Thank you so much for doing this, super pleased, thank you. I just saw that you sent over the forms as well which is brilliant, I just managed to sort of quick, I didn't see all of them but I just wonder if I can maybe in a minute just go through the order of those just so I've got them in the right sort of sync as it were. But that's brilliant. So I think probably because I want to ask you about how you found it as integral to the interview, is it alright if we just get going with that? And then it gives you a chance also within that to then say all your thoughts about it and all the rest of it, if that's okay. Does that work?

A: Yeah.

R: Good, good. Okay, so it's semi-structured again so it's quite loose but excuse me. Right, so the first question I have: was implementing this schema or model as it were, an easy or hard task? Do you think in general?

A: Easy.

R: Okay, good. Okay. Have you used a similar process before?

A: No.

R: No. Okay, good. That's fine. Has this research enhanced your knowledge of mindset at all? Don't worry if it hasn't.

A: Yeah.

R: Yeah?

A: Yeah.

R: Do you know, could you...

A: Do you want me to expand on...

R: If you could, if you could on that little bit, yeah. It's all right, the all yes and no answers. But those first two were a bit yes and no, and that's absolutely fine. But yeah, this one, if you could, that'd be fab if you can.

A: Yes, so I think it, it clarified it a little bit more in my mind. I've heard of it and read about it briefly before that, but your PDF and the video were you know like kind of brought things to like very clear points. Instead of like a whole, you know load of things about it, so you know if something is like distilled down to like certain points that can make it more clear and then also just watching it in action was interesting because I really didn't I don't know. I don't think I expected much from it.

R: I didn't know what to expect so for me this is all a bit of I don't know what to expect.

A: Yeah I didn't really expect much from it but having my student go through the different things every week changed them.

R: Okay would you say positively?

A: Yes yeah Yeah, yeah, so it just that like helped clarify my mind also like just like the points in action

Codes

How easy was it to use schema

Previous experience of using similar

Usefulness of schema

① Clarified
② Brought things to very clear points
③ Got more from it than expected.

Clarify x 2
Clear x 2
points x 2.

R: Fabulous. Oh, that's really nice feedback. Thank you Okay. So do you think it would be useful to your teaching going forward? Is it something that you would consider? Maybe implementing

A: Yes (5)

R: Okay, would you consider profiling students going forward? I mean, so I know that you've just answered yes to that previous question, but with that I'm sort of saying, would you go through the whole actual thing of working out the mindset you think you would actually go as far as doing that still?

A: It's a good question. I know, I mean, because we're turning it into you and you're trying to figure out where these people started that you don't know. I feel like it's helpful but I'm not sure if I need to know what kind of learner they are to implement the program to bring success because I think that it's helpful for people who are are a growth mindset too. And so, I don't know if I need to measure how much their mindset is growing personally. I just need to like, the goals and tasks and the way they're structured, I think would be helpful for everyone of both mindsets.

R: Okay, so would you sort of say it's fair then to say you wouldn't necessarily say knowing everyone their mindset is necessary and it's more just about the goal setting element of the schema that you found? Or do you think there was an integral sort of thing there that kind of, sorry I'm just trying to think about that...

A: I'm thinking about it more too. Well I guess, I guess, I guess if you can't tell what their mindset is like right off the bat, you know, some people walk in and they say or do things that you can kind of tell like right away. If it's kind of like ambiguous with a new student, then it would be helpful to do the profile.

R: Okay, so that's something you might consider still using going forward. Great, okay. How did you implement goal setting into your lessons for this research task? I hope that question makes sense. If it doesn't make sense, please say and I'll try and word it better.

A: I knew that we were doing an experiment thing. So, you know, it was pretty structured. So at the beginning of every lesson we would fill out our different forms and then talk about our goals and if they changed or they were manageable or we needed to reset them and why. It was kind of a good structure to like take that time to like talk about it and plan and not like dive right into singing.

R: And how long do you think you maybe took to do that? How long did that take? A significant amount of time out or?

A: No, I usually took like five to eight minutes.

R: Good, so I figured it would hopefully be, because I didn't want it to be too intrusive. So I should get to the end of your lesson, you go, well, that was chit chat, you know, and I don't feel like I've, you know, so you don't want to become like that because that's a problem in itself. That's great, okay Is this the same or different to your usual process of using goal setting? Did you do follow any same sort of structures as before I think you maybe answer this already.

Codes

How easy was it to use schema

Previous experience of using similar

Usefulness of schema

preference of goals tasks structures over mindset profiling

Changes mind as helpful for new student

engaged the structure x 2

Structured x 3

Structure $\times 2 \rightarrow$ measured. (9)

A: It was a little bit more like measured usually I'll kind of try to recap a lesson and be like depending on the person like what's like one, two, three things that you're gonna be like thinking about or doing this week in your practice and then when I come back to the lesson I structured-ly asked about it like how did it go? Did you do your, you know, one to three things? And then the one to three things at the end of that lesson could stay the same or they could be different depending on what we worked on. But there is like a subtle difference about having the structured talk about completion. So since we had the goal that we were trying to complete things. I don't know how to explain this.

R: No, no, no. Whatever you say is great. Anything's great.

A: Like that it was going on like a form and we had like these like thoughts about them. Yeah. Not just like did you do them, but they were like...

R: So it's a little bit more in-depth, a little bit more structured in-depth kind of feedback process.

A: Yeah, and like how did you feel about them? Like why couldn't you accomplish this? Like why do you feel like you couldn't accomplish this?

R: And is this maybe not something you'd thought about going into that much depth before perhaps? I don't know, did that just make you feel a bit more inclined to think about that more?

A: Yeah, more inclined to think about it in a very structured way and I feel like it put a little bit of pressure on the student.

R: Were they alright with that? Did they reach okay to that? Or was that a little bit, err?

A: Yes, yeah, they reacted well to that. Because I'm usually kind of, especially with my adult students, I'm kind of like, you're an adult, a vocational student. Like, if you get to this, you do, and if you don't you don't because like you have a life and you're an accountant or whatever. I'm not usually so like, did you accomplish your goals? Yeah, with this person, just a tiny bit of extra pressure that we were actually going to be like structured and interviewed about it made them try more.

R: Yeah and did they sort of sort of feed back to you at the end of it all and say anything at all really at any time or did it or was it just a bit yeah that's done now you know back to how we were or what kind of did they it doesn't matter if they didn't I just I'm just intrigued as to anything was said.

A: No I mean the reason that I picked this particular person because we're still kind of at the stage of finding out like what works best for them and I'm still getting to know them and I've been doing lessons with them for like two months before this and trying to figure out there's like a lot of like psychological singing damage done like they dropped out of their undergrad program being a voice major and we were having a really hard time like basically I went into the program being able to sing and came out of the program not being able to sing. Oh gosh, right, okay. And so and they moved from a different state to California within the last year and a lot of things are new and they're like young and trying to figure out everything and like recover and heal. And so I was like, maybe some structure, let's try this. So I mean, I think I probably will continue still using more structure because this person seemed to respond with better. And as I said, like having that little bit of pressure about like having to answer the

Codes

How easy was it to use schema

Previous experience of using similar

Usefulness of schema

The student/s used

More to do's wss + consider created more structure

Reached well to the structure made them try more

partly down to interview process

Highlighted need for structure (11) Structure(d) $\times 6$
- better student response (12)

3.

(13) gave more motivation

question seemed to me to give them a little bit more motivation to be like, oh if I said I was gonna practice three times this thing I better have done it.

R: So would you carry on doing similarly to what you've been doing from this or were there other ideas that it generated you thought, well I might actually do this and this as well, you know, new, new other things that I don't know about. I mean,

SUGGESTION

A: I think that I would keep the question, like, do you feel like you can accomplish this? And then like, if, when they come back, like, did you accomplish that? Like, like, it's a feeling question about like, do you think you can do this? Not just me like telling them, alright I want you to do this, these three things this week.

R: So getting them more involved in their own kind of thought process with it. Okay, that's really good to know. So the tutorial video and booklet I gave you, how did that... Did you... I think you said at the beginning, you found the points were made quite, it made it easy. So my question here is how, you know, did you find it easy to consider giving the feedback to the student based on the tutorial video and book that I gave you? Did you feel it kind of did the job it needed to do? Or did you think it needed tweaking? Or, you know, was there more information you could have done with? That kind of thing, really?

A: Hmm, hmm. Good question.

R: I didn't think about that.

A: Let me, I just want to take a quick look real quick.

R: Because obviously this isn't, I'm not going to sit here taking offense, for me this is all about, oh right that's good to know, perhaps what I could do to make that better is, you know, and pick your brains basically. Right. You know, it came to mind that, yeah. But if it's all perfect and wonderful I'll also take that.

A: Right, exactly. I think...Um, you know, I think that just like, what happens after the four weeks? Because you set this all up for... → Wanted to know what happens next

R: Well, I'm coming to that, actually, yes.

A: Oh, okay.

R: It was a small amount of time. No, that's fair enough, you won't know that. Yeah. That was actually literally my next question. Although this research was conducted over a short period of time, did you experience notable progression would longer have been more useful? Because, you know, doing it in such a condensed... Because I've obviously, I've got a finite amount of time here, it's kind of like got to be done before Christmas so I can crack on. In the real world I would create something that would be used over a greater period of time but so what were you going to say around that and then we can kind of tie those two questions together.

A: I was going to say that was the only thing I thought it was really clear um so then like moving forward you know like creating a longer program for people to use instead of a four week one, you know, like, yeah, because you're just taking a sample. So that's all I was gonna say. It was surprisingly, I was surprised because I mean, I looked at the forms and stuff and I was like, okay, we'll do this. But as you see, if you look at the forms that they sent you, it helps and they, they changed over time.

(14) Surprised that forms change over time so interested to take it with

Codes

How easy was it to use schema

Previous experience of using similar

Usefulness of

The student/s used

R: They did and I just want to try and get an idea of the order you've sent those in because you've sent it was a really lovely that you sent that one over so that their singing mindset comes out at 33 so they were almost into fully growth mindset or just sort of like a point or two away from You know growth my set with a tiny bit of fixed mindset in there. So mostly great which I wonder I do have a theory that that might be the general consensus for a lot of people who are embracing singing and that sort of thing anyway. The sheer fact that they've come along for lessons, I can't help but wonder that's going to be, you know, the fact that, you know, somebody that's sitting there with fixed mindset is probably not going to sit and book singing lessons. I don't know. It's that, I, who knows? Without doing a lot of research into that.

A: I mean, that's a good point because, I mean, I don't see it as much as singing lessons, but with like adult piano lessons, people that have a really fixed mindset don't usually last very long.

R: Do you take piano as well?

A: Yeah, there's something in them that's like, I've always wanted to play the piano. And they come, and they're even doing really great. Like, they're not hopeless piano players or anything. They're doing well for beginners. And they're just like, I'm terrible. And I can't convince them that they're doing well I can't convince them that there's like a learning process and they're actually on like the upper end of how they should be doing and then they'll usually quit within weeks or months because you're right like you have to have some sort of growth mindset.

R: But you don't notice that so much with the singing. I think people are more open to trying longer for singing, aren't they? Definitely, in my experience. I think you're absolutely right. I think there's a slight sort of feeling of it's more unquantifiable in a way. With a piano, you get that kind of feeling of, I really can't do this. I can't get the coordination. I can't, you know. I can't, I can't, I can't. Whereas with singing, it's like, oh, I need to work on it. Or if I keep practicing, maybe, yeah, there's, yeah, it's interesting that you've made that point, actually. So I will be making a note of that definitely.

A: Yeah, I would be interested to try this on a piano student.

R: Yeah, no, no, no, no, no, I mean that would be really interesting actually. That would be really interesting, and it's interesting that you've also said that, because although we were doing vocal pedagogy, that's the whole thing, but actually this could be rolled out in other elements, why not? I don't see why that's a bad thing at all, why not?

A: It's so sad to watch, because they are really doing really well. And they're just like, I'm not Mozart in three weeks.

R: Yeah, I know. It's like, I'm not Mozart in 40 years, don't worry about it.

LAUGHTER

R: But yeah, I know what you mean.

Ah, now, again, what happens with these interviews, I've noticed, when we do these open ones, is we tend to cover off questions. So I'm going to say it, even though you have already answered it a little bit. Did the outcome of implementing the scheme match with your initial

Codes

How easy was it to use schema

Previous experience of using similar

Usefulness of schema

The student/s used

15

Would implement in piano lessons

5.

thoughts when initially embarking upon it? Initially, initially, sorry. Did you think it would be easier, harder, more useful, or less useful? Well, I think you've already sort of covered off and said it surprised you, but it was a bit more useful than you initially expected. So was it easy or hard? I mean, can you elaborate any more? Or do you feel like you've already sort of said all you have to say on that?

A: I think from reading your explanation that it was about the same amount of time and effort that I thought it would be.

R: Okay. And did that seem considerable? Did it seem okay? Did it seem a good amount?

A: Yeah, I think five to eight minutes is not a crazy amount to take out of a lesson if it's going to help a student achieve goals and get better at something over time.

R: Yeah. And it's kind of doing a similar job in a way, isn't it? It's getting to the crux of how they're feeling about things and getting them to really sort of think processes through. So, excuse me, so has any, again similar to what we've talked about, has any or all of the schema impacted your teaching going forward? Quite a broad question.

A: Oh right. Yeah, so I kind of answered this question already.

R: You sort of have, yes. But if there's any more you can add, then do, but if there's not, then don't.

A: So I think that I would like to incorporate more aspects of this in the future, especially for some people that need a little extra help getting motivated, and also people that maybe are on the more closed mindset side to try to usher them into being more open.

R: Do you think you would, going forward, tell people what you're doing? I mean, in terms of if you were working out their mind, I suppose you'd have to if you had them doing a mindset profiling form, you'd have to, wouldn't you, really? You'd have to explain to them to an extent, so. Yeah, that's a silly question, Ang. Yeah, you'd have to. And I think transparency's key to all this anyway, because if they know exactly what's going on, what process they're going through, I think it helps them, because they're like, oh, I see what's going on here, I understand this, oh, I'm really thinking about it too. So I think you can help it do that.

A: And I mean, it's a nice tool in life. I mean, I incorporate a lot of different things within lessons that are like tools that are related to singing, but also like not, you know, like, so I feel like another one of those things where it's interesting for people to learn about that is related to the task.

R: Yeah. So it's like for the toolkit, basically. You know, it's just something you bring out. OK, lovely. Did the schema feel well-structured?

A: I think so. Trying to think about...

R: Did it feel wishy-washy or did you think, oh, I know what's going on here. I don't have to think about it for the nth degree?

A: I didn't have to think about it a lot. I don't know what's going on with your number, like, system, you know, like, because different number values were associated with things, and I

time spent
was
in line
with
outcome
student.

Codes

How easy was
it to use
schema

Previous
experience of
using similar

Usefulness of
schema

The student/s
used

16

use it
for
motivation

↓
grow-grow
grow-fixed

→ would add in as a tool. 17

6.

didn't know what the, um, I don't think you told us what, like, the numbers meant in the original thing. Like, if you got a 33, you're closed, unless I missed that.

R: It is that the bottom of the teacher sheet? It says 25 to 34 is a growth mindset with some fixed and 35 to 40. Yeah can you see that? It's on your teacher one.

A: Oh hilarious. I think I didn't remember because it was so long.

R: No, no, no, that's fair enough. I thought you thought, oh God, I hadn't actually told you something I should have told you, but yes, that's good.

A: Never mind.

R: Yeah. And so in terms of the other sheets, that was more to do with me figuring out from the data of what you've given me. So I suppose going forward, I would have to make that more, you know, explanatory, you know, for the artifacts. But for me, it's about testing how this has actually worked. So that if it was rolled out then as a model to use, then the teacher would need to know, oh, OK, what am I gleaning from this data, you know, so from these numbers.

A: But yeah, that's it. So I remember seeing that.

R: That's cool. That's cool. Did you feel completely supported by the information I gave you, the book and the tutorial video? Did it feel like you had enough there? I mean nobody came back and asked me any more info, so I took it because I did say if you've got any questions please come back and nobody did. So I thought I think I can take it as read that I've given you enough but you know you didn't feel like...

A: Yeah, I did feel like there was enough information to do this.

R: That was fine, thank you. So you, I mean the next thing was would you have preferred more info? But presumably not if you've already sort of said.

A: I mean maybe, maybe if I was doing this long term, it was definitely enough information for like a four-week thing, you know? Like, you're like, here's the bullet points, I'm asking you to do this, you know, foreign thing, do these four weeks. But also I think other people can, if you want to know more, then you can research more because there's books.

R: It gets you going then, doesn't it? Thinking about things that you might not have thought about before. Did you learn anything new from it? Sort of covered, I suppose.

A: Yes, I learned that there were certain personalities that benefit a little bit more from more structure.

R: Yeah. Good. Can you see value in the schema as it stands or would you prefer it to be further developed to be of use?

A: Well, I think I see benefit in it as it stands because I saw changes in my student. I don't know if it could be enhanced.

R: It's hard to know. It's a bit of an unanswerable question, that. Yeah, I don't know, because I can't possibly know how somebody might come up with something like, God, I didn't even think of that. You know, something might get flagged up, and at which point you go, well,

Codes

How easy was it to use schema

Previous experience of using similar

Usefulness of schema

The student/s used

Could schema be enhanced

More info needed for larger

might promote

personal research?

18

Structure + personalisation

Already works - not sure of development
↓
more overleaf

19

7.

although, if you put, you know, like, oh yeah. So that's kind of, that question's a bit weird, but it might trigger something for somebody.

A: It seems to work as is.

R: But like you say, on a larger scale, we might need, you know, something else going on in there.

A: Yeah.

R: Do you have any further ideas on what could have been included or should be included? Has anything occurred to you at all? Do you don't have to imagine anything up now? Don't worry, you're not on the spot.

A: Yeah, yeah, yeah. I'm just trying to think. Maybe possibly some more like guided questions on the weekly feedback thing so it just had like additional notes. Yep. And so you know you had like the questions you're like why couldn't you like did you feel like you could complete this those kinds of questions about feeling, whether you could do it or not, but then when I would ask for like additional notes from my students, especially because they're, you know, a young adult, they'd be like, I don't know, and then I'd be like, well, why do you feel like you couldn't complete it? Like what happened in life, you know, what about the goal that we set? Do you not have enough time? Do you not have, you know, the desire? Is it boring? Like, why didn't we do this? And do we need to make new goals this week? Or is it the same goal but you just need to apply this like formula? So maybe if this was a longer protocol, like giving teachers some questions like that on the sheet that prompts like what type of changes they need to make for the next week to get like successful results.

R: Brilliant, yeah, that's valid. Okay, brilliant, thank you. Did you see on their result sheets, did you see, I think you already said you saw evidence of improvement on the forms. Can we just get that into, let me get that into some sort of order... Oh, hang on. So you start the week, right. So, was the 3rd of November the first one? And then we had... And then

A: Each subsequent week, if you need... I don't know if I put dates on some of them, I can find dates if you need them.

R: I think you put on some. I'm just, oh gosh, my computer's so annoying. It's putting me through things everyone. I can't see anything. So you've got the first one, which is you've got week, week, oh no, it's week three, sorry. Week two. So there's not, so week one was the profiling tool. Because obviously in week one you wouldn't have done a student reflection because they've got nothing to reflect upon. I've got it. You have done it. You've done it. So we've got, sorry, I couldn't see that for looking a minute ago. So that is, that is that one. So week two, November the 14th, so they had a total of 16. "So, I know I can do it, but finding the time, remembering to do it is what I struggle with". So that's what you're saying about prompts, isn't it? So that's what they've come up with. So you go, try to attach my breathing goal to when I drive in the car to and from work and reduce my daily goals twice a day. Okay. Right, and then we've got...

A: Because the questions helped me, I mean, when I was asking the questions, they helped me design like the next week. So it'd be like, oh, I think I can. So like week one is like drawing from my experience of like, if you can attach a simple task to something else you do in daily

Codes

How easy was it to use schema

Previous experience of using similar

Usefulness of schema

The student/s used

Could schema be enhanced

Suggestion
prompt
question
ideas
to guide
teaching

S. Helped plan lesson 20

life, you're more likely to do it. So like, I don't know, so like my hands every time in the car drive somewhere take a deep singing breath. Yeah, like so you do it sometime and then.. But then we to she was like, I'm really she's like it didn't work so well because I'm really forgetful in the car like she thinks about other things

R: So yeah, she's put here attaching to the I think this was the second week of doing it. "Attaching to the car did not work". So that's her saying she just keeps forgetting, presumably.

A: Yep.

R: Okay. "When you were working on being more present in self in regular life, a student would remember to breathe and now it has become a habit."

A: So she said what was working was that she was working on some other things in her life like through her therapy about like being more present exercises. She'd be like, oh, yeah I have something else to do. I have a singing thing to do. She was adding it to that.

R: Okay, so she's incorporated that into another type of therapy. That's interesting, yeah, okay Then we've got, so she went up to 19 from 16 ok and then she went up to 20, so actually there is a progression. I love that. Yeah. It worked. I don't know if everybody else's has worked.

A: And she looked more like self-confident and empowered as it was, that was as it was working, like, take more charge in your life, person, you know.

R: That's good, that's really good to hear. That's lovely. I love that. Because that's a general thing, that's not just in singing, that's just a general life thing. How nice. Yeah. Which goes to show again, if you can incorporate that into piano or whatever, whatever, whatever. Brilliant. Fabulous. Okay, did you take notes from the discussions with your students? Did it flag anything new up? I think you've just sort of taken mental notes really, haven't you, from all this? And so I think we've just discussed if it's flagged anything up for you, haven't we, already? You sort of said, you know, you learn about things there. So, did you find there to be a clear link between mindset and goal attainment?

A: Mm-hmm. Yes. Goal ~~and~~ mindset

R: And what does teacher competency or vocal competency mean to you? Going off on a tangent there. Just thought I'd throw that one in out of nowhere. If it means absolutely zip all to you, don't worry about it. It means zip all. But if it means something, then does it mean anything? So teacher competencies or vocal competencies, is that something you've heard of, read about, thought about?

A: I've not read about. If you want me to give an off-the-cuff answer, vocal competency to me means that you are empowered and are learning about yourself so that you can take charge and you know what you're supposed to be doing. And then teacher competency to me is how effectively that you can portray your ideas and work with students to their success.

R: This is I think the final question, do you feel this schema or similar should be used in teaching where possible as in it's quite an important thing.

Codes

How easy was it to use schema

Previous experience of using similar

Usefulness of schema

The student/s used

Could schema be enhanced

Was there evidence of a link between mindset and goal attainment

Competency

21
Using it in daily life

Plan

9.

general teacher

Competency

Empowered.

"learning about yourself"

"Take charge"

"Know what you're doing"

"portray your ideas to students success"

22

Easy way for non-
psychologists to move
a student forward

A: I do because I don't think that a lot of teachers are like trained psychologists and they think a lot about people's like psychological well-being and this is a pretty easy way to hone in on something without having a lot of like training or thought about it. Like you just if you can follow the protocol, then you'll make you know you'll move forward and you don't have to have a lot of like extra education about like how to deal with fixed mindset people.

R: That's fantastic because that's kind of where I'm going with it because we can't all go and do a lot of psychology training because then we become psychologists and forget about the music. And it's like how can you do one thing but equally I think it's because it's so important it's a bit like you know what's that whole thing I've talked about before looking at a photo of yourself where you go dear god I didn't know I looked like that, you know. And people are like that about their voices, and it's such a personal thing, such a personal thing. So I'm thinking, well, how can we kind of address this and get teachers thinking about it without making them be fully-fledged, you know, like you say, psychologists? So I'm very happy you said that, because that's kind of where I was trying to get with it. I think that's probably my questions really answered. I mean, do you have anything you want to add or any thinky thoughts you've had or do you feel like that's kind of covered it all? I'm hoping I haven't forgot anything.

Perfect. Okay, that's brilliant. I think I can leave you to enjoy the rest of your morning, day.

Okay. Thank you.

Transcribed with Cockatoo

Codes in
mindset

How easy was
it to use
schema

Previous
experience of
using similar

Usefulness of
schema

The student/s
used

Could schema
be enhanced

Was there
evidence of a
link between
mindset and
goal
attainment

Competency

PB:

PB

R: So we have, first off, was implementing this schema an easy or hard task?

B: It was easy. It was pretty easy.

R: Yeah, good. Yeah. Okay. Have you used a similar process before?

B: Well, I haven't. Maybe? I do weekly goal setting. I don't do more, you know, something that would last over a longer period of time. I do tend to approach my students instinctively along the lines of the way you talked about approaching the different mindsets.

R: So that's something you do anyway?

B: Yeah, yeah yeah pretty much. Okay, okay. You know just by sensing how much what kind of criticism a person can respond to or it can take and things like that.

R: Which is what this is all about really.

B: I think yeah so I didn't have to really the big the big the only adjustment for me was really doing everything more consciously. Saying, okay, now we're going to agree on a goal together rather than me saying, okay, this week work on blah, blah.

R: Did you find that valuable at all?

B: I did. I found it very valuable. Yeah. And yeah, I found it valuable. And I, I intend to I'm looking really looking forward to reading your paper.

R: So am I! Really looking forward to writing it.

B: Know the feeling. So that I can get the whole picture a little more firmly in my mind. The little that I that you went into I think would be really super helpful.

R: Fab. Okay. That's nice of you, thank you. So, has this research enhanced your knowledge of mindset? Now, I'm asking this question because everybody's come from different places with this.

B: Yeah, so, yeah, somewhat. I mean, I've always, yeah, because I didn't know that, I didn't really know very much at all about the growth mindset versus, I don't even remember the name of the other one.

R: Fixed.

B: I've observed them. I've been aware of them, but not as fitting into these categories. I haven't been aware of any research on them or anything like that. I just know, okay, this student, I can just tell her whatever, and she's going to go with it. And this student is not ever going to believe that she can do things and I have to be come at things a very different way. And, and so I've been aware of it that way, but I haven't been aware of it as a thing that can be categorized and generalized, I guess. So I find that useful in the way that understanding the mechanics of how the voice works, even though I never talk about it to my students or very seldom, well, that's not true, I do it, but like away from the lesson, that even though I'm not, it didn't change anything that I do in my teaching, except that my understanding of what I'm doing is different. So I feel more grounded in it. So and this, this is the same kind of thing. I

already goal sets.
"instinctively approaches
Students
re mindset &
how much criticism they can take.

Codes

- How easy was it to use schema
- Previous experience of using similar
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- Could schema be enhanced
- Was there evidence of a link between mindset and goal attainment
- Competency

① was more conscious than normal

② Valuable.

③ Superhelpful

yeah, I felt that, in a way the student that I that I chose for this, and it was complicated because by the fact that I just used all my students for my research. Yeah. So I couldn't the regular university students I couldn't hit the same way. So I I chose someone that I knew was responsible that I knew was gonna follow through even though she had other stuff on her plate and she's got such a solid growth mindset.

R: I saw she had a high score, it's like a 37 or something, wasn't it?

B: Yeah, yeah, and the ones, the things that she didn't like totally agree with, things like, all the questions that were, you have this innate ability. The only reason that they weren't all the way at the growth mindset end is that she had the same reservation I do with that, which is that there are certain innate abilities. You have the instrument you have. But how you succeed as a musician and a singer is as much about how you play the instrument as it is the instrument you have. So yes, there are limitations, but there's nothing to stop you. And that's how she felt. So even she could have come out of it with a 40 if she wasn't so honest about the slight reservation. She was really passionate – "Yeah. Of course, anybody can learn". You just have to really. She has ADD that was largely undiagnosed for most of her life. So she's got all of the psychological things that go along with why can't I do this? Why has this not worked and all of that stuff? And but she has a lot of trouble with with she gets in her way with counting, with rhythm, and things like that. She's absolutely, and pitch. And she's 100% able to do it. But when things start going wrong, it becomes a downward slope, and it gets worse and worse rather than getting better and better. And I have to put things aside and say let's do a different piece whatever and then come back to things and then she gets it.

R: So I was just about to say, so by putting a bit of space in there she's then able to hang on yeah I can and build from that rather than going well that's the I can't do it because I was going to say that wouldn't go along with what she's just said on the profiling if she just gave up.

B: Yeah no and she never and she never says she doesn't say I can't do it she never says I can't do it. She used to, like a long time ago, because she's had a lot of, she's also had like crazy, she was, I've had her for, on and off for 12 years.

R: How old is she roughly?

B: She's about 30. Yeah, and she started with me when she was a freshman in college and she was there on a softball scholarship and her coach was absolutely adamant and insistent that the team had to like cheer and yell and scream. And she kept developing all these vocal issues. And so she's had to come in and out of school and in and out of singing because she finally just had a polyp removed, like not a node, but an actual cyst. And she's now, for now, anyway, 100% and doing all this stuff. But I kept, I would get her and she would come in and start to sing and I'd say, wait, wait, wait, no. And she'd have to go back to the genius doctor and then go to vocal therapy and stuff. So a lot of our time, so that's why it's taken so long. She, it took her a really long time. And then there was COVID and then there were financial things. And so she's been in and out, but when she started, she did not have a growth mindset. She loved to sing, but she didn't think that she could match pitch consistently and she didn't think that she could get rhythm. And the guy who taught chorus, who was also the head of the department, who means meant really well, would tend to say, no, no, you count it this way, blah, blah, you know, and just like, and she always ended up feeling like she just couldn't do it. And now when she talks about it, it's, I can do this, I know I can do this. I was doing this when I practiced. I can do, so it's a very much, it still falls apart when she starts to

Codes
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make mistakes. So I have to redirect. But she doesn't ever do what she used to do years ago, which was, I just can't do this, I can't count.

R: That's useful for this project, actually, because it's showing a learned behavior now, isn't it? That she's learning. She's learned, she has learned that she can do it.

B: Yeah, well, hopefully, she'll train in some other areas of her life as well.

R: Because you do start thinking, well hang on if I can, you know, I've managed to do it, maybe, just maybe, you know, I can actually attribute that same kind of characteristic with that, that I can battle through and do it, you know. Yeah, that's interesting. It must be how you've been working with her then. I think that you must have really helped her with that. You must have. Because if she sort of, you know, she wouldn't have got that from nowhere.

B: So that's, that's, I mean, I'm sure I'm sure I'm, I'm a contributing factor because I just

R: keep steering her in the right way. I mean, when you've done that, so this is down to, I'm going to talk about vocab and terminology in a little while, but I guess in a way that's down to how you've spoken to her, the kind of words you've used. And I suppose you've been conscious of how you've spoken to her, or even subconsciously, you're conscious in a way.

B: Yeah, I mean I consciously have over the years said, would just say, look, you know you can do this because you did it. You did it last week. So, it's not, it may not be working today as well, but you know you can do it. So, we'll just cycle on and also with her a lot of it is saying, forget about it. Just sing the song. Just listen to the music. Just listen to the music and trust yourself and it will come together. And that has usually worked. Because she listens to herself too much and she intellectualizes everything too much. And that's what I do. So, I understand it.

R: And she's quite a critical person, would you say in general, she's quite critical of herself. Is she quite a perfectionist.

B: Yeah, I think it's... Yeah, and some of it, I also believe, comes from the undiagnosed ADD. And the first year she was working with me, I was actually the reason she got diagnosed, because I had undiagnosed ADD and my kids both had ADD. And, and she was so characteristic, and she would talk about herself have, you know, not being that smart. And I was like, you know, I'm used to being one of the smartest people in the room and you're with you match me. You know, I you you you're, you're a step ahead of me a lot of the time. So I think you're really super smart. And then she did like some testing and joined Mensa. And so she had a very low self image when she came to me, but, and she didn't do well in school. And I started saying, I think you've got ADD. Everything you're describing is this, you know, that I think that's what's going on. And she went out and got tested and and diagnosed and all of that stuff and and the intelligence tests that go along with it. And now she's very, very certain of her own worth. You know, her intelligence, her ability to get things done, all of that stuff. And her singing. She knows she can be really, really good. She just gets hung up on the old, I can't count. I mean, she doesn't say I can't count, but she, she falls into the habit of not feeling the music and trying to count and getting off and, and all that. So, and we don't work with an accompanist and I can't play the piano for beans. So we're working pre-recorded tracks and it's such a disadvantage for someone like her because an accompanist, if she accelerated a little, would go with her. And so a lot of the times that things get really off it's not completely her thought, but Yeah.

Codes
How easy was it to use schema
Previous experience of using similar
Usefulness of schema
The student/s used
Could schema be enhanced
Was there evidence of a link between mindset and goal attainment
Competency

P.B.
Has a background of
of ADD and

Would consider profiling going forward

Works for some

4

R: Okay. Yeah, I mean, that's quite nice to have a historical kind of sort of thing of her, of where she's come from, where she's got to now, because obviously, we'll have an effect on the results of this. It's not like she's come in and, you know, that's useful to know. So I said to you, has this research enhanced your knowledge of mindset, which you said, yes, it had a little. So if yes, do you think it would be useful to your teaching going forward? I mean, would you consider profiling your students?

B: Oh, interesting, I hadn't thought about it. I mean, I've been profiling them myself and been looking at them and...

R: So from a point of view of, oh, they're just kind of like in your mind's eye?

B: Yeah. I mean, I have two right now that I'm like, got it. Okay. I need... She needs to... We need to adjust this mindset so that she can start getting to the other side. I mean when you say that you mean like actually having them fill out the sheet?

R: So physically get, fill out the form. Yeah.

B: Yeah, I would consider it.

R: I mean to help you out here without putting words in your mouth, other participants have turned around and said, for some I would, for some it absolutely wouldn't work. And so there is that kind of, you know.

B: Yes, and I feel that, yes, absolutely. Absolutely.

R: So I don't think it's across the board, because I've even said in my research one size doesn't fit all there's a whole thing about no yeah well we're going to do ABC everybody's doing the same we're all gonna learn to sing never gonna work.

B: Yeah and I think that's true of absolutely everything certainly true in my research mine was hilarious I had six students and and five of them because I'm doing mindful a mindfulness exercise at the beginning specifically geared towards stimulating interceptive awareness. And my students are largely beginners or like at best beginning intermediates. And, and five of the six love it, love it. Can't wait. You know, when I got to the point where they got to choose there, yes, yes, let's do the exercise. Oh, and they're, and they're so effusive in their comments about it. And the sixth one, it's like, no, no, I don't really think it does anything. And what was fascinating to me was it did. And I don't get to use it because it was the week after I finished and she came in and was like really upset because her because for the first suddenly she was finding that the way she sang felt different in different rooms and she had just developed a whole new level of awareness of what was going on.

R: You can put that in your findings surely can't you? Even if it happened outside of the event.

B: No because it was outside of the thing. No I said it to ~~the~~ the other. I said, I'm so excited. I got this great thing that like the week after I finished the thing, this happened. And it's so exciting because it really shows this dramatic change that she's not even aware of because she's not looking at it as perception at all. And the tutor said, no, you can't use it outside of the scope of. But it's so cool. I wasn't going to say, look, it worked. I was going to say it's possible that this was a result of, you know, I'm going to, but I, it was really clear to me. But she's just someone who has no interest in understanding how things work. She volunteers nothing. Every once in

Codes
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4.

a while I can get a smile out of her. And she's, I don't, I mean, she's tough. She's tough because of her affect. But, and I would, but she, as much as I can't use my stuff with her, even though I see it working. I would use, I would use your, I would definitely profile her. I would definitely do it with her. If only because I can't read her.

R: So that's it. So from that point of view, that would be useful to you as a teacher potentially.

B: Yeah to know what it because usually I know, usually I can tell what somebody's mindset is. I have no idea what's going on.

R: That's really handy tonight, really handy.

B: Yeah, yeah, yeah so it would be very very useful for that.

R: Okay, how did you implement the goal setting into your lesson? So by that I mean did you do it any differently to how you normally would or did you just stick with your usual way of doing things meanwhile being mindful about the things I'd put on the video and in the book and whatever?

B: Yeah to some extent it was different because I paid more attention to it and I was more specific. I didn't just say work on taking breaths in the right place. I said, okay, here we're doing Stl So So, I'm gonna do Stl So So. I've given you the breaths. This week, your goal is to breathe in the places I told you to breathe. Because she was just like, not. She would sing through the breaths that I gave her and then she'd be having to breathe in the middle of a word someplace later. And so for the last two weeks, that became the goal. And normally I don't think I would be that specific, that I, especially because she's preparing for a recital in the spring. And so we're covering lots and lots of music. So I would generally have made a more general statement. Work on breathing in the right place in general. And this was like, okay, I want you to focus on, and also we discussed it.

R: So why did you focus it more, do you think? What was the thing that made you focus it more? Was it the timing of it all? How long you had to spend on it? Was it?

B: Well, yeah, I mean, it was that, that you were very specific about it needs to be, we need it to be an achievable goal. And I also, you know, so saying generally work on breathing when I told you to on all your pieces, it's not measurable. And it's not achievable, because there's too much stuff. But the other aspect of it, yeah, and specificity just in general across the board seems to be a good thing. So I liked that that was happening.

R: So do you think you might do that more in the future then? Not necessarily all the time, but do you think that might be something you'll think about perhaps doing a bit more of that.

B: Yes, yes. It's usually easier to implement because usually we're not working on as much music. So if we're only working on two or three songs, it's easier to focus in on one thing. But the other aspect of it was discussing it with her agreeing on goals. Because it's usually just me saying, Okay, this week, I want you to work on DDD. It's all coming from me. And, and this time it was what, what do you think would be a good what do you think would be a good goal to have for this? And she was like, well, I need to fix the breathing on this song. And I was like, I agree, that's a great thing. This is how I want you to try to do it this week. And the first, so the first week she did it that way and the second week she did it on her own to figure out, you know, to work on the breathing for the piece.

Codes
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profiling good for those you can't read.

Should you assume?

Goals - paid more attention - more specific more achievable
"I liked what was happening"

Created more autonomous goal setting

S.

R: So it's given her a bit more autonomy?

B: Yeah.

R: And did you like that it did that? Did you sort of find that a good thing?

B: Yes. Yeah, I do. I find that they tend to be too dependent on me at times. And I, I know that I foster that, you know, unconsciously, because I'm bossy, you know, so I, and because in the heat of the moment, I'm like, when they do something, it's like, Oh, okay, but do it this way. But I've always consciously worked towards giving them control of the technical aspects of their singing. Getting them in touch with what it feels like to do it right so that they don't need me there to correct things in that. But in terms of other stuff, I tend to become the director and want my hands in everything. So it is very useful to start, I think, to give them more autonomy across the board. It's really important for students. And so, yes, and I would do that for sure.

R: How easy was it for you to sort of, you know, consider how you were feeding back to the student? You know, I'm basing this on the information I gave you, the book, the tutorial video. Was that helpful? Was it easy to follow? Did you feel like, yeah, I could use that to kind of...

B: Uh...It... It was easy to follow but not... I don't know how much of this had to do with, with the tutorial and how much of it had to do with me being, you know, having my brain turning inside out because of my research but I found it hard to retain.

R: Yeah I'm having the same problem with things at the moment so I totally understand that. I completely understand that. There's not all this other stuff going on, yeah I could be completely all over that but...

B: I mean it also it was very much in line with what I do anyway. So there's nothing that's stuck out but I when I when I first I found it easier to do the read the e-book than to watch the tutorial and that's why it's page 12. It was the stuff on page 12 that I needed so I just found it more interesting more useful to just hang on page 12 and try to absorb what was there. And I did find it useful initially to have it spelled out, this is how you do it. This is what you do for this and this is what you do for that. But I had trouble retaining it. But then I was working with one person, because I did want to carry it over into other lessons, even though it wouldn't have helped you, because I thought it was really, you know, I did think it was really useful stuff.

R: To be honest, it would help, you know, I mean, but I've had to do this in a small amount of time, and I've said to my other participants, it'd be interesting to carry on doing it for longer, it would be interesting to see how you got on with other students, and I'd always be interested to hear, although I can't use it for the research now, but it would be really interesting to hear if ever you did. Yeah, I will. I would like to develop it, actually, after this. So I think there's room for something in there, definitely, from the feedback I've had to do something with it.

B: Yeah, I definitely think so. Well, call me.

R: Thank you.

B: I mean, seriously, if you're doing further research, call me, and I'll grab a couple of students to move forward. Which will be easier actually what now this time was that I had you know they're already having to do all this rubbish for me.

R: But it's impactful isn't it? What's going on in your life?

Teacher personality
to foster dependency -
this helped
autonomous
goal setting

Codes

How easy was it to use schema

Previous experience of using similar

Usefulness of schema

The student/s used

Could schema be enhanced

Was there evidence of a link between mindset and goal attainment

Competency

1a Due to own studies "hard to retain"

e-book easier than video. P. 12 v. useful

I did think it was really useful

9

6.

⑩
"It's very impactful + useful"

B: It's very impactful yeah and it's useful. So I but I but I can't say that I retained it well enough to... But plus I was working with this student that was already pretty much there. So it was...

R: But you didn't notice a decline with her, which is important. So we didn't do all this and then all of a sudden she's going backwards and you're going, oh God, you know, it's going to have a detrimental effect. Oh no, no. She really liked it.

R: That's also equally important.

B: She really likes it. And I'm really looking forward to being able to sit down and talk to her about it all. Because I didn't, right, you know, I didn't discuss it because you said not to. But she's just finishing one of her teaching placement, student placement things. And so it'll be useful for her. Yeah. As well, which is another reason I chose her. Yeah. That I think it will really help her to know about.

→ it will help student too with her studies.

R: I've said here, although the research was conducted over a short period of time because it had to be. Did you experience notable progression? Well, we've already said she was already at a good point anyway, so I suppose notable progression probably maybe not so much. Although I mean I don't say now maybe there was notable progression I don't know in her in some way.

B: Well I don't know that well like I said she was already there with the mindset so I don't know that I could say there was notable progression but I but but I think you'll see in her comments which I just got today because she had disappeared she I picked her because she was so reliable and then she fell off the face of the earth like like two weeks ago I was like can you send me those things and she said yes I'm going to take a picture of them and send them to you and then it didn't come and I've been like texting her every other day and and but she had also told me at that point that she she couldn't come to lesson that she needed to stop until after the 19th because that she's she's in a placement that she hates and they're awful and they're they don't know what they're doing and she does know you know and she does know what they're doing and it's making her nuts and it was just so she's just like I need to finish with this before I can do anything else so I understood why she wasn't getting back to me but I was also ew! but I got so so I read and I wrote to her yesterday and said look I'm really sorry to keep bugging you but I'm meeting with her tomorrow at 11 you've got to send me the stuff and so she sent it to me this morning so I haven't looked at it that closely but I saw that she did you know talk about the goal setting I can't how helpful it was for her

R: Can you say can you extend my thanks to her as well because she's up I will and I you know and appreciate everybody's time that you know everybody got stuff going on so I'd appreciate that if you

B: I will yeah so she I think she's gonna really be excited by this. Because she was excited by the idea of it when she did the assessment at the beginning.

Student engaged.

R: OK, that's great. Particularly since she's in music education MA herself, so she's got that level of interest there. That's lovely to hear. Yeah. Do you think longer would have been useful if we could have done longer on this? Would you have preferred longer?

B: Oh, yeah. I think it would be really interesting to do it over the course of a semester.

longer term
quest

R: Yeah, definitely. Yeah, that would be great.

⑫

7.

B: It would be really great.

R: Did the outcome of implementing this schema, although you do similar anyway, so this is a bit tricky for you this question in a way, did it match with what you were expecting when you started using it in your sessions did you think oh it's gonna be like this and it was like that or did you think it was harder or easier or more useful?

B: Yeah, that's easy it did match and I can I mean if I can go backwards because because I do that works, works. You know, so it I mean, it doesn't exactly answer your that question, but it, it's. It's like I said, it's, it's, it's the same. Like my, my last project was on aryepiglottic narrowing and I say I've been teaching using a meow exercise forever to help the musical theater students get through the transition and get that kind of ring and all that stuff and when I started doing research on it it was like oh okay so that's why what I do works. And, and this was the same thing. It was like, okay, I do automatically adjust to these things. I do talk to this student totally differently than I talked to that student. And this is why that works. So I mean, that is kind of backwards, it's not did it meet my expectation but it's like I expect I looked at those things and said well of course that works, of course of course yes so it's sort of like that.

R: Do you think it's impacted your teaching going forwards at all?

B: In the sense that it affirms what I do. But also, I generally find that understanding why something works makes subtle changes.

R: So for you it's not a big difference, but there might be something little in there that's giving you something a bit extra. But people come from different places, like you've got a lot of knowledge of it already, you're already implementing it, so of course it's not going to be this great big, oh my goodness, I've never heard of this before, you know, but any kind of benefit is a benefit.

B: Yeah, absolutely, absolutely. And I actually find that kind of affirmation really a very powerful thing, you know, saying, oh, yes, I've been doing, I'm doing this right. You know, there's actual science that says I'm doing this right. I find it very empowering. So that makes a really big difference to me too.

R: Lovely. Okay. Did the schema itself feel well-structured? Sorry, I won't take offence at anything you say.

B: No, I don't..

R: I know you've struggled to sort of retain the information because of everything going on for you at the moment, but did it sort of, did it feel wishy-washy or did you think, oh I kind of know what's going on here, yeah that's, you know?

B: Um, I felt like it could have been a little... I don't... it's hard to put it into words and plus it was a while ago. I felt it could have maybe moved a little more directly somehow. Okay, I was going to say, can you explain that you're struggling to...

R: It's a bit confusing for me, because that's what I've been saying to everybody, how could this be improved? What could we now do to kind of, you know... I don't think this is finished by any stretch, you know, but now we're touching...

gully expected
it to work.
"It affirms what I do"

Subtle changes from
understanding
better.

"Affirmation"
"empowering"

"There's actual science
that says I'm doing
this right".

"Positive
quote"

B: The plan itself I thought was good. I thought it was very good. The way it was all laid out the things to do, all that was very clear. Page 12 was very clear.

R: You like page 12?

B: I love page 12. But the getting, the explanatory stuff, getting to it was, you know, would it mess you up if I were to like...

R: You say what you want to say. Write you something and send it to you? Because I sort of need to look at it again to remind myself what it was. That would be absolutely fine, I'd be more than happy if you got time to but please don't, you know, don't sweat it.

B: I do, well I'll do it quickly and it'll give me reason not to do coding. No I mean it was good, I don't want you to think that I'm going to send you some long diatribe or anything. It was good.

R: And I'm not taking, because this is another element of this, isn't it? It's like, did you like my thing? And everybody's going, oh, I don't want to say no. I was like, no, say no. If you think it was shocking and it needs this, that, and the other, I'd sooner know, because it's just data. I'm collecting data. I'm trying to figure out where this can be improved. So if you have, because I've actually said, do you feel supported by the info provided? Would you have preferred more info? Did you learn anything new from it? So surrounding that if you could sort of say, if you do write a little bit, if you just sort of say how structured you thought it was, if you felt more info could have been provided, what would you have preferred? You know, those sorts of things would answer that element of the question that'd be great.

B: Yeah let me just write that down.

R: So yeah did the schema feel well structured? Did you feel supported by the info provided? Would you have preferred more info? Did you learn anything new from it? Which I think we've sort of touched on already to be fair.

B: You know what could you I can type that up to you. I'll do that now. Yeah, just send me that and then I can go.

R: I know, I'm saying that. I'm like, just write to me, email me. I'll forget. So, did the schema feel well structured? Did you feel supported by the info provided? Oh gosh, I'm writing all sorts of weird and wonderful words there. Provided, would you have preferred more info? What does that say? Not what I intended it to say. Did you learn anything new from that? Right, there we go. Sorry, I've written it all a bit sort of shabbily, but those are the questions there. Okay. I've just sent them to you. Right. Can you see value in the schema as it stands, or would you prefer it to be further developed to be of any real use? And I know that's a weird question. As you might think Well, I don't know how it could be developed, so I can't answer that. But you might think you might, well, a bit more, maybe

B: I'd use it as it stands, you know, I could use it as it stands. I think it's, yeah, I think it's very useful as it stands. Is there any particular elements within that that you find particularly useful, or do you just think as a general? For me the stuff about how you set the goals, how you set the goals together was the most useful. But I also really think that the bits about how to talk to the different mindsets is incredibly important information. That, I mean, as I said, for me it was affirmation, but if I didn't know about it, I think it's really important information for people.

How you set the
goals was
most useful.

16

Mindset - incredibly
important information

Affirmation
for PB but
important to
someone who doesn't
know it.

"Positive
quote"

9.

R: Good. Okay. And do you think that, did you have any sort of ideas in your mind about what further could have been included? I think you said something earlier about maybe, what was it you said when I said about the structure of it or something, you said it could have... what was it you said? It could have something...

B: Move... I think I said I could have moved along faster, but I'm not sure. I'll... I mean... (Changed mind when they emailed me and said it was all good and they had forgotten!).

R: That's something you were going to put into the other bit anyway, so that'll probably...

B: Yeah, yeah. I mean you're talking about like your e-book and the way you presented the whole thing. Yeah, exactly. Because like... because these things I think are great.

R: Which forms, yeah.

B: The forms, yeah. Should I take that for the benefit of the tape, the forms? Yeah. Yeah. Yeah. Yeah. I mean, I think they're, especially like the profiling tool, I think was really great. And, and, cause the other stuff, like the, the, the, the goal engagements, I, I feel like is more for your research than it is...

R: It sort of is actually. I think there might be the odd teacher around that might go, oh, it's quite helpful for me to keep a feeling. Generally, we hold things in our minds anyway about where students are at.

A: Yeah. Yeah. Yeah. Yeah. Yeah. And it goes on the fly. So even if I did it, I'm not going to remember what I had last week. But starting with that profiling thing, and I think it would be really interesting in future research to do it for a semester or a year and have the student fill it out again at the end of the semester and see if any of their attitudes have changed.

R: Yeah, that's what I would like to do in an ideal world. Absolutely. Yeah, yeah, it seems very cool. Keep getting to do it after three weeks because that wouldn't have worked at all. No, no. Which is a shame.

B: But I do think it's really useful stuff. I think it's good important stuff.

R: We've talked about evidence of improvement, so I don't need to talk about that. I'm not going to do that question. I don't think it's relevant. Did you find there to be a clear link between the mindset and goal attainment that I was trying to get across? So with that, I've had people say, oh, I like the goal bit. I'm not sure about the mindset bit. But for me, I was trying to bring the two together to say goal setting and how we feedback is all well and good, but we've got to think about that person's actual mindset as to how they're receiving that information. Could you really see the link between the two there?

B: Absolutely, I absolutely see the link. Yeah, I mean the mindset influences the goals you set and how you guide the student to achieve those goals so I think that it's absolutely linked.

R: And I think that's probably something you've been doing anyway isn't it? You've always drawn that link probably anyway.

B: Yeah, yeah, because everything is linked isn't it? But the goal-setting bit, you know, I've read about goal-setting a lot even before I started the MA program. I mean, I've come across it in a lot of articles and it's always been one of those things that I've said, yeah, that sounds

18

"especially like the profiling tool."

19

useful to get students to fill in profile beg + end of semester.

see the link

great. I'll look into that and put it aside. And I've understood that it was an important thing, but it's not anything that I've really investigated and so having to hone in on how to do it and linking it to the mindset and seeing how even someone like Alice who's already there found it really useful and I think that it took her out of her head because she was focusing on a very specific goal.

R: Do you feel this schema or something similar should be used in teaching where possible? It doesn't have to be Angela's schema that she's written, but obviously you're very much mindful of these aspects in your teaching anyway. Do you think it's something that across the board teachers should be?

B: I think that it's something that across the board teachers should definitely be aware of, at least. At least they should. Yeah, I think I mean, like, I think it should be part of a curriculum to know about it. I, I, I tend to shy away from ever saying it should always talk about, you know, but because it's the sort of thing that for me, like, well, like, like, for me, as I've been doing this and looking at it, I'm seeing one student where I really wanna use it because whereas most of them are fine and they're going along and everything's working really well, everything's not working as well for her and I'm pretty sure it's because of mindset. And I think that working on that using this for her would be really helpful and if I didn't know about it as I haven't since I've had her for three years and that that knowing about it having studied it and knowing about it that when somebody comes up that you go up ah there that I could yeah.

R: So it's like a part of your toolkit for people don't say that you need to put in special measures. You know, those people who go, I'm not quite sure what to do with these guys. I need to know them better. I need to understand them better. Oh, I've got something in my bag for that. You feel like maybe.

B: Yeah, exactly. Exactly. I think that I think it would be, it is tremendously useful addition to the toolkit. And I think this is what I'm getting from this. It's not for everybody, but it's a useful thing to maybe, and to create a level of understanding. Nothing, as I said, nothing's for everybody, but it's something that would be extremely useful for an awful lot of people. So yeah.

R: Okay. My last question is kind of, it's kind of like a big umbrella thing for everything really. I'm just going to say it. What does teacher competency or pedagogical competency, vocal competency, any of those things, from a teaching point of view, mean to you? I know that's a really... I'm sorry about that, I feel horrible asking that. And if you're sitting there going, I have no idea, not thought about it, that's absolutely fine.

B: No, I have thought about it because I keep having students, like undergrad students who graduate and then I say, if there's anything you need, just let me know. And then a month later I get an email saying I'm about to start teaching voice lessons. And I'm like, what? What are you talking about? How can you possibly do that? I know what you know, and you don't know enough. I think that an understanding of the mechanisms is important for a teacher. I think that either... I think that an understanding of the mechanisms is important for a teacher. I mean, really, I guess it's mindset. I wouldn't have called it that before. But i, you know, when a student comes in, through talking to them in the very first lesson, I know how I need to approach them. And as we're over the first few lessons, and of course, it's an ongoing process, but you have to, you can't. I mean, you can, I've seen people who just like every, they treat everybody the same way, and they teach the same way. And some of them are very

"It should be part of a curriculum to know about it"

20

Thinking about students it would work for.

"Positive quote"

26 Negative Not for everyone's

Has helped with knowing how to approach a new student

Competency

"I think that an understanding of the mechanisms is important for a teacher"

11.

more overlap

effective working that way. But it's not the people that I think are the best are the people who really tune into what's going on with the individual in the moment. What do they need? What do they need to be working on? And how are we going to get them there? You know, and so an understanding of what I would have called human nature, how do different people receive things? Because it's even beyond, I guess the problem that have with the growth mindset and what the other thing was, I forget what the other...

R: Fixed mindset.

B: Fixed mindset and growth mindset is that I think that they're useful, but they're only, there are other aspects that affect mindset. You know, there's self-worth. There's confidence.

R: See, this is the biggest problem I had with this project because I started going down all these blinking rabbit holes that we do with this whole MA. And it's not just mindset. There's how you perceive yourself. It's endless. But I can do all of them and we have to niche in.

B: No, we have to do

R: And that is a valid point. It would need-

B: Yeah, I've had the same thing and going mad and actually read someplace someone having a discussion on, in a paper about how interconnected everything we do as a singer is and that not, nothing in the body works without the blah, blah, blah, blah, blah. I mean, like, like a page and a half on that and then says, but this paper is going to talk about the front quarter of the tongue. And it's like, okay, but, and you can do, and you need to do that because we can't, it's too big and too complex. But yeah, so, but I did, so I, again, I think this is a brilliant part of the toolbox. That understanding fixed versus growth mindset is a way to help you into understanding how people work. And a way to help you into knowing what to do for one sort of a person and for another sort of a person.

R: And like you said, at least to make teachers aware that these are things to consider. Because from there you go, well hang on, if they're doing that, then surely this would be a thing as well. And it just gets you thinking, doesn't it, about, you know. I think I'm wrong in thinking that many teachers do kind of bear in mind of, you know, when their pupil walks through the door, what kind of mood they're in. Because, you know, they come in crying. I've had that with students who just walked in crying because something horrible has just happened or they've just been bullied at school, whatever. You know, you know, and they go, well, let's sing it's a hap hap happy day then, shall we? Because, you know, obviously there's, you've got to read the room. It's like with anything. But to what extent teachers take that to, I don't know. I think what I was trying to drive out with this whole project was looking at the beginnings of understanding a student's psychology.

B: Yeah.

R: And how aware are teachers? And should they be more aware? Because there's an awful lot of technical instruction around, but I don't know if there's an awful lot on this for teachers to readily access. I could be wrong about that, but I don't think... If you're going into teaching, is there a great deal around about understanding your students' mindset?

B: Yeah, and I don't know that there is. I think it's sort of left up to us to work on our instincts. Yeah. And it's, yeah.

"Brilliant part of the toolbox."

12.

Negative

there are more things to consider - self-worth, etc., confidence

most effective teachers really tune into what's going on with the individual.

"What do they need?"

"What do they need to be working on?"

"How are we going to get them there?"

Balanced positive comment
"Understanding human nature - how do different people perceive things?"

hasn't seen much available reading to singing teachers.

R: And that's valid, a valuable thing that you've just said there, actually, which I'm definitely going to code.

B: But yeah, yeah, it's important. It's because it's really how so many people teach is either how we were taught or using our instincts. And I mean, I studied with a lot of people and some of them were, I mean, not a lot of people, but you know, a fair amount. And some of them were good and some of them were bad. And a lot of what informed my teaching was what was bad. I am not going to do that.

R: What sort of things did you find bad just out of interest? Well... Can you remember?

B: I mean I don't know. Well I mean I had my really worst teacher, although she was a very nice woman, she had no understanding of vocal a huge opera star. Huge opera star. And when she started teaching, but she wasn't super smart. And when she started teaching, she looked at what happened to her body. And that was what she taught as a technique. And it wasn't even what had happened to her body when she was young and singing well. It was what she did then. So she literally taught that anytime you sang an interval over larger than a minor second, in this order, you tucked your diaphragm, tipped your head forward and smiled. And you add to that, that she was, although she dedicated herself to the students, I mean, she was looking at what you did and trying to fix it. She was totally ego driven. And so when things didn't work, which of course they didn't because you can't do that. That's not, that doesn't work. She would say awful things, you know, and not easily identifiable awful things, like not you're stupid, but I don't understand why this doesn't work for you. It works for everybody else. If you take one step forward and three steps backwards. I don't understand it. And I had to go to her house once and her dog rolled over on her back and started yowling when I started to sing. And she's like, I don't understand that. She never does that. It was just god awful. And oh god, you have to have a strong abdomen. She laid down on the ground and said, stand on my stomach. And I'm like, no, I don't want to. And then she, you know, like, no, no, do it, do it, do it. Like getting on her stomach and she's like, like bouncing me. I was 18. I had no idea what to do with this. It was just awful. It was just a Juilliard, you know, I mean, where they don't give a shit about the students. They care about the teacher's reputation. She was a huge star. Everybody's very excited that she was there. The fact that she knew nothing about teaching, they didn't care at all. So that was really egregious. But then even my last teacher, who I adored, who was a really good teacher, who understood how everything worked, and had been an opera star, a Broadway star, a director, you know, when she, like the first one, still lived in the world of I'm a star.

The second one was way smarter, so she was done with that. She's on to the next thing. And she read every book, she knew how everything worked, she understood all the mechanics, but she still had, it's a personality thing that she would just like blurt things out to her to people. Yeah, it's like, you don't need a voice teacher, you need a psychiatrist. I'm like, well, I'm doing years of Stieber. What do you want from my life? Yeah. So it was it and in later years when she wasn't teaching anymore, but I would bring people by, it was like inevitably she would be calling me afterwards apologizing for the things that she said, which were usually helpful things, but things that you wouldn't, you shouldn't be saying to someone that you didn't know.

You should get to know them and understand their . And like the things that she said to me were all fine because she did know me and she you know she could say you need a psychiatrist because she knew me she knew that was going to be fine at that point I was you

Competencies

→ learnt how
not to teach!

→ ego driven
+ hubos.

→ technically
good
but not
good with
people as
didn't see them
as individuals

Commented [AD1]: Grace similar comment int 1

13.

know I was 25 years on from from what the first one had been like and I could you know, you can't always do it. They get frustrating. You know, if somebody frustrates you, I find it impossible not to let it show. But then I usually can couch it in. I mean, the girl that I want to use this with is the perfect example. One of the things she does that drives me absolutely wild is that even in performance, if she does something that she thinks is a mistake or she doesn't like the way it sounds in her head or whatever. She's like, you know, like she makes it so bloody obvious. And I, you know, I don't lose my temper with her, but I lose my equilibrium. And I'm like, stop it. You know, and I'll say, look, you're so good. You're so good. She just stopped listening to yourself. You don't need to just think about what you're communicating and do it. And I will own my frustration with her and apologize for it. But I also say, it's because you're so good. You don't need to do this. You can just let it go. You don't need it. So we can't always control it. But you have to pay attention to where they are, to their mindset, what they're bringing into the room on that day. Because that will change. And then you have to do what they need that day to move them forward. And that requires an understanding and an instinct of psychology and an understanding about how the whole mechanism works so that you know what to focus on. That's my thoughts on pedagogy. God help you coding that.

R: Yeah, it's great. It's wonderful. I think, well, I mean, that's everything I wanted to ask. Is there anything extra that you felt you wanted to say about or do you think that's covered it all really?

B: No, I think I've covered it. I mean, I think it's a terrific thing and I do intend to use it. I'll just reiterate that over and over again. And I did mean it that if you do further research, I would be happy to participate. Thank you, I appreciate that. And I will go and look at your e-book again and see what it was that I went, huh, about. Okay. But like I said, it wasn't a big thing.

R: I mean, for me, it was tricky because I was getting more and more bogged down in it. And then, you know, when you're looking at something, you're like, I think you made sense, but I don't know any more because I've looked at it so much now. Yeah. And then I thought, but I've got to keep it equally, I need to keep it condensed because people haven't got time to read a novel and then watch a seven hour tutorial video.

B: Yeah, and my recollection was that it had all the information that I needed. Yeah. It was something about the presentation that I thought could have been better but I'm not sure what it was the moment I look at it. Have a look, see what you come up with. I will. Sorry, my messages come up again. Yeah, of course, sorry. So, okay, thank you so much for your time this morning. And it's a pleasure. I love talking to you anyway. Oh, thank you. And I'll definitely be in touch once this is all written up. I can't imagine that. And then you're welcome to read it, obviously.

Transcribed with Cockatoo

Competencies
n Singing teaching
requires an understanding
and an instinct

PC:

Student
Dependent

12

Student didn't
like being monitored

R: Right, was implementing this schema an easy or hard task?

C: Uh, I guess it depends on the student. So with the one who's filled it in most extensively, who who thought that she was middling. She was a little bit reticent and I don't think she liked being monitored, but she did go her goals. So I think if it had gone on over time, she would have softened a little bit. And then with the other people I tried, I mean, most of the people I tried, I haven't seen enough, or they never handed it back, or they got COVID, or they got whatever. So the only other person was one of my students who is a brilliant actress and performer, but singing is her main fright, and it's her thing to overcome. And we spend a lot of time in singing lessons just breathing, just noticing tension, and not singing at all, because getting her to sing is tough. So I sent her the mindset profiling tool. It took her three weeks to send that back. And then we talked about it and she said, "I just don't want to do it", because it's her big fear.

R: Did she actually fill that sheet out at all or did she just refuse?

C: She filled out the mindset profile. And what was her score?

R: 24. Right, so quite fixed.

C: And yeah, quite, but not, it's not dramatic. I mean, it's all the middle, it's all the middle, it's all twos and threes, isn't it? But it really is all twos and threes. Do you want me to send you all of this?

R: I would love it. If you could, if you could send it over and just say, you know, I'm not sure if you can do it, but I would love it if you could just send it over and just say, you know, I'm not sure if you can do it, but I would love it if you could just send it over and just say, you don't have to put their names on it, I don't expect that, but you can call them A, B and C or whatever, and then just say A was very restless to do this, B was really on it, and C just a little note like you just said.

C: Yes, sure.

R: Yeah, so yeah, so if you could send those over that be really helpful it's just interesting. She was 24, wasn't she? What does that, what does that, what bracket is that on the mindset profiling? Is that mostly fixed with a bit of growth or is that growth with a bit of fixed?

C: I think that's growth with a bit of fixed, I don't have it up.

R: Oh, don't worry if you haven't got it, that's all right. I can look at that. Don't worry, I'll assess that separately. It's okay. It's fine. But yeah, if you can send those over, perfect. Perfect, perfect, perfect. Yeah, that's brilliant. So, the one that really went for it, presumably she was pretty much a more growth set, was she? Was she like in the way into the 30s, I'm gonna guess, about 35, 36?

C: No.

R: No? No. Oh, interesting.

C: I thought you'd say that!! Well, she's close to that, she's 29. Do you want me to tell you about her? Because I think that would help you maybe understand why she's 29. She's a New

Codes

How easy was it to use schema

Previous experience of using similar

Usefulness of schema

The student/s used

Could schema be enhanced

Was there evidence of a link between mindset and goal attainment

Competency

Yorker who moved to Italy to get married to a man in her 50s and he died five years ago. She's now in her mid-70s and she lives alone in Italy and choir is her main lifeline to the community. And she's never had a singing lesson in her life. She just really likes singing and it's the best way to meet people. And she's become a board member and when I took my choir to Italy on tour, she is the person I liaised with and we joined choirs. So she's a very good friend of mine. I teach her for free and in return, she occasionally buys me a plane ticket. I think, um, because she's never.. so Italy they have all these singers who, um, well, you can imagine, you know, they still do appoggio breathing, and they're just, you know, one way is the only way, and everything's quite tight, and they have all these opera singers that come in who park and bark basically and try and teach the chorus technique but what they teach them really is not good for a 75 year old woman and she doesn't know the basics so we have been going through technique we've been doing straw work she had a five note range when we started and it was very very breathy and now she's got an octave and a half so in her mind it's not that she thinks that she's a great singer, she doesn't. She still really struggles with it, but she loves that she can improve. She doesn't think she's ever going to improve.

R: So she's already got that in her mind that she has already made improvements. So that's to be borne in mind here. If she'd come in with her five-note range and she was new to you, her form might be vastly different. I suppose we should kind of consider that.

C: Exactly. Yeah. And I have set her serious homework because her voice, even her speaking voice, was not... it was just very breathy, very weak, very small. And so I used my masters and I researched the aging voice and got all this stuff together for her. And so I set her really serious goals always, but never this formally or written down. So, and because she's one of my few students who actually does anything I say.

R: I know, they're like blo*dy gold dust, aren't they?

C: She records all of her lessons and she asks me questions and she sends me, she's a lot of work to be honest, but she's really rewarding because she actually does it. So mini goal setting is sort of something she and I have always done but she, and I think she just loves filling in a form. She loves it, the responses are quite long.

R: Okay, she's that person. If you could fill in the questionnaire at the end of this call. Yes. Yes, I will!

C: So that's her and and so the 29 so it's not in the 30s, because she doesn't think she's good and she does struggle and it is really really hard and the truth is she is limited and she has lots of stuff still to fix. And she does lose stamina really quickly. She's 75 and also she keeps injuring herself. So one week the only task I set her was, the goal I set her was stretching because she had fallen over onto her chest and then her shoulder everything was just like ouch and she was wondering why she couldn't sing so one week was just a stretching exercise and that was the one where she didn't do as well on it because of her basically. She was doing something odd and we had another email and said, well, if that hurts, you don't do that. We fixed, smoothed that over. But there was one week where she was a bit low, but she was in pain, I should think so.)

R: And also, when you've had a fall, it does kind of discombobulate you somewhat, doesn't it? Because it does take you by surprise as an adult when you fall and you're a bit like, oh, because you're not expecting it, are you?

2.

C: She was in a restaurant and she, yeah, and she tripped over her own handbag as her friend came in to say hello. She stood up, she tripped over, so she fell in a restaurant on a marble floor in front of the whole restaurant.

R: That's horrible.

C: And then she had a crack in her eye and chest. So there was, you know, there was no point in doing any singing because she was so bundled up that I wasn't going to get her. She was really depressed about her singing that week. Um... Yeah. But... So, that's her. She's 29. Um... Do you want to know about the other one?

R: Yes, go for it.

C: The last one is such an interesting character. Okay. She scored 31. Okay. But I think that's pure bollocks.

R: Okay.

C: I don't think she herself...

R: Is she one of those that goes, how do they want me to answer this form? She's one of those, isn't she? Yeah. Where she's always a danger with these.

C: You know, we've had serious challenges. As a kid, she had an older sister. She had a very, very, very dysfunctional family and a dad who played the piano semi-professionally. And she wanted to learn to play the piano and her dad was teaching her older sister and because her older sister didn't practice he didn't have the energy to teach her so she she didn't get lessons and then she asked if she could play the tuba at school because she would get free lessons and her parents said no so they were they were odd.

R: So they sort of favoritized her sister and she didn't get the things and all that yeah quite a lot isn't it to deal with actually.

C: She feels robbed.

R: Yeah of course.

C: And what she's done is all of her life she has involved herself in amateur musical theatre productions. And she has paid a fortune for singing lessons all her life, but with singing teachers, one of whom recently got into Aeolus and started getting really into technique. But the problem with her, she's one of my hardest people to look after, the problem with her is that she has absolutely no confidence and she knows she can't sing. And she, it's so, please don't tell anyone I said this, I appreciate you have to transcribe this, but she's the worst singer I've ever had in my life.

R: I bet she's not. I reckon I can raise you that one because I had to give up on in the end. It's like, don't normally do this, but I'm out. I mean, I put it better than that. But she can pitch a note, like play a note. She'd be like, ha ha ha. It's like, how can you not hear the note? It's really not that hard.

C: She can't read. She can't. But she can pitch a note, but it's always going to be a bad tone. And she only practices what she wants. And so she sort of has this absolutely no confidence

inaccurate

providing

(saying what you want to hear)

perhaps

due to underlying psych. problems.

and loads of confidence. And she's got an eating disorder as well. By the way, she's also in her 70s.

R: Oh, right.

C: But she's got an eating disorder as well. And she's been in amateur dramatics now for 40. I think it's, I can't remember what, she did tell me exactly how many years, but decades. And she met her husband through that. He's a lovely pianist.

R: He obviously didn't care about her voice because otherwise they'd never got together. He didn't fall in love with her wonderful singing.

C: He's just very quiet. She talks all the time about how difficult it is that she didn't get roles because other people were favoritized and she should get the role because she's the right size, because she's very obsessed with being thin and everybody else is really fat. And I'm a bigger girl and every singing lesson we have, we spend 10 minutes with her talking to me in hushed tones about how fat somebody is that she knows. And I really have to try really hard to bring her back on topic because I think there's an eating disorder there, but there's also a confidence thing she picks herself up against everybody else all the time so she trumps herself in these really optimistic good ways like I'm thin, I'm capable.

R: Because that's a proper symptomatic of an eating disorder there, control, that's the one thing she can control isn't it? and therefore she's like I've controlled that therefore I should have this, I should have that because I've managed to control that. All the other things were out of her control. Yeah. It's very interesting isn't it?

C: She's hard work. She's bloody hard work. I gave her the form to fill in, she, um, that singing lesson, because there was an element of monitoring, she cried.

R: Um, what from the, she cried over the...

C: Pardon?

R: What did she cry over?

C: She cried in the second, so she'd done week...

R: She was alright doing the profiling, she did the profiling form, she was alright with that?

C: Yeah, that's fine.

R: Yeah, that's fine, she was okay there.

C: Yes, the profiling form was done, that was all A-okay. It was the next week, to set a goal and the goal was just to 'brrrrr' the tune along to a learning track.

R: Yep.

C: And there was one, but that, I think that was actually too big. So I made all the other ones really, really small so that we wouldn't have crying. But she, yeah, there was a note she knew she wasn't getting. She wasn't getting 90% of them, she knew she wasn't getting this one and and it doesn't matter how softly I do it, she's defensive always so I have to a lot of our singing

2a

Cried!
2nd week

Because goal
was too big.

lessons are me letting her talk about cats me letting her calm, to not think she needs to be perfect. So this 31, she often talks about how it's too late for her and she'll never learn, and she also, she believes she's a high soprano. She believes she's a high coloratura soprano, and when she came to me a year and a half ago, she had no middle notes. She's a low alto. She is without a doubt a contralto. I am not telling her that. So what I'm doing is I'm giving her pieces that are incrementally lower, and I give her pieces that say they're high, and when I accompany her and send her learning tracks, I send them in a lower key. And as a result, her fricative, I know that's really devious, but her fricatives and through her brrrs and proper lots of stuff, she now has um middle c to g which she didn't have before everything was really I just made it up it was really screeching and she'd hurt herself and her voice was gravelly and and she knows she's got loads better, so there's an element of that as well. She says I'm really harsh to her-"god, you make me do so much", but I barely do anything. And she goes for all the solos in her Amdram stuff and she never gets any of it. And then she has to...

→ Under misapprehension.

R: It's really sad, isn't it, actually? Because you sort of look at her life as a big picture. Yeah. You know, she's had a lot of sadness there with that, she's been carting around. And she's constantly striving for that, you know, thing that never comes to her.

C: It never does.

R: It's not until she accepts where she's at. She could get a part, but doing what's more better suited to her, maybe, that she won't accept.

C: No, she won't accept. She wants to be, in her mind, it's the top position.

R: She wants to be the prima donna.

C: Yeah, she wants to play Buttercup. They just did HMS Pinafore, and she didn't get the Buttercup role, and she felt she should have done. What I don't want to do is rob her of 40 plus years of singing in Amdram and tell her in any way that she's never been a high soprano. And I don't want to tell her that she spent 40 plus years going to singing teachers who haven't taught her a bloody thing, nor do I want to tell her that she's not in tune. So I don't tell that woman the truth a lot, because I think if I do, I will rob her of bits of her identity that matter the most to her. And I think in your early 70s, probably, it's a huge part of who she is. I don't want to ruin it.

R: It's interesting how people have a preconception about what they feel is the epitome of where you want to be. It's like, I love Karen Carpenter's voice, but she's hardly a high soprano, you know. Yet I'd like to sound like her, probably over a very high voice. I mean, I've got a lower voice anyway. It's funny, isn't it? To her, that's all-consuming. I want to be that high... If only she knew how unimportant that actually is, and we need all these different voices to create all the different... But anyway.

C: Yeah, She did manage to get her role. It was a baritone role in the North. They let the agenda... made it a female pilot, and she was devastated. It was the perfect range for her voice, perfect. But she also had to, and she actually did it really well.

R: Does she not sit there and go, hang on, this feels actually really comfy to sing. Does she not recognize that? It's bizarre.

C: No, her main focus was the fact that she had to put a mustache on and how she looked. It was about how she looked. And she said, oh, they have female pilots and I could wear something. It's all about how you appear more than it is about actually improving. Or actually, you know, knowing who you are. I don't think she wants to know who she is. So, but I'm really pleased. I got her to go for it and she wasn't going to go for it. She was going for all the high soprano roles and I once very gently suggested that she didn't do that. I said, I don't think you need to audition for all six top soprano roles. I think she should try this one. And the other thing was I managed to get her to sit... that role was part of a trio. She had to sit in the middle of a chord. So her ear and her tuning improved dramatically. And I promise you, I tell her all the time that when that happens, you're brilliant, that's fantastic, look how far you've come, you couldn't do that before, you didn't even have these notes before, now you have these notes. And also when she came into my studio, her neck was forward like this, and we've worked really hard to get the neck into a position that is remotely human. And that's really helped seeing it just being able to make a sound because often she, you know, she would noot and then it would conk out. So I'm really proud of the work I've done but I also can't, I think the goal setting isn't, I have secret goals that I can't tell her. I think that's probably what I should get at.

R: That's interesting to know.

C: Her 31, I don't think is real. I just don't think any of it is real.

R: So there's an element here of you can use it, but actually, in a way, in a sense, you learn even more about her personality because you're saying, OK, I know where we're at here, I've been teaching her for a while, and she's done that and that ain't reflective. And as much as you try to be transparent with her in things, you've just said yourself, I'm going to have to do some things a bit covertly here that she doesn't realise because she's never going to get on board with it otherwise.

C: So, no, it's so, it's so, it's too damaging to do that.

R: Okay.

C: Yeah, I mean, here's where she, the only thing that she gave a strong... So in number 10 of the mind profiling tool things, where it says "a true singing talent is innate and constant throughout one's life". She puts strongly agree, and what I don't know... and that's not what I've been telling her. I have not, that's not what I say. And what I would be really interested to know is whether she thinks she has a true talent or whether she doesn't think she does because all the rest is how you can improve.

R: Has that been quite enlightening to you do you think having done that with her or not really?

C: No I know I think I had a good measure of her anyway. Yeah, the person I was most illuminated by was the person who wouldn't fill in the weekly thing because I didn't know how extreme her singing related and very specific singing related performance anxiety was. And also it made us have a really frank conversation about why she was having singing lessons and she said it was to conquer her fear. And she had originally told me it was because she wanted to pick certain songs and be able to sing them at family stuff because her family was all musicals but the reality was she was using it as an additional tool for her acting um to cover something and it was that's been great for me what we're doing is that has changed me with

can't be transparent with goal setting with some shadings

profile answers not in alignment with teaching.

profiling didn't help this student although P.C. already had the measure of her, in an intuitive, experiential way

6. "illuminated" by - didn't realise how bad anxiety was. Discovered it was to "conquer her fear" "Frank discussion" uncovered the truth!

Sarah I'm sorry with the with the confident not Sarah... Sorry, with the confident, not confident.
31. Sarah... Sarah... Good old Sarah. Yes, er... No, my opinion of her has remained the same.
She will flit conversationally between thinking that she is absolutely brilliant and the best singer
in the thing and thinking she's absolutely the worst. And it is very, if I look at her in the wrong
way, if I pause and if I don't, then she will read millions of things. So it's a very careful, I have
to be really careful. But no, it hasn't changed my opinion of her.

But yeah. Oh my little students, they're all so lovely and they're so weird. So the one that loves
filling it in has given extra comments in all of her stories.

R: How interesting. How interesting. The first one so far. Giving it everything she has. That's
really sweet! And she's in her 70s, isn't she, that one? She was in her 70s, yeah.

C: Yes. So the two people who've actually done it, they're both in their 70s, and the person
who did the Profile Olympic School bit wouldn't go any further, is in her late 20s. Yeah, OK.

R: That's something interesting in that, actually.

C: Have I answered any questions? I don't know if I've done that.

R: No, we haven't yet, but that's okay. I might have to send you another Zoom link in a minute.
So, okay, how much time have you got? I've got loads of time. Oh, good for you. That's
amazing. So helpful though, because I've only interviewed two other people so far, and they've
only managed to do one person each. So actually, it's really nice that you've been able to do a
bit of a comparative there amongst, you know, so that's really helpful. So thank you. So was
implementing this schema an easy or hard task? Did I already ask that?

C: You asked me that, and basically the answer is it was student dependent because they
were all so different!

R: Student dependent, right, yes.

C: That was the summation really.

R: But no, this, you've given me so much coding to do. I don't know if I love you or hate you,
but it's fine. I know, it's great. It's really good for my project. I mean, I can always pretend I can
always pretend that you didn't say half of that. It's fine if I need to. I will use it. I will use it.
Right. Have you used a similar process before to what I gave you to do?

C: No, I know. I mean, I have set for different students. I have set goals. But, and they are sort
of innately, but this sort of, no, not where I've actually asked them to basically reflect on
themselves or their own opinion. No, I haven't.

R: Has this research enhanced your knowledge of mindset?

C: Yes.

R: It depends where you came in at, really.

C: I didn't really... I never really thought about it So yes to be succinct. Yes to say yes to be
easy to code!

R: If yes, which you just said, do you think it would be useful to your teaching going forwards?

Student dependent
Won't work for
everyone

enhanced
knowledge
of mindset

7.

C: I think I don't know I haven't thought about that that's I should have thought about that sorry, the, ah, I think I know you said this you had this with so I'm sorry to sort of double up on the data but I think it is going to be dependent on the students yes I think I wouldn't for example the person who I've just talked about with all the eating disorders and the am dram stuff, no, I don't think it helped her, because I don't think that sort of introspection helps her. I don't think she wants it. And the person, the 20 year old, who was, 27 year old, who was a bit nervous, I, yeah, I...

R: Do you think there's any, would you try again with her? Do you think that at some point you'd try again or talk to her about it a bit more?

C: Maybe, she's really interesting because I thought it would help. My opinion was that she would be the person that would benefit the most because of how she, and I know that she's internalised lots of stuff, she's in the arts, she performs, so in my mind it would be great for her but actually, it was not, I think she quite liked the mindset profiling tool because I think she liked that, but it was reflecting on her own week and her own efforts. I don't, yeah, it could be something I return to.

R: So there's elements in there, but yeah, not maybe, not all of that.

C: Yeah, with Alice, I think it's brilliant. Sorry. I'm giving you all the names. With the New York/Italian person I think it is perfect because it's also everything with her is about wanting to stay connected wanting to feel needed and she really does the work and she really and I think it's nice for her to have these goals because she's also getting forgetful So I mean, it's also great.

R: That might be why she does write everything down for the MFA degree as well, because she knows in her own mind, well, unless I write this down, I have no idea what I was even talking about. Maybe that's the thought process she goes through.

C: I think she enjoyed it. And she certainly did. I mean, even though she, you know, obviously the stretching week wasn't a good week, she really did the work. She always does do the work, but I think even more so now, with the filling in and with knowing precisely and remembering all the time. So that was good. So with people like her, hell yeah. But yeah, yeah, so it's very, yeah, subjective.

R: Okay, cool, cool. Okay. I've said, would you consider profiling students going forward? You've answered that. I don't think we need to go back into that because it's all part and parcel of what you just said. How I've got I don't like how I've worded this a couple of questions here and every time I come to them I go oh I should have reworded this. I've put here okay how did you implement goal setting into your lessons for this research task and I suppose what I'm trying to say by that is in terms of what I presented you with to do did you have did you have to sort of rethink how you implemented it in or did you just go along your your usual way of sort of you know.

C: No it's my usual way. I always give suggestions anyway of what what I want or what the purpose of the lesson is or what would it be nice to and I always point out as well that the lesson is not where the work really happens um but you know I say that but mostly nobody does anything. So, no, it didn't actually change anything, except that it was really easy to put into how I normally speak anyway. Okay. Yeah, it didn't change the manner of stuff, except with Sarah because of the crying.

Student dependent
but "could be
something I
return to"
because it
works for
some

(2)
positively would
use it for certain
people

→ fitted into usual
teaching

8.

R: Sorry about that. I didn't want to actually reduce your pupils to tears. That wasn't really my end goal!!

C: It's like she's done it before she... It's failure in public. It's all that sort of stuff. It's having to acknowledge that she's... I... she's... Yeah, that's not you. No, it's just... she's really... I mean, last time we had my teacher on Wednesday, she said, your dog's really fat. I said, no he's not. I'm telling you, everything's fat. And we have to talk about how fat everything is.

R: I'll tell you what's fat, love, your eyes. Your eyes are fat. You see that everything is fat.

C: You've got fat eyes! And we have to talk about her rowing. There has to be so much in a lesson that's about how brilliantly she's done.

R: She feels so inadequate, doesn't she? She feels so inadequate. And that's the one thing she can turn around and go, yeah, I nailed that. Depending on your perspective of having nailed something in bodily code, everybody's got a different perspective.

C: I would never lie, and I think that's part of the problem, but every little win is massive in my mind. But I don't say to people, I don't. I think she knows that I don't, I'm not going to just breathe past stuff and that I really, the thing is I really believe that everybody can improve and that improving is relative.

R: Yeah.

C: And they're all worth celebrating and I think she knows that whereas I think she's used to teachers who just let her sing high.

R: And she just fails ultimately... So, how easy was it to consider the feedback you gave to the student based on the tutorial video and booklet I gave you? I mean, the information I gave you,

C: Yeah, fine. And the feedback, I mean, I, yeah, I'm egotistical about how I think I yeah yeah it was fine to answer your question, easy.

R: You can embellish don't feel like you've got a cut back if it's something you're trying to say say it because honestly I mean...

C: No no it wasn't gonna I wasn't gonna answer your question at all I was gonna talk about something else

R: What were you going to say?

C: I was going to say, the mindset stuff, I think, like these scores, the 29s and 31s, and I mean, these two students are so different, these two 70-year-olds. They are the opposite end of the spectrum. And yet their scores are only two apart. But I mean, they're in slightly different brackets, I think. But I mean, it was really easy to interpret the stuff. That's the main point. But I think I can intuit more than the profiling tool. I think.

R: You couldn't be able to rely on it?

Can intuit more than the profiling tool, I think

9.

C: Yeah. Because it misses the reality of the human, it's only what they think of themselves and also I don't think it is what they think. I don't think...

Not reflective of what they really think

R: It's reflective of what they truly believe. In fact, they probably don't even know what they truly believe. That's half the problem, isn't it?

C: Yeah, that's exactly what it is. So I'm not answering your question at all, but...

R: You are! No, it's good to know. It's interesting to know.

C: I think they should be completely the other way around. They should be in different brackets. So I found it really easy, but I also would query the data, I suppose, because it was relying on self-assessment, which I don't think any of my students, I wouldn't trust any of them to self-assess. I wouldn't trust me to self-assess!!

doesn't trust self-assessment

R: No, it's an interesting one, actually, because I sort of think when I look at these things I think oh what do I really think about that if I'm really honest with myself. But I think I have a little bit of confidence in it only because I did a disk profiling thing for my other job that I do with my sister, my morning job. And they do disk profiling when they're employing people. So it's not solely reliant on that but they'll interview them, then they do these disk profiles and then they have these like A, B, C, D categories and then they look at where they sit to work out how they would fit in a team. And they go, well, it's interesting, because in the interview, they were saying this, this, and this, but how their actual thoughts come across. I mean, this dis-profiling has researched to the nth degree, you know, to fit psychology and everything. But it is interesting, because you do learn about yourself, going, oh, I thought I was a bit more pragmatic than that, or I thought I was a bit more, you know, blah blah blah than that. And then you sort of get a bit, because there is a lot of ego attached to all this, where we want to think we're really open minded and we're really, you know, think we can, you know, but actually when it comes down to it, you go, yeah, I'm a little bit sh*t really, I don't think I can do that. You know, and it is interesting how it makes you feel about yourself.

C: Yeah, I would definitely say that I was open, but I've been tested so many times in my life and found out that I'm not. But I, you know, I can skirt that over that really quickly. It's not part of my rhetoric about my own identity and I'm sure we all do that. But I'm just certain we do. We don't really know how we come across. But the thing about the singing lessons of course is that you see people when they're essentially being vulnerable. And so I feel like you see more than they would ever see about themselves. Yeah. Anyway, that doesn't answer your question. I apologize. Yes, it was easy!!

R: Yes! You have answered it! So, although this research was conducted over a short period of time, did you experience notable progression with any of them? Or a decline even?

C: Decline in Sarah, decline in 31, MT. I think she was very relieved to not do it anymore. But I was hoping that it would turn around, and that by making the goals smaller, that it would turn around, but it didn't. And with Alice, I guess it made her progress a bit faster. We hadn't had a lesson for a little while and she'd lost her voice, so she really worked hard. So I think there's also other factors in there. Yeah. But, yeah, she definitely progressed faster as a result. And I also think she just loved it, as I said.

relieved to stop doing it
Decline
Progressed faster

R: She saw it as a project.

3

10.

C: She still works on it.

hept going!

R: Did she, you know, the student feedback form things, did her score progress at all? Or did it maintain?

C: I've got it here. One sec, one sec. Oh. Oh, I love her. Sorry, just looking at the comments. Which week was that? That was three, that was six. So it goes 15, 17, 16. But that was a stretch

week.

R: So there's an extenuating circumstance there.

C: Yeah.

R: But still a progression, nonetheless.

C: Yeah. Yeah.

R: And nobody's had a massive, you know, they haven't leapt from 8 to 20 or anything it has been incremental but it was a small amount of time we were condensing this into and I've actually said it would longer have been useful would you have liked to trial this for longer?

C: With Alice - yeah I mean she wants to keep doing it she's she's said she's gonna send me that I haven't corrected her yet I'll send you my week four and she says um doing a little bit better in week four because she was filling in about week three and so she's given a score for week four.

R: What's her score for week four?

C: Oh no, she hasn't done it but we haven't had a lesson yet.

R: Could you let me know just out of interest if it goes up?

C: Yeah, sure.

R: That'd be interesting.

C: Well it should do because we found out that her... we had an amazing lesson and we were talking about why she was struggling to do stuff and I asked her to do this with her tongue, IIII, where you push the tongue against the top back teeth and then wiggle your jaw to see if it moves. And her tongue followed her everywhere and then we did some tongue stretching exercises and then suddenly she could sing another three notes and so now we're on tongue stretching and we've got a tongue stretching regime and it's six minutes long and she's very excited and she sends me emails regularly going, this is fantastic! So I'm sure it would go up. I'm sure you're right. I'm sure it would go up.

Commented [AD1]: Did it improve?

R: Are you seeing her after Christmas now?

C: Uh I've got one more week of lessons. When do I next see you? Um I next see you here on Monday.

it did go back up
to 17
↓
emailed
results over
with
full comments

11

R: Oh okay if you could let me know just send that one over as well if she's done it because that's interesting for my data that we've got a student there that actually their own volition carried on. Yeah you know that'll be good. So all this stuff is very interesting.

C: Okay.

R: Did the outcome of implementing the scheme match with your initial thoughts when you started it? For example, when you when you began it, you think, oh, this is going to be hard. It's going to be easy. This will probably be useful. This won't be useful at all, but I'll just do it anyway. Did it kind of where you came, where you started out? Did it kind of...

C: Uh I started it just sort of quite a neutral position like oh, I started as um thinking uh I I don't think I had any really strong feelings about how it would go um because I've never done anything like it before, but I liked a lot of the mindset. I mean, I liked your presentation and I liked your thing and I understood it and I thought it was cool. So I wasn't thinking anything negative at all.

4

Quote

R: And if you were, you're not telling me!! (Laughs)

C: No, I really didn't. The only thing I would struggle, my only reservations were about my students' ability to complete anything administrative. And the idea of giving them anything extra to do on top of turning up on time, or turning up at all. Because a lot of them, you know what it is.

reservations about
imposing admin on
flaky students!

R: I do.

C: Just really flaky. And so that was my main worry, was, oh, they're not going to do it, and I'm going to have to chase them. It was admin rather than content.

R: But did you find that to be a real issue, really? Apart from the one person just refused point blank, did you find having to...

C: Well, no, because I did send it to lots more people. It's just I never... One girl went to hospital with the same chest infection you've now got, I think one girl and I, um, one, um, uh, somebody else, her mother, um, was put into a home in Germany where she lives and so she had to fly out. So I sent it to quite a few people and then I, they weren't in positions where I would chase them. So I lost about six or seven students over the last couple of weeks to various ailments and family problem. So, and also my own concert schedule which was bonkers so and I it was bonkers at the last minute So I had to move so it was a bit of a mess in that respect So there were lots of people I didn't chase who got the mindset profiling tool and the student reflection record

R: But I think it says it's interesting in its own way, but they just didn't bother Tells you all you need to know about that. You know, it's a bit like I need to chase you dude. You're clearly not interested. It's a bit like that isn't it really?

C: Because they also didn't turn up to lessons so it might not be anything to do with the thing itself.

R: You don't think that put them off coming to the lesson do you? Because I hope I haven't just lost you about 10 people.

C: No, no, no, they really were ill.

R: Gonna get sued aren't I? I can see that coming.

C: No, no, no, no, no. I know their life circumstances, and also the bugs we've been getting, my god. And there were some people who, there were two people I didn't want to give it to, mostly because I knew they would be like, what do I do? They can't do anything, they have no autonomy. I didn't want to spend any time making them, making it clear.

R: That's interesting, actually, you just said that because a lot of what I was talking about in my last project, which led to this, was about goal setting and all the rest of it for motivation and developing student autonomy. So I'm going to ask you a question surrounding this and it's a bit of putting you on the spot. Do you think it's something if you persevered with them it would help develop their autonomy or do you think it's hard to know without trialing it? Would it be something you might think I might try that just to see if we do develop autonomy with this?

C: Well they're already students who I mean to some extent yes you're this is going to make me sound like a terrible teacher.

R: No, ... Can't be worse than me, don't worry!!

C: They're hobbyists, they are also... the two people I'm talking about are actually in my choir and they are really hard work in my choir and I don't... and they're in contact with me all the time.

R: Have you changed your e-mail address?

C: And so sometimes I can tell them to back off, but then they get upset. And I just, there's a huge amount of me that thinks they just get so much of my time for free. And they're both multi-millionaires, because of where I am in Hampstead. And I just, I don't want to give them that time. So I could, the idea that they're also bosses, they run companies, they delegate, they're in choir, they tell me what to do. I mean, yes, I could maybe have developed it, maybe, but I think the patience and the time that that would require on my part would be a lot of time.

Commented [AD2]: Can't implement with everyone

R: No, I understand that. I was talking more autonomy from maybe a younger person point of view where they're a little bit male see and need that sort of but somebody that's I've had that before with a choir where I've had this woman go well don't you think we should be doing this and I think that line there is like oh cr*p person yeah go find your own choir if you're so sh*t hot

C: They would send me an email and I would like more information please thank you thank you thank you my daughter cannot sight read can you suggest any books I would like a list of books blah blah blah so it just sets up the sh*t so I um yeah I don't uh I suppose the person who gave up in developing autonomy yes maybe um yes if I persevered but I need yeah as I think I said that I need to redevelop my way of approaching her, I might need to change repertoire, I need to have a rethink. Now that I know what her problem is and, yeah. I don't think, none of those are really good words. Next question!!

R: All right, so we've just started the outcome of implementing the schema match for your initial thoughts etc. Has any or all of the schema impacted your teaching going forwards?

C: Well, yeah, but with the, with Orla, with the 20, the, yes, it has, it forced us to have the fact that she didn't fill it in she wouldn't fill in the reflection things has forced me has forced us into

Needed autonomy
in order to do it
chicken + egg??

5

Although student didn't engage, has forced change of approach.

a conversation about what what frightens her and what's going on and and she was much more blunt about her real reasoning so yes I am going to change my approach with her hugely

R: So to that end would it be useful to think about that for other students going forward then? That it might highlight or flag things up that you hadn't considered?

C: Yeah I suppose that it could be yes it could be with yeah I suppose with people who are more nervous that's something I could think about. With the other two I was expecting ... what I got from Alice from the New York Italian from the person who progressed my lovely girl I was expecting... and actually I suppose what I got from Sarah, I was also expecting... I was... that was... I just don't... with Sarah, it's all pinch of salt. But the... I've already forgotten the question. I'm sorry, I'm just going to talk wa*k. What did you expect?

good for people who are more nervous

Not reliable info

R: Your coding for your interviews is the most fun of them all, I'm just going to say. I can't remember. Or has any or all of the schema impacted your teaching going forward?

C: With one person, yes! (both laugh)

R: Did the schema feel well structured? The one that I presented you with?

C: Yeah. Yeah. I think it would be nice to have a teacher reflection because you know at the beginning of this interview I went off on what that person is like to me. I wonder if it would be good if a teacher could fill out student mindset form about what they think their student is.

Suggestion

teacher complete student mindset profile

R: That's interesting. So a similar profile sheet.

C: Yeah.

R: Did you fill out the one for you that was weekly?

C: Yeah, yeah.

R: Did you note any progression there?

C: Yeah.

R: That's the one that nobody seems to talk about much. It's interesting. Everybody sort of focuses on what their students did, but in the interviews, nobody's really mentioned that a lot, which I find quite interesting in itself.

C: Yeah. I did it the moment you sent it, and then I have, to be blunt, I've completely forgotten about it. Where have I even put it? Don't worry. It's one of those things where people go, oh my gosh, I can't find it, I don't know what's happened.

R: It's not the end of the world. I mean, I've got a load of data anyway.

C: Okay, I will find it. You're right, I haven't thought about that hugely. That's a really interesting point.

R: (talking to dog) Boo-boo, thank you, You don't have a horrible life, stop pretending like you do.

C: Yeah, my dog's life's a dream.

R: Is it? Your poor dog's listening to people calling them fat and stuff.

C: It's like, it's no fun.

R: If I had to cope with that, if I told your dog's fat, I'd say, right, go. You're not welcome here, go away. I couldn't cope with that.

C: Oh, but imagine if I rejected her (Sarah). Can you imagine? It would be ruining... I don't want to teach her, but... I think I could really break her, and I don't want to. Anyway.

R: It's an interesting point, you said that, though, the psychology point, where we have to be so careful. We have to be so careful as teachers. Because I'm looking a lot at teacher epistemology in all this, and how all the participants, the teachers are feeling, you know, about how they're embracing it all and the rest of it. And it's being, you know, open, you know, open to that sort of, I can't get my words together. But yeah, like you just said, really having to think carefully. Well, obviously, one wouldn't turn around and immediately tell a student to pi*s off, because that would be rude anyway. And that's not the way to gain clients.

C: I could really do serious damage, I could really sh*t on this woman's life by accident, and I don't ever want to do that, obviously.

R: Sounds like she's had a hard time with it. Sounds like there's something out there, but she's never found her thing in life. She's never found that thing that's her thing.

C: I don't think she's ever found her tribe, her friendship.

R: She's lost, isn't she? She sounds like a lost soul.

C: She is married.

R: What's he like, though?

C: He's super quiet and kind, but really heavily autistic engineer. Still contracted out, so he just sits at a computer all day. Gets up at nine, goes to bed at two, and he...

R: So maybe she feels ignored as well, on top of everything else. Who knows how she perceives all that. I feel sorry for this woman actually, except for the fact she calls everybody fat, which I'm not on board with, but yeah.

C: Yeah, it does my head in, but I've got to remember that she's, I mean, she is very, very skinny and I wouldn't be surprised if there is a serious problem that's been there for a long time. So, but you know, she's alive, she's not frighteningly skinny, but it is unusual.

R: Yeah, I know what you mean.

C: Yeah, so you've got to remember like, there's a...

R: It's almost like, I know people at the gym like that and things like that, where they're so sort of hell-bent on being the skinniest in the room, and then to make themselves even more skinny they big everybody else up literally you know to make them extra skinny you know in comparison so it's a bit like what she's doing anyway sorry um. Did you feel supported by the information I provided with the book and the thing.

15'

C: I just...now that I'm thinking about this profile thing I just listened to it I think I possibly should have listened to it more I listened to it once, read through it at the same time, and then I never went back to it.

R: You probably were struggling to type. Sounds like you had a lot on your plate, which you're trying to shoehorn this in as well, for which I'm very grateful.

C: I think I possibly could have done a... I could have... I don't think... it wasn't at the forefront of my mind, so I think in that respect I've let you down a little bit.

R: No, you haven't.

C: Yeah, I only listened to it once, and then I thought, I get it, and off I went. So I think maybe if I'd rehashed it and not been super ADD about it that would have helped. But not that I think I've done a bad job, right, but I think I could have redone it. I think I probably should have done that. I shouldn't have forgotten that I'd done my own profile. That's not good.

R: You've got a lot going on and I do that I forget stuff left right I said okay I forgot I was in the middle of doing that and writing about that and doing that because we've just got stuff going on all the time haven't we? It's absolutely fine. Would you have preferred more information? Do you feel like I covered everything? I mean it's hard to know isn't it without the information being there, I think you're missing it but what we don't know we don't know.

C: I don't think so. I think the 15 minute thing is about the right length and because I'm not gonna you know my attention span is not fantastic and...

R: I was trying to keep it fairly condensed without being too quick and it seeming pointless

C: but yeah I thought it was about well but yeah I don't know what other information I don't know

R: I realize that question is a bit bleh, did you learn anything new from it?

C: About my student yes, about the nervous person big time. And I learned about mindsets in general which I'd never thought about but I suppose in a very surface level way I haven't you know and but yeah I'm open to that concept so yeah.

R: Can you see value in the schema as it stands or would you prefer it to be further developed to be of any use to you? Again, you wouldn't know how it would be developed. I know that's an open question a little bit, but yeah.

C: Yeah, but I wonder, like, so my students, my results are basically three different, very different types of people. I wonder if then... I don't know, I haven't thought about it, but there's something I wonder if you could, for each type of, each bracket, you could modify language a little bit for the student reflection record or give some pointers for...

R: I don't know, actually, somebody said something similar before about how they felt like they could have done with some... Oh, yeah, pointers is the word. That sort of kind of gives some ideas. Ah, they said the word and I can't think of it in the student reflection, isn't it? Of what things, you know, of guides, of kind of things to consider. Is that what you're talking about or have I misunderstood?

Quote

Quote

Quote

Suggestions

modify pointers language

Maybe more needed - would need further research

C: Yeah, that are different for each, once you know what your student, yeah.

R: So it has to be a more in-depth thing, really, wouldn't it? So if your student is well-advised, turn to page blah, blah, yeah.

C: Yeah.

R: Well, you've said something incredibly similar to somebody else, so, you know, clearly, clearly it's a thing.

C: Yeah. But I don't know. I think that you need to do it for a lot longer, really, to have a really, really good answer.

— needed longer

R: That's the hard thing about this. I mean, in the real world of a big research project, I wouldn't have done it within three weeks. It would be like a year-long thing or something, wouldn't it? You'd get a real feel for it. But yeah. But it gives us an opening to how it could progress, you know, in terms of... Definitely. Definitely. Yeah. Do you have any further ideas that could be included? I think you've just said that. Is there anything else? Um...

C: No, I don't think so. I don't think so.

R: No, that's fine. You don't have to make anything up. It's all right. Just if you had thought of anything.

C: I just looked at all of this. It's written in all caps. I am at the beginning of this goal setting stuff. Sorry, I just picked, you're so cute. She's doing brilliantly. I love my student even more (one of them!) I can't think of, I don't know. I mean, I should have probably should have watched that video again before we had this chat. But-

R: That's all right, don't worry, you're all right. You've given it loads of time anyway. I wouldn't expect any more than you've given us. Absolutely fine. So, the results sheets, I think we've talked about this. Did you see evidence of improvement on the forms? I've already asked you about that.

C: Yes, so for Alice, the Italian American, yes, so we go 15, 17 and then 16 but that was the bad stretch. For Sarah, it actually stays absolutely the same all the way through. Identical but the numbers...

R: she put them in different places, okay.

C: Yeah, so they're all threes and fours. It's all 1.3 and 2.4.

R: Sarah's the one that is a bit, everybody's fat, she's that one isn't she?

C: Yeah, so she changes where the three, so week one and week two are completely identical. that everything was four except for point three. And then week three, everything was four except for one. But yeah, it stays the same.

R: Interesting though, even though the numbers are the same, she's changed it on her outlook of difference within that so that's to be noted isn't it oh my god I give myself so much data to sort out yeah

C: yeah anyway oh god then I have to pick it don't do that don't worry about that keep it small

R: Did you find there to be a clear link between mindset and goal attainment after all this

C: No, because I don't think they self-assessed well enough. And also, my interpretation of how they'd done was slightly different to their interpretation of how they'd done. I thought they all did better than they thought they did. So, well, and the two people, I've forgotten your question again, sorry. Did you find there to be a clear link between mindset and goal attainment or goal you know anything to do with the goal? Oh yeah okay - no. No because if that was true then Alice would have had a much higher score on her mindset thing and she was yeah no I think it was actually the opposite.

R: Okay um yeah okay, do you feel the schema or a similar one should be used in teaching generally? I think...

C: Ah, such a sh*t answer for you. I think it depends on the student. Yeah, I think it really depends on the student. I think you're right in the, with my nervous person, I could have tried harder. I could implement it later. She and I need to work out what we want as teacher-student now. But I think we're getting there. But the, I think everybody should have it? I think it, to some extent, that also depends on the resources of the teacher. Like, with some of my students, as I've said, I wouldn't want the extra time or we would lose singing lesson time to that, with some instance, with some people with nitpicky... there's a particular type of person... I wouldn't want to say! But I think the mindset tool is actually a really nice thing because it forces people to consider stuff about themselves. And actually, it's quite a nice dialogue to have with your student about progressing because I can say how I feel all the time but of course really getting to the bottom of how they feel is interesting that's a good thing to have as a teacher that was helpful. I was surprised by all of my students' Mindsets tools. I didn't agree with them either but it was interesting. I suppose that would be fantastic to have for every student and maybe to re-implement that, maybe just have a little tiny reflection every now and again.

R: But you don't think it necessarily went hand in hand with how you would feedback with vocabulary, you know, the sort of ways you would speak to them on their goals setting, on their goals necessarily?

C: Not with all of them, no. With Alice, yeah.

R: So it's very student-dependent. We keep coming back to that, and that has been a theme actually for everybody. Which is kind of what you'd expect really, I think, isn't it? I think it's that in life, there's no one thing that fits everybody. And I think, you know, I've been banging on about one thing doesn't fit everybody, and here's me trying to do one thing to fit everybody. So it's not going to, is it?

C: But the person that it helped, it really helped. You know, she loved it, I know she's lonely as well and I think she, you know, I think it helped with that as well. It's also about, you know, singing is not just about singing. So, yeah.

R: Okay. I have one last question. We're down to about, oh God, nearly five minutes.

C: I'm going to do it so fast!

Student / teacher
missaligned.
Self assessment
not good

Scores not
reflective.

Based upon
teacher
assumption
though

Vocab didn't/wouldn't
work with all

Depends on student
+ resources of
the teacher +
time they have

Mindset tool is
nice + forces to
consider stuff about
themselves.
good dialogue
to have.

9
helped lonely
person

8
quote
would be
fantastic

18

R: Right, okay, what does teacher competency or vocal competency or vocal pedagogy competency mean to you, if anything? That's really random and out there compared to what we've been talking about, I realise.

C: I think it's the ability to adapt to your individual and I think it's, I mean, I think you need to have a basic understanding of the voice and anatomy, but just to be able to actually have techniques and skills. But I think a huge part of being a good teacher is always pushing your students, what your student wants first. And I can forget that sometimes, but, and then you just, you have to come back to it. And then, and I think it's also really, really important to say, I would like you to sound like this. Do you want that? Like, if you did this, would you like that? And then, and then showing them that they can abandon anything you say as well. So that, so that they have that, so that they have choices. I think you've got to have lots of basic, really objective stuff nailed in your head, but everything else is about adapting to somebody, what they want, what they want to sound like, and what they want to use you for.

R: And what about within the progression of your career as a teacher?

C: Oh, my career as a teacher.

R: That's a lovely answer to what you've just given me, by the way, but the teaching competencies. I know if you can't answer that, you say, I literally don't know what you're talking about. It doesn't matter if there's anything that triggers anything.

C: My career in teaching, I suppose it's not to get lazy. I mean, I've done this Masters. I'm trying to still do courses. I suppose it's staying on top of all the new research that's coming out and keeping reading and keeping talking to other teachers, not being afraid to do that. I would like to get brave enough to teach in front of another teacher for feedback.

R: Yeah, I'd love to sit in on some other teachers, not because I'm sitting there judging them, because I'm sitting there, people have eaten, like you said, stuff today, and I'm thinking, yeah, I forget about stuff like that. And I think it's that thing, isn't it? You get more rounded, kind of... Yeah, I feel like that. I feel exactly like that.

C: You can have themes as well. I know that I get stuck in themes sometimes. And I, because I've learned something new or something's really excited me or I just want to tell people about it and that's not good. And then I've noticed that over say a six month period, I'll have stuff that I, not that I concentrate on with every student, but that I miss stuff and I think it's in my head and that's not adaptive and that's and I know that I miss stuff and I think everybody misses stuff and you know there's a bit of forgiveness everywhere but I think that would be how I need to improve it's just not to get stuck in ruts of technique stuff actually and exercises boring exercises I have favorites you know, adapting that all the time yeah yeah exercises I have favorites you know adapting that all the time.

That's great, thank you.

putting Competency

"Ability to adapt to your individual."

"you need to have a basic understanding of the voice + anatomy."

"A huge part of being a good teacher is always pushing your students. What your student wants first."

"Got to have lots of basic, really objective stuff nailed in your head"

"What they want, what they want to sound like, and what they want to use"

you for

"Keep talking to other teachers"

"Not to get lazy"
"Staying on top of new research"

Initially interested in how it would work

R: So how have you got on with it?

D: For the most part, good. I deliberately chose three very different students. Because I was interested in how it would work. I tried really hard to kind of like not predict what was going to happen prior. Prior, there's one in particular that I find, and this is why I wanted to do it with him, I find him quite tricky to work with because he kind of doesn't want to ever hear it. He just wants to talk at you and make excuses.

R: Is he an older adult or what sort of age is he?

D: Yeah, he's like in his 60s. He's a member of my choir as well and there's a solo he's trying to do at the moment and he just... the thing is he doesn't read music so he gets stuck in his head about the fact he can't read music but this entrance he knows the solo, he knows it fine, it's the entrance and it's a pig of an entrance for anyone so it's it's really not anything to do with whether he can do it or not but he's very very proud and he kind of won't accept help so anyway I did it with him and I found him a little bit resistant to the whole thing.

R: That's fine. To be honest there's no such bad thing as bad data on all this because what it's showing and you know having spoken to other people as well that have done this it's showing that kind of diversity of people. It will work with people. I'll let you feedback your own way, but there's nothing. I'm not going to sit here going, oh, nobody liked it. Because to me, there have been positives from it. There have been negatives from it, but that's what I'm trying to find out. And then how we can kind of use that to kind of grow it further. Was there anything else on that or was that just what you sort of noticed?

D: Well that was him and then I worked, I did it with a girl who, she wants to go to drama school, she's had a year out after sixth form.

R: So she's sort of like 19, is she that sort of age?

D: About 19, I don't know if she's 20 yet but she's, yeah, and she has been working with me for a long time, so I did it with her. And then I also did it with a girl who's like, I can't remember her exact age, I think she's 25 maybe? 26? Kind of around that age, who is a dancer and has come to me very recently to basically sing so that she can get better casting. Yeah, so those are the three I did it with and the latter two seemed more responsive to it than the first one I mentioned.

R: That's an interesting answer. Have you got the result sheets of it still? Did you keep on to those?

D: I have got them, I haven't got them on me though because they're in my studio and I didn't think ahead.

R: It's all right. If you, would you be able to sort of ping them over to me? Would you be able to take a photo of me?

D: I'm going tonight, so I'll send them over when I get back.

R: No mad rush, but yeah, when you could, that'd be fab. Then I can just sort of have a look. And then, if you don't have to tell me names or anything, but if you can say, oh, this is the

Codes

How easy was it to use schema

Previous experience of using similar

Usefulness of schema

The student/s used

Could schema be enhanced

Was there evidence of a link between mindset and goal attainment

Competency

resistant student

1a

responsive students

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chap in his 60s and this is the girl of whatever, then that would be useful to me, that I can sort of see and tally it up with, you know, what's missing.

D: I've just marked it with an initial and a...

R: Fab. Yeah, that's great. Yeah, that'd be lovely. I sort of said in there you didn't have to send them but the more I thought about it, I thought actually I think it's super useful to look at, you know, because it does go along...

D: You can kind of corroborate stuff together as well, can't you?

R: Exactly, exactly. Yeah, from what you're going to be saying here as well, we'll be able to go, oh, I see how you've arrived at that, you know. Okay, shall I just hit you with the questions then? It's kind of like open and formal again, so it's room for discussion really what I'm just trying to do is draw out as much info as I need from you it's not like a I don't need to be rigorous or horrible. So did you find implementing this schema up an easy or hard task?

D: I found it quite natural I think we talked in the first interview about how this really interests me anyway yes yeah and some of the work that I do like with my RTT work, my hypnotherapy work and stuff, goes hand in hand with this. So it was quite nice to have that, I guess, permission to use that within my coaching because I think I said to you in there as well, I know this isn't really what you're asking because this is about me as a teacher.

R: No, do tell me anything because I will pick out what you need and there'll be bits in there that will be useful so please yeah, go for it.

D: Okay, yeah so I mean I think I mentioned last time I sometimes find it hard I know that my experiences with the RTT and with my other work are complementary to my coaching but I know I'm really scared about overstepping a boundary so this like gave me permission to kind of use that natural way that I kind of want to, I'm kind of rambling on here, but I don't really know how to articulate what I'm saying, but I guess I kind of do a lot of this anyway naturally, but this gave me permission to do it in a more systematic way without feeling, like, knowing that it was for a purpose and it was specifically for this and it was for working with vocal students and I didn't feel like I was crossing a boundary there or anything like that.

R: That's interesting. So you wouldn't have done that before because what do you think would have been the problem with that perhaps, just out of interest, because you're saying crossing boundaries?

D: It's not I wouldn't say that I wouldn't do, I wouldn't have done it before. I mean, I have done stuff like this with like goal setting and things and discussing. I haven't discussed specific mindsets with people as such, but I have had similar discussions to what have arisen from doing this. But I think it's always very much dependent on the student. And because I've always been a bit worried about staying in my lane, because I do have this side of me, I've never wanted to feel I was enforcing something on a student that wasn't coming to me for that purpose, you know what I mean? You know, they come for a singing lesson and I was always a bit like, I don't want to enforce this psychological stuff, psychology on you, do you know what I mean? So like, with a person like student one, the man in his 60s, I would never have done this because I already felt that resistance. But that's specifically why I, and I hope that's okay with you, that's specifically why I wanted to do it with him because I thought, hey, well, this is, there's a reason for doing this and I'm going to just try it.

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permission
to
integrate
teach
psych.

③
Systematic
+ not
crossing
a boundary

one size does
not fit all
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on difficult
Student

2.
not allowing therapy to take over

R: So you sold it to him as what it was, a research project. And so he kind of embraced that more than he might have done because he thought, oh, there's a purpose, they're trying to do some research, so I'll get on board with it. Whereas if he just said, I just want to do this, he might be a bit more, maybe, in your view, perhaps, wouldn't have wanted to. But we'll never know, because you haven't tried that before, so we don't know.

D: Exactly.

R: It's more, yeah, we're just sort of surmising.

D: yeah.

R: Fair enough.

D: The other two, like, one of them, I've worked with a woman for a really long time, and she's somebody that, like, I mean, since she was a child, actually, so I've known her a long time. So that's a different kind of teaching relationship because I've known her for, what, like 10 years? And then the other I haven't known very long, but she's always seemed more open to discussion. So there were three very different kind of students there. So your original, I'll go off on a tangent, your original question was, did I find it easy or hard? I found it quite liberating because it gave me a structure so I didn't feel like I was going off on a tangent for no purpose. I had some reason to back up why I was using it and but it felt natural because I very much I'm on board with it. Because I myself have done lots of research into this, well not lots, but I've done some research into this and I use this within my other work, this kind of concept. So it felt very natural and quite liberating.

different teaching relationships

diverse students to test

⑤
"Liberating"

R: Perfect, thank you. Nice, nice answer. I should also say, second question, have you used a similar process before? Yes, you have!! So how have you sort of been doing it before then? Could you summarise in a way?

⑥
"Structure"

D: More through discussion and kind of taking the lead from what comes out of the student. So whereas in this situation I've kind of led it because I've obviously given them the paperwork etc and kind of said hey I'm doing this, are you happy to take part with it? Usually in the past when I'm speaking specifically here with singing students obviously with my hypnotherapy and RTT clients they come to me for that anyway so but for the singing I usually take the lead from the students if the student opens up and it feels appropriate I then like if they ask a question about hey I just don't know why this isn't working for me or I'm never going to be able to do this I will then kind of jump on that comment whereas this was more directed by me from the start, if you know what I mean.

"very natural"

only if feels appropriate

comes from student

R: Okay.

D: I think actually because of how it was.

R: Cool.

D: Does that answer your question?

R: It does. Thank you. Sorry, I'm trying to, if I seem like I'm being a bit cut off, I'm not trying to be cold, it's because I was getting so chatty in other interviews, and when I've listened back I've gone, I can't work out who said what, and then I'm having to, because I've transcribed them and I'm having to sit back for recordings as well I'm going on far too much and that's

⑦
Allowed more teacher intervention

Capacity of research sways intervention

who else said this?

But gives teacher authority to do it?

3.

not actually helpful. I can give I can sort of say things that might generate something else but I've got to learn to not kind of go oh yeah that's great because my god I didn't half chat on. I'm conscious of the time you've got as well. So yeah you know if I need to draw more and say oh no that's not quite what I meant then I'll say that but yeah no that's spot on thank you.

Has this research enhanced your knowledge of mindset? So obviously, you're familiar with it already. Was there any element of this where you go, oh yeah, that's kind of, or do you just think it just, I don't know, I don't want to put words in your mouth.

Not measured before
8 likes meaningful

D: I was interested in, I mean, as I say, I kind of had a pretty good understanding of it before we started. Yeah. But I have never measured it as such, or like this. I've only ever kind of gone, aha, I'm hearing you so like this. Do you know what I mean? So in that sense, yes, and I quite like this idea of measuring it because I did enjoy that. In terms of the actual, I guess I've learned from the stu..., it was only over three weeks, wasn't it? So I'd be interested, I think you even said on your paper work, try this a bit later and see... so I think I will do that because it's been quite interesting to see just over the three weeks so it might be nice to see that longer term and kind of leaving it a bit longer between so that they don't remember their answers necessarily. There was a little bit of ...

9 Would like to continue it for longer

R: That's the trouble it gets a bit contrived if you're not careful yeah and oh I'll say what I think you think I want to say and you know...

Shouldn't I didn't change

D: Yeah I feel like, I mean the sixty-year-old man, I think he just did it for what it was. I mean his results didn't change very much. The youngest girl, I felt like she was trying to tell me, like she was trying to make it like she'd improved. But she already has quite a good head on her shoulders anyway, do you know what I mean? Like her original score, she wasn't growth mindset, but she was right at the top of the fixed.

2a false results

R: Yeah. Yeah. Yeah and what about the chap was he fixed? Oh, out of interest or was he growth with a bit of fixed?

D: He was fixed with some growth. Which surprised me. He confused me a lot because whereas the other two kind of made sense his answers in the profiling were like contradictory.

As was the case for PC

R: Somebody said that the other day of one of their students who's a lady in her 70s, so not wildly older. And she said, oh, they totally had their results rather the other way. You know, it was like a bit mind blowing.

Answers were reflective

D: Yeah, I mean, it's still quite low on that, but it was fixed with growth. And I don't know, just from knowing him and the discussions we had after this and just generally working with him, plus the fact that his answers on the actual sheet were like, one really strong, and then it contradicted, I don't know. So it was interesting.

3a

R: Do you think the questions weren't ambiguous were they at all?

D: Oh no no no, I don't think that was the problem.

Didn't feel it was an issue with scheme

R: Because I wonder if there might be a bit of something that is quite straightforward. Because I kept looking at it, and you know when you're entrenched in it, you think, yeah, it all makes complete sense. And then you try to see it with fresh eyes, you go, actually, that's

quite ambiguous, you know. So if there's any ambiguity in there, I'd need to kind of highlight that. But you felt it was quite straightforward.

D: Well I felt it was straightforward. I don't think that was the issue. I think it was more, I don't know. I think he was thinking, I guess when I read it through as well, I thought, oh, well, he could think that that was... I don't have the questions in front of me.

R: I can sort of figure out what you're trying to say there. He's probably one minute saying, yeah, of course, people could do this. And the next thing going, oh, no, you couldn't possibly if you were doing such a, you know,

D: He's very much a little bit, I mean, I'm going to be anonymous anyway, but in a small way.

R: Don't worry. I won't be putting your name, date, birth and address on here!

D: He's quite judgmental of people anyway, but I think actually he's quite proud and a bit insecure so if he gets things wrong...

R: That's very often the case, the more insecure people are always trying to belittle everybody else aren't they, to try and boost themselves up some more. You do get that.

D: Yeah, and I think that he, so in some ways his behaviour is quite growth because he persists with stuff but he doesn't want to accept the help it's like either I can do it or I can't do it.

R: Sure.

D: Anyway I've gone completely off your question.

R: No you haven't, you haven't at all. I think I just sort of said has it enhanced your knowledge and I think what you're trying to say is probably you've learned where you might be thinking something about someone it's thrown some curveballs in that to that end and the whole measurement side. So yeah you've answered that. Yeah.

D: Yeah I mean as I say I've learned more about my students so I guess my knowledge of fixed and growth mindset I kind of had a foundation of that already but I think the main learning for me has been about what can be done in a couple of weeks and specifically my students.

R: So it has brought something to the table for that end would you say?

D: Yeah.

R: Cool. Would you, would, so do you, again the trouble with these questions is it tends to feed on to the natural next question so you'll probably think I've just can't answer that but we'll go with the flow just so I know I've covered everything. So I said has this research enhanced your knowledge of mindset? If yes, do you think it would be useful to your teaching going forward.

D: Yes, I definitely feel like I want to use it more and I feel like having done this, I know it sounds really silly, but having done it for your research project, specifically for this type, this group of people, as I said at the beginning, I feel like I've kind of got a reason to... and I also

false results because of personality

learned about students

How limited time of got measured goal setting can be beneficial

"Want to use it more"

13
Would like to use it over longer time

Def. want to continue from

think this is as a teacher because I have this other understanding. And I, you know, I feel like it's quite natural for me. I'm not tooting my own horn, but I feel like it's quite natural for me. So I definitely want to continue with this. And as I said to you earlier, I'd be interested to see it for their purposes over a longer period of time. So they can't remember their answers and it feels like it's not, you know, because obviously it's every week, fair enough it had to be, but I would be interested to see it over a longer period of time.

R: Which is one of my later questions, so yeah, you've answered that question already, so I'll put that in mind. Yeah, no that's great because I was gonna say, you know, it is restrictive trying to do this research project. In an ideal world this would be over a year, you know, or at least six months because, you know, you're trying to do it in a condensed amount of time but we can only do what we can do with these things so that has to be borne in mind. Would you consider profiling students going forward using the actual profiling sheet?

D: Yes I think so, but, I don't know, I don't, obviously with this it was like well this is a research project so that's why I'm giving it this piece of paper.

R: That's what I was going to say because you said earlier that I thought you were always have that excuse you can't say that every time.

Yes but easier to implement because contextualised by research

D: I feel like it might be something that's useful when a new student walks in the door it's part of the kind of induction thing. With my other students I don't quite know how to broach that conversation. I mean some of them it would be easy because they're open to stuff like that. I could say I think it would be really great for us to focus in on mindset for this next short period of time and just see like kind of...

14
Useful for new student

part of induction

6a
Don't know how to broach it with existing students - this could be worked into scheme?

R: I suppose you could always sell it as I'm sort of adding this into my method of my style of teaching. I'm going to do that, you know, but equally somebody said to me the other day, yes, but it's not going to work for all of them. Some of them will not get on board with it. She's had one person that just about managed to get her to fill out the profiling but couldn't get her to fill out any of the other forms. She just refused.

D: Really, Yeah.

R: Which is interesting. Interesting data still, you know.

ne got the student was most interesting

D: This guy, I mean, he to me has been the most interesting. Not that anything's particularly changed, but he did fill everything out. But it just, he didn't... It was a bit meh about it, you know, I don't have a word.

R: It's a bit of a I know best, what are we piffing around with this for? Probably, because some people will be like that and I just have to sit there and go whatever, you know, so it's a bit like that isn't it?

D: A bit like my dad I guess, my dad's a bit like that.

R: It's a generational thing isn't it?

D: Any psychology, like, yeah.

R: It's like, oh just get on with the singing, shut up, you know, sort of thing. You think, well, OK, but if nobody ever does any research about anything, we're never going to progress. So,

15
Learned about students through accurate + inaccurate form filling!

6.

you know. And yeah, maybe it's a load of old piffle, and maybe I'll get to the end of it and go, yeah, that was pointless, but I don't think I will, because of what people have said so far.

D: I mean, the thing is, as well, is I think it probably is, there is an element of age in it. This guy, as I say, comes to my choir, and there's another guy at this choir who is very similar to him, and they both just sit there and moan.

R: Oh lovely, that's what you want isn't it?

D: So if we put something in that's not, so if I do a warm-up that's not just a technical warm-up into the singing, if I do something a bit silly, they're like rolling their eyes and like, what's the point of this? I had a long session for Christmas because I thought, well we've done a lot of harmony learning, let's do something a bit funner, and they were like, that was utter rubbish. And I think there's just this kind of, with some groups of people, and it's not always age, but I think my experience with this guy, I think it is just a kind of he's set in his ways and he thinks. Yeah.

R: so you're battling with a personality there.

D: Yeah.

R: How did you, hang on, how did you implement goal setting into your lesson for this research task? It's quite a weird question. I don't like the way I've worded that, what am I trying to ask? I've asked this before but I think I reframed it. I think what I'm trying to say is did you do it in the same way that you would normally set goals in your lesson? Did you just follow the same kind of, yeah, we're just going to do this but meanwhile I'm going to sort of bear in mind what's going on in the book, you know, sort of thing with it. That's what I'm trying to get at. Did you change up what you do?

D: What I usually do in a session, and it doesn't always work because some just don't like this idea of goals, most of the time I say to my student when they come in, what would make this lesson great for you? So what is it that if you leave the door, because this is why I always say, you know, for today's goal it needs to be contained within this lesson. So what would it be that if you walked out of this room after the session, if you'd achieved realistically, you'd feel great about? And that's kind of what I usually do to get a goal for that session. Now obviously sometimes, or a lot of the time, they have longer term goals, but that's my way of kind of helping them break down what they want my help with today and also kind of reminding them they've got to do stuff in between. With this, obviously it was more structured because we did these goals for the purposes of these three lessons. I think it took the focus, well I guess usually the goals take the focus of the lesson but they were they were more, they were slightly longer goals than I usually work with each week even though it was only a three-week goal.

R: What made you do that? What made you change the goals?

D: What do you mean, Sorry?

R: Well, you're saying that you've changed how big the goals were.

D: Oh, I see.

R: What sort of made you do that?

autonomous,
goal setting,
foster

16
more focused
on goals than
usual.

7.

D: Because right at the first session we set the three or the two, I think some did most of them did two or three goals. I said to them, hey, this is for the period of three weeks. So because of that, I kind of let them lead. Well, I still kind of get myself in my knickers in a twist here!! So whereas usually a student can make some they need to think about what it is they want to do that session and tell me at the beginning. And if it's too big I help them make it smaller but usually now because they're used to it they come in and they say hey I want to focus in on working on my register break at this place, at this part of the song, or whatever. Kind of like learning a full song or one of them was trying to get a particular riff in a song that she was doing for a performance and it's a really hard riff. So whereas usually I would say it would just be lesson by lesson, these were kind of for three weeks. Does that make sense?

goals were set over 3 weeks rather than just usual 1 week

R: I see, so you're looking at a bigger picture, so you're making a right lesson for turning this into a bigger project because we've got a bit more time, we're not doing it on a one lesson. I got you, I see what you're saying.

D: Yeah, I mean we still I guess zoned in in each session.

R: Did you find that better doing it that way or do you just think it had different merits and some better than not to do it?

D: I think it would be better for me to do it. I do discuss the longer-term goals with my students in general, but I do find they often try and overestimate what they can do in a lesson and underestimate what they can do in like two months. So which is why I've kind of adopted this, hey magic wand, you've got a magic wand, you can achieve anything you want in this session, but it has to be realistic for this one session. And I kind of have up to this point have been kind of allowing the students themselves to take control of that. Whereas this is a little bit more me driving the longer term. Do you know what I mean? So rather than... I kind of let them decide. I guess I still do that anyway. What am I saying ~~now~~? I know what I'm saying. I'm struggling to articulate what I mean.

student driving shorter goals - PD now driving longer goals as a result which PD likes

R: It just feels to me like because you were sort of looking at it from a more, I think you used the word structure. I'm not saying your lessons aren't structured, I'm not being rude in the slightest, but you sort of said it was a different structure to it, that it made you sort of think how am I going to set this work in a way to kind of go along with this, so I suppose it made you kind of re-think about it slightly.

D: I would say that's what I'm trying to say.

R: Again, not trying to put words in your mouth, but that feels like what you're saying, but I could be wrong.

D: No, it is. I mean, I'm always student-led and this is still student-led, what we've been doing for your project, but this has been student-led with more of a structure whereas usually I'm student-led and then I just kind of go with the flow. I have an idea of what I wanted to do. Yeah. But I think this kept us on track a bit more. So in that sense that's helpful.

student led with more of a structure

R: Sorry that's helpful did you say?

D: Yeah, yeah.

18 "kept us on track"

8.

R: Okay, how easy was it to consider feedback to the student based on the tutorial video and booklet I gave you? So in there I was talking about, oh, they've got this sort of mindset and that sort of mindset, try and say phrases like this, that and the other, you know, if you read through it. Did you find that fairly straightforward?

D: Yeah, I thought that was really great.

info given

R: Because I got very bogged down in creating it and in the end, it's a bit like, you know, when you read those things on Facebook and it's all like written all out of order but you can still read it, it felt like that in the end. I thought, well I know what I'm trying to say and therefore I think it's okay but I don't even know anymore.

D: No, no, it's good. It's good. I, yeah, I found it very helpful personally. And I liked the examples you gave.

quote

R: What for the filling out forms or the, or sorry, which examples ...

D: In your tutorial didn't you talk about like things you could say for in certain instances or what you could do if you know you said if this happens you know distract with new goal, things like that.

R: Yes, so you picked up on those. Did you find you ended up doing that at all did that crop up or did you think...

D: Oh yeah it did, and also with the man... I mean, the thing is, I just, this is the hard thing as well, because this is work I've got to do. I just find him really hard to work with in general. And obviously as a teacher I need to become distant from that, but it's just you know - it's been interesting this is why this was interesting because I thought well maybe this is gonna give me a bit of separation from that.

used this to give separation from chippall man.

R: Trouble is we're all human there's only so much we can put up with isn't there

D: yeah I mean I I'm very lucky I have some wonderful students and I would say 99% of them I look forward to seeing.

R: There's always that rotten apple isn't there? There's always that Monday morning feeling whether they're on a Wednesday afternoon or wherever they are.

D: Yeah it's the kind of I've got I've done that lesson now I can relax.

R: So you wake up the morning of it you're like oh god. You're like why am I building this up I've literally seen him for like a half an hour or an hour or something but it ruins the whole day. You know, funny. Yeah. Anyway, never mind. And it baffles me a bit, you think, if you're going to be like that, why are you even coming?

D: I know. And then part of me thinks, hey, it is a, he has some level of growth mindset, doesn't he?

R: He does. There's something going on there, definitely.

D: Yes, there is? But maybe he can't outwardly say it.

9.

R: Yeah, because that would be undermining what he's trying to convey about himself. Go on, mate, be a bit human, you can, you can do it. So, we did touch on this and I said that earlier, although this research was conducted over a short period of time, did you experience notable progression with any of them? I know you're doing with the man.

D: Yeah, I feel like I don't have the actual scores in front of me but from what I remember, I think the dancer girl.

R: Is she the 20 year old?

D: Yeah, I think she's older, she's 25. I seem to remember that she had the biggest shift. I mean, the 19 year old I've been working with a long time, she did have a shift. But as I say, I do feel like she was trying to tell me what I wanted to hear anyway, and she already has quite a good growth mindset-ish anyway. I'm saying that obviously on the measure it showed that she had growth mindset with fixed but also I've experienced that in her she seems to have had this growth mindset for a while if you don't mean she's very persevere... persevering? is that a word?

R: she perseveres. persevering I think that's a word.

D: yeah she's a good egg. She is. She's lovely. Yeah, the dancer seemed to have, because she has seemed to have a bit of a mixed, just from discussions with her, a bit of a mixed feeling about it because she's never felt she can sing. She actually isn't terrible, like she's quite good. She could really improve. I think she could definitely improve her casting by learning to sing a bit, like with a bit of technique and a bit of training. But I think she's always felt very self-conscious, very nervous when she started with me about it. She's always been a dancer and she acts as well. So that's quite a vulnerable thing for her and I think that she definitely has a shifting thought about this through doing this. Again, I'm rambling.

R: You're not. You're not rambling. And would you longer have been more useful? I think we've already said yes.

D: Yeah, it would have been. Yeah.

R: And it's something you're thinking you might actually consider.

D: Yeah, I think I will, especially when I get a new student I think I'm definitely gonna do something either exactly this or something very similar and then maybe do like a measure. I already do something a little bit like this with my like child students in that I get them to write a letter to themselves. I usually do it around New Year but if they start with me now I get them to do it and it's for like themselves in a few months or whatever whatever we decide and they write a goal and they write a little message themselves and obviously it's not this but it's a way of trying to get them to think about how they can achieve their goals and what they would like to say to themselves if they achieve it or when they achieve it, not if. So I do that with all the younger kids and again I always thought...

10.

R: I think that is a really nice idea actually. I think you could do it with adults really quite nicely. I'd do that as a student. I would definitely be on board with that. I think that is a lovely idea.

D: I've always felt with adults I don't want to be too...

R: No, I don't think so at all. I wouldn't worry about that because I think there's going to be them that go, no, like Mr. Man, for example, but there's going to be people like me who's all about, oh, fresh new year, what can I do? What can I implement? How can I change things up? And there will be people that embrace that. Most definitely, I think. That's nothing of research, PS. It's just how I feel about it. Because if I do, I'm sure other people would. Definitely.

D: Yeah. So I would like to implement this, really. I just, there's certain things I don't know how I would have a conversation with without saying, hey, this is a research project. Unless I said, this is a research project for yourself. Do you know what I mean? I don't know. But some, I wouldn't have a problem with adding this in at all. I think it would be very helpful.

Wants to
use but
not sure
how
to implem

R: Perfect. Did the outcome of implementing the schema match with your initial thoughts when you started it? For example, did you start it thinking, oh, this is going to be easier or harder than it was, or more useful, less useful? How did the end sort of tally with what you thought going into it, if that makes sense?

D: I think it did kind of tally because, yeah, as I say, I already kind of was on board with it myself.

R: Yeah. Yeah. So you sort of went in going, yeah, you're quite open-minded and...

D: Yeah, yeah. I would say so, yeah.

R: Has any or all of the schema have impacted your teaching going forwards?

D: Has any or all of the schema? Yeah. I think it has. As I say, it's given me a structure to work with and seeing the development within some of the students in terms of their scores and seeing how that develops over time, I think is interesting. The question was, can you repeat the question again?

22
Structure.
+ shows
development

R: Has any or all of the schema impacted your teaching going forward?

D: Yeah, I think it has. I think now I've done it.

R: So you think it's brought more because you having done it yourself already, you feel like it's added.

D: Yeah, yeah, I think so.

R: But from a structure point of view, as much as anything.

D: Yeah.

R: And I say, did the schema feel well structured?

11.

D: It was easy to follow, it was structured. None of it felt forced, really, apart from with the man. But it was just a working relationship.

R: He was going to be resistant anyway, whatever you ask. Yeah. Okay. Did you feel supported by the information I gave you?

D: Mm-hmm. Yeah.

R: You didn't feel like anything was massively lacking or...?

D: No, I didn't feel the need to contact you. I felt like it was all...

R: Because I did say to everybody, please ask, you know, and nobody did. So I thought, I assume that's okay then. And then I just left everybody with it. It's a bit like let your child go to school for the first day, you know, like, I think they're okay. But nobody's heard anything so... Yeah, it seems to all go good. Did you learn anything new from it? I don't know if we've really...

D: I've learned about the students more.

R: Yeah.

D: And I've learned how to structure it potentially. And I guess I've learned these tools that you've given me too. And that it's appropriate and okay to do it in a lesson. So yeah, as a teacher I have.

R: Perfect. Can you see value in the schema as it stands or would you prefer to be, would you, oh my God, I can't speak. Or would you prefer it to be further developed to be of any use to you?

D: um

R: I mean, that's a really odd question because you're like, well I don't know how it could be further developed, I don't know, but as it stands, or do you think, oh no, you've got serious work to do on that dude before I consider, although you said I think there's bits about it that you seem to be on board with anyway, so.

D: Yeah, no, I feel like it's good as it is, but I mean, I don't know how it could be developed.

R: So no, there we go. Do you have any further ideas on what should or could be included? Again, you'll probably sit there going, I don't know because I've not done any research into this particular thing that you're doing, but did anything spring to mind and go, oh, what would have been good is, you know, anything like that sort of thing. Don't worry if you didn't, I'm not expecting you to sort of think of something on the spot.

D: I don't want to be totally unhelpful, but I don't know, I don't think so.

R: No, it's not unhelpful at all.

D: I don't think so.

R: You just felt it all kind of made sense, and got on with it, did it?

12.

not forced apart from negative student

↓
but still found him interesting

'quote'

"learned how to structure" + its appropriate + ok to do in a lesson.

Nice size

D: Yeah. It wasn't too much. It fit in nicely, it wasn't... like, loads and loads of things to do. It added value to what we were doing, as opposed to being... I feel like if it was too much more to it, it would then start to encroach on.

R: I was trying to strike a balance there.

25

D: Yeah, I think you did strike a balance.

R: Yeah, thank you, because I was trying to keep the tutorial, down to about 15 minutes and even then I was a bit like worried about going, oh God, I don't want this to go on and on and people go, God, I need to get on, you know, so I was a little conscious of that, but yeah. Okay. Did, so results sheets, I think I've asked about did you see some improvement with them. I think we've sort of covered that, haven't we? You haven't got them with you. Do you remember off the top of your head, don't worry if you don't because we can look at the score sheets separately anyway, but did you sort of notice anybody made any real sort of inroads with it at all or even went up by, generally speaking, people that have improved, it was only, what I found was people sort of started and then they might have dipped out and they'd gone up a bit and then dipped down and come back up again or something like that's happened.

D: The girl who, the younger girl, who I've been working with a while, oh, since she was a kid, as I said, I felt like she was trying to make her answers go higher, to fit. I did tell her that it's a research project, please, you know, just feel that she can be honest. It wasn't drastic, but I did feel like she forced that. As I say, I feel like she had a really good foundation to start with. Yeah. So, yes, there was improvement there. Just the sense I was getting was it wasn't necessarily... truthful. And I don't think that that was malicious. I think it was just she was trying to...

Contradiction
do earlier
comment

↓
cite
research

When does
inconsistency
matter?

R: No, I've been that human nature. I've done dis-profiling, which is where this idea came from, for a company I work at for my sister in the mornings. And they say you have to just go with your absolute gut, you know, of what your first reaction is. Don't think it, don't think it through, because you'll sit there thinking, what do they want me to say? And you can't even cheat that system. It's been researched so heavily, that one, that you can't even cheat the system but with this the one that I've done obviously I'd want it more rigorously tested properly but um you know it's it's interesting I think human nature is we want to paint ourselves in the best light we want to show that we've got better we want to show that we're positive Polys and we want to show you know all on paper you know and I suppose that's the thing it's yeah we have to bear that in mind.

D: Yep. So that was her. The guy, I didn't see much improvement at all, but the dancer girl, I think she improved a bit as well. And she, just in the way she was talking to me, just generally, I don't know what their scores, I can't remember what her scores were. I feel like they definitely improved, but even the way she's speaking to me now, it's opened up discussions there.

R: Perfect

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scores aren't memorable
but acknowledges
opened discussions

D: I feel like she's more open to... She's kind of getting it out of her head a little bit more about, I can't say, to, oh, actually, with work, I can. I just need to actually practice.

R: So what do you think might be the fundamental difference for her then that might maybe help with that? Is it easy to kind of quantify or not really?

13.

D: I just think, well, as I say, I've not been working with her very long. She hasn't had any singing training before, so I think she kind of came into it with this, I've been told I need to do this to improve my casting. My agent said I need to do this. She sees herself as a dancer first and foremost,

R: and I want to be a triple threat. I've got a home in my acting and my singing skills sort of thing,

D: yeah. Exactly, exactly. All her jobs up to now have really not involved any singing but the telling her she needs to I think she's felt oh well this is vulnerable I've been told I can't sing before blah blah blah and she can she just doesn't want to now. Yeah. So I think it's just opened I think the fundamental difference is it's opened up new conversations with the younger girl. We've been having these conversations for years, you know. I don't necessarily think it's just the conversations we've had. Her parents both seem very growth mindset-y. I think she's got that environment anyway. Whereas this other girl, I think this is kind of a bit new for her. With singing, I don't think it is for... She works very hard with everything else she does but I think because she's done that from being young she kind of had this view that I can do this I am this this is what I'm naturally good at because I think these conversations that we've had recently is yeah but you've also been doing that for you know five hours a week since you were four yeah and then you went on and did that professionally in your training for six hours a day, like, it's hard work, it's not just talent kind of thing. As talented as I'm sure you naturally are, a lot of it's hard work. And so, you know, she's kind of noticed these things through doing this, like, process. She's kind of asked me questions and she's kind of had some, I guess, revelations herself, rather than me just bringing this up. It's been nice. Again, I don't remember the original question.

R: No, you're on it. You're on it. Don't worry. Did you find there to be a clear link between mindset and goal attainment and feedback and all that? What I was trying to get at was the whole, depending on their mindset, how you would end up getting the goal setting and the goal feedback and all that to work. Could you see that link between the two? I mean, I don't know, did you see it as separate entities?

D: Yeah, I can. I mean, I think all three are quite persistent. So I think it might have been interesting to do it and I didn't think. I should have also maybe tried it with a student who never does any outside work. All three of these, I mean, the younger girl is really, really desperate to start a career. The dancer is, well, she's just a hard-working person. And the guy, I mean, he, I mean, he's quite persistent, despite his... But again, I think that comes less from the growth and again I'm kind of... this isn't very scientific so obviously there's not a measure of this because we've not asked him these questions but I feel like it's more from an insecurity than a, oh I truly believe that if I put in this hard work it's gonna change. Like you know he won't let me help him really. He'll just go, oh, I'll do it again. I'll do it again. And he won't listen to what I say. So, do you know what I mean? So, yeah.

R: OK. Do you feel this schema or similar should be used in teaching where possible? Or something, it doesn't have to be this one, although that would be cool. But, you know, do you think there should be something like that involved in teaching? What I'm trying to suggest, I suppose, in that question is there's going to be teachers that just sort of go in, completely wing it, not really considering the whole psychology thing, which we talked about in the first interview about how important you thought psychology was. So I'm sort of going down that

perception
of why
students
are the
way
they
are.
Is it
growth
or
fixed
science?

14 -

track. Do you think we really should be implementing something like this schema into lessons?

D: Yes I do, because I think it definitely impacts on what they see in themselves. And I'm a big believer, and again, it's not just because of the results we've seen in this, I truly do believe that what you believe about yourself is a big predictor of how well you're going to do.

R: Yeah

D: Like, it's that saying if you think you're, if you think you can or you can't, you're probably right?

R: Yeah, Henry Ford or something.

D: I really believe that.

R: Yeah, it's really good. It's sometimes, I mean, I sort of go sometimes, God, I'm really guilty of being that person who doesn't really adhere to that, but actually, it's so true. It really is. I like that one too. OK. What does... This is a little bit off the wall compared to what we've been talking about, but it sort of is and isn't. Just wanted to get your general idea. So don't worry if you think they're going, oh, I've not really thought about that, I don't really know. It doesn't matter. This isn't a test question. It's just seeing what you think, your immediate thought is. What does teacher competency or vocal competency or pedagogical competency, anything to do with competency, mean to you as a teacher?

D: Um, Communication. Because I think a big thing about being a good, I guess as a teacher, as a coach, as whatever it is we're talking about, your main job is to communicate and help that other person communicate with themselves more effectively. So I think really good, any of those things, is your ability to communicate things effectively, succinctly and as best possible. It's motivation but without being like that toxic positivity type motivation just like I think that comes from passion as well I don't really think you know I definitely find that although you know we all do our best don't we and we try and go into each session exactly the same but sometimes we're humans we have down days and I find that those down days are not as effective lessons. I don't necessarily always think that that's to do with the students down there. I think that's a lot, again, what I've seen is, you know, if I've had something go on in my life that's distracting me slightly, and it shouldn't do, but again, we're human, no one can only try our best, I'll come out of a lesson. And I don't think it's a reflection on how I'm actually feeling. I genuinely feel like that lesson wasn't as productive because I wasn't able to be as present with that person, and the passion wasn't coming through. And I think being able to be in the moment and be passionate and that both of those things help with motivation for the student. And also wanting to continuously better yourself. I mean I had teachers that were very, this is how I was taught singing, this is how I was taught acting, this is how it is going to be done. And they never considered anything new.

R: Yeah.

D: So yeah, continuous development I guess, for the purposes of yourself and your students. And I would also say that... It's gone out of my head. Something similar to that. Um... It'll come back to me. Yeah. Does that answer your question?

yes because
how students
see themselves
predicts how
well they
will do.

27

Competencies
Communicate
effectively
succinctly
Motivation
(balanced)
(Be in the
moment
+ passionate)

continuous development
for you + your
student

15.

R: It really does, yeah. Um, that's lovely. So those are all my questions. I don't know if you had anything else that you sort of wanted to add or thought of or thought like I haven't gone into that strikes you as worth mentioning. I don't know.

D: Oh, I don't think so. It's just annoying me what I was going to say at the end there. So we're talking about progressing yourself and teacher development and that, and also for the good of the student.

R: It wasn't this, but modelling as well. Because if you think I know everything, that's not going to help the student, is it? No. If you show that you're human as well. Again it's a communication thing isn't it? It's a authenticity thing.

Yeah okay I think that's it. I think I need to let you get on to your teaching. But thank you so much for your help and for doing all that. I realise the work that went into doing all that and you had to rethink your lessons to do it. I'm so appreciative to everybody for doing this.

PE:

fitted in to current lesson structure

R: So my first question is, was implementing the schema an easy or hard task?

E: It was pretty easy. I think that I already do quite a bit of goal setting with students, especially around the end of the year. So it was like kind of perfectly dovetailed into kind of some of the directions I was already planning to go with my students at the time. There was only one student that I really did like the whole thing with.

R: Okay, yeah.

E: Like I had him fill out the practice worksheets and you know I filled out my side of things and so that went that went really well. He actually like it turned out has like a super super growth mindset and so like the only challenge with that is like you know he started by being really like growth mindset oriented and then like he also like is really good at feeling like positive and well progressed in his goals from week to week. So I think I kind of picked too good a student.

Student growth m's progressed in his goals

R: Although you say that but it's quite interesting because I will have people picking different people for different reasons probably so I'll be able to get a sort of a clear idea from all that actually so it's handy to know that. Do you happen to know what his score was on his on his mindset profiling sheet?

E: Let me take a look at it. I have a save on my computer. I think his score was 36.

R: Yeah he's into the growth mindset then yeah.

E: So well into growth mindset.

R: Yeah, brilliant, okay.

reflection maintained

E: And his reflection records were very, like, I mean, he was just 15 from the very beginning.

R: And he just maintained it throughout, he didn't change, didn't deviate?

E: Yeah, he maintained throughout, he just, we were working on some really, he's also a songwriter and so we are working on a couple of specific goals surrounding melody writing in particular. And improvisation and he's just really curious about those things right now and I feel like because we chose goals that were really just like super vital to him and valued to him it was easy for him to feel like you know really positive and really energized around.

R: Connected and motivated.

E: Yeah just connected with it and you know not getting distracted by other things. He's really, really interested in what we're working on.

1. *Student interested in schema* (1)

Codes

How easy was it to use schema

Previous experience of using similar

Usefulness of schema

The student/s used

Could schema be enhanced

Was there evidence of a link between mindset and goal attainment

Competency

R: Brilliant. Okay. So, I know you sort of touched on this by saying that you do the goal setting, but have you used a similar process to what I sort of presented you with? Would you say it's similar to what you've done or did it feel very vastly different or I mean,

I don't know how you would equate it.

E: I mean, I like the idea of using like a mindset profiling tool to begin with, just to kind of, because I've never really used a proper scale or like given numeric values to anything. It's always just like I kind of suss out, you know, where I think a student is based on how they interact with me in lessons and how they engage in their practice. So it was nice to have like a concrete tool and it was nice to give them some concrete homework. I'll often do something like assign them a task of like take one recording this week in your practice either to show me something interesting that happened or to kind of like show me something that surprised you or just show me what you were up to in your practice. It doesn't have to be the best thing that you did. But just to kind of get them in the habit of creating more concrete objectives and being able to take a video and then show me, well, what I was shooting for was this, and I think I kind of did it here, but then maybe I didn't do as well on this part. Because I feel like it can be so nebulous. Like it's hard to get people to make concrete assessments of their own work.

base it on interaction + engagement

quote

not done it before

② "nice to have a concrete tool"

R: So do you think it kind of added some structure perhaps? I don't want to put words into your mouth, I mean if you don't think that then you obviously said.

E: Yeah, and the student I chose, I specifically chose him because I feel like he really liked benefits from structure and so it was a really nice tool to be like, hey let's try this thing and he was just so into it. Yeah so I think it's really helpful to have structure, especially when it's like, it's the end of the year, we want to do goal setting, you know, oftentimes that just takes the form of like, I'm going to write down two sentences in my journal every day. And it's going to be like what I think I'm doing well at and where I want to improve. And then that's like a little gift to my future self so that I know what I want to work on, you know, and if I need an easy win, I know where I can go and get one. So it's like a little bit more formal than that. And I like the like open section after the, like after where they were filling in, you know, how they engaged with their goals to give them the opportunity to be like, well, I did this with this kind of thing and this kind of thing I didn't really get to this week. And so I can tell like what exact, you know, what objective or which goal they were working on.

chose student as he benefits from structure

③ found it structured

"I like the open section.."

④ more specific for teacher

R: Okay that's handy, that's good to know. So I think you were one of the people that already has sort of had a good grasp of mindset but has this research enhanced your knowledge of mindset in any way? Don't worry if you're like well I already really knew

2.

that's fine because everybody's going to give different results on this but depends on where you were at to start with really.

E: I think if anything, it kind of ^{Q broke} connected the idea of mindset with the idea of goal setting. Like both of those things, I have, like, I've had quite a bit of exposure to both of them in the past but it was nice to kind of see them as kind of like a unit or like two parts to kind of student engagement. Yeah, you can make goals, but if you don't really believe that you can get better in those ways, then like, kind of what's the point of making goals? Yeah. So and you can have like a great growth mindset. And then if you practice with absolutely no structure, just like very improvisationally or experimentally all the time like it might be hard to make you know concrete assessments about how you're improving so I like the the picture of looking at them as a as a whole unit yeah

⑤
knitted
goal-setting
+ mindset
together

R: yeah okay that's good to know um would you think it useful to your teaching going forward would you sort of would it be something you would consider implementing to your teaching going forward? And I won't be offended because I know this is a bit of a tricky question because you're probably sitting there going, oh, I don't want to offend her if she's just doing a whole project on it. But I also need to get my data correct.

E: I mean, in some form, yeah. I mean, for some students, I feel like filling out forms can be a little bit of a barrier. Yeah. I love paperwork. Yeah.

①a
form filling
can be a barrier

R: But some of them will be like, no.

E: Yeah, I used to love, you know, when I briefly was studying with one teacher at a school, he gave us like a spreadsheet to fill out. He's like, this is your practice spreadsheet, you have to fill it out every week. And I was like, yes.

R: But that's how you're obviously very goal-orientated. You're obviously, you like to see that progression, yeah.

E: yeah, I'm very goal-oriented and I really like to be able to have-

R: Be organised, know what's going on.

E: Yeah, and have like kind of a control in the experiment, right? So that I can be like, okay, like this is really abstract sometimes, and especially for students for whom it seems very like helping people refine goals and stick to them for more than a week can sometimes be a challenge. So yeah, I would see myself, especially in those cases with certain students being like, let's formalize it. Let's actually see where you're at with your mindset. And let's just experiment with like, can we just get a couple goals on the table and check in with them regularly? Because I feel like one of the things that's really challenging about teaching voice is like teaching people how to practice. Or like helping, like facilitating students in developing their own relationship with

challenge
of teaching

practice. Rather than just, okay I'm going to do this exercise and this exercise and this exercise and then sing this song and this song. To like help them really set objectives about, you know, well, what are we actually shooting for? Yeah. You know, a pattern is just a pattern. Yeah.

6
helped with objectives

R: Okay. So, I just, my next question, I think you just answered that, would you consider profiling students going forward? Why, why not? I think you've just answered that with, yeah, it would work for some and not for others. So you'd pick your battles, presumably. So you'd probably get a feel for it.

E: I think it would work with everyone, but it would be hard.

7
feels profiling would work for everyone but hard 2a

R: But there'd be these that would go, no, and they'd just go, well, I can't make you, you know. Fair enough.

E: I mean, I have a student who's a psychologist, and so sometimes we will literally talk about psychological principles in our lessons, because it's an easy thing for her to grasp. It's in her language. And so when we talk about something like mindset or we talk about something like self-efficacy or you know just any sort of kind of self-conceptual stuff yeah um she finds that really really helpful because she's really brainy yeah and for some people they're just like I just want to sing yeah yeah

different types of student respond differently

R: But it is something you would then consider, perhaps giving it to everybody but you are aware that not everybody's going to react to it in the same way, but it's what you're sort of saying yeah.

E: Yeah and certainly with some people I'd be like here's a like here's an interesting tool like you know for you to get a sense of where your mindset is at and like you don't even have to show it to me yeah it's just like you know if you want here's a way to kind of maybe gain some insight about why this is hard you know give yourself a little leg up about, you know, have just a little bit more awareness of how your own mind is working around certain things.

profiling can be used privately by the student

R: Okay, good. How did you implement goal setting into your lessons for this research task? That's a tricky question, actually. Did you do it differently to how you normally would for the purpose of this task, I suppose is what I'm trying to ask there.

E: I did it about the same, but I think I was a little bit more formal about it. It just kind of made richer the thing that I was already doing. So like with Jason, that I already worked with, I would like to check in with him at the beginning of each lesson, which I always do, but I was a little bit more formal about it because he's handing me a piece of paper, and we're working on two things. So we're working on pentatonic improvisation, vocally. He's also a guitarist, so I was having him incorporate playing and singing pentatonic patterns. And then we're also working on, like, his larger goal

more formal

4

was like, I want to write more interesting melodies. So between those two things, you know, there are ear training things, there's like specific exercises for him to learn, there's multiple ways to engage with it. I gave him guitar-related instruction to sing and play. I gave him improvisation, like, you know, riffing. You know, lots and lots of different ways to engage with those kinds of things. And so every lesson or check-in would comprise, like, okay, which thing hit for you? And I'd be like, well, I really didn't get to sit down with that video, but I sat and played some one four fives and I was just focused on improvising on some common skills, and I spent my time doing that. And so it's like, okay, well, if that's really working for you, let's go in that direction and give you more resources to keep going and developing in that way. And then sometimes you come back and be like, oh, I was really burnt out from work and I just put a video on.

R: Because life happens.

E: Totally yeah so it's like, it was more about like um which part of the goal or like which thread which direction of the goal and then like wherever there was a spark I was just kind of trying to yeah I was like okay cool that's working for you let's do more.

R: That's quite interesting you said that because a lady I was talking to yesterday said that she would be interested to roll it out of her piano students this this whole thing and you just mentioned there that obviously he was using the guitar would you say that there's value perhaps in this for any kind of musical instrument or without wishing to go out too much on a limb but you know do you think that

E: Yeah no totally I mean I teach I teach like piano for singers so basic accompaniment chord and scales and music theory and that's kind of stuffy and just like piano proficiency, piano literacy, yeah, music literacy. And so yeah, no, I think that it's really, it would be really valuable for some books especially since like for people who have been singing for a long time but maybe don't feel very comfortable on instruments, it can be a little bit intimidating. But I can sing circles around those people and I have a super growth mindset around that. But when it comes to piano, I have a very like, ah, I can't do it.

R: And it's a different beast, isn't it, for people? And that's exactly what the lady said yesterday, funnily enough. She just said, I've got those that will carry on relentlessly trying to get their voice better, but piano's like, can't do it, giving up, you know, and it is a very different, so it's interesting again that you've just said very similar actually, picked up on the same.

E: Yeah, it might be really interesting to like use those tools and like assess mindset, you know, in different worlds, in different parts of their musical practice, or even like in terms of like, you know, practicing versus performance, or, you know, in my world I also teach teachers and develop curriculum, so sometimes it can be a nice thing to

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Use scheme
Assess
in other
musical
teaching

5

approach teachers as well, or with people who are developing other things, is like, some people really feel a block around certain topics, where like, I'd really like to incorporate this in what I do, but I just feel like it's not for me. So yeah, I mean, I think it would be really applicable regardless of the instrument.

use it for specific areas where there's a block

R: Okay, that's cool. How easy was it actually implementing the tutorial video and booklet that I gave you? Or using it?

E: Oh yeah.

R: Did you find it did you find it easy to use? Did you feel like you have to keep reading it going what on earth's going on here? Did it seem straightforward? Was it?

applicable for any instrument so useful to teachers of multiple instruments

E: I think I read through it like a couple of times over the process but it was really straightforward. Yeah?

R: Yeah. Okay. Did you find it helpful in any way? Again, don't worry if you didn't. I won't be too upset.

quote

E: Yeah, I haven't actually looked at it in a second.

R: No, that's all right. I know we've got so many things going on.

E: Yeah, I mean, it was really helpful just to see, like, because there were several documents. It was really nice just in the handbook to have each one separately just dealt with. Because when I first went to implement it and like through the first stages, that was my fear, I was like, okay, which thing is for me?

R: I know, to be honest, I write the damn thing and I got confused.

E: I mean, because you kept it really succinct, it was like really helpful.

R: Perfect.

E: And then I printed off my one and I just stuck it, I have a big binder with all of my students, I keep track of everyone on paper, so it's like just sticking it in his, between his pages so that every time I turned to his lesson, it was right there, so I'd remember. So, that's really helpful.

initial concern

but

10 quote

used it in teaching file

R: Cool, cool. That's good. Although this research was conducted over a short period of time, because obviously it had to be to fit it into my module time constraints, did you experience, I think you didn't experience progression with him because he was already pretty much on board with everything anyway wasn't he? So I suppose in this one there wasn't actual progression as such but presumably you didn't see him going backwards in any way.

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E: Yeah I think it actually gave him a little bit more steam for practice. Oh okay. Even though like by the numbers there wasn't like a progression.

R: So not something you could physically see in the numbers but it's a feel you get.

E: But I think that it gave him something to really focus on and it helped me kind of like underline we're going to stick with these goals for a little while. Let's spend a month on two goals, you know, and just see where we get with them because like there's always more to know and like there's always just more ways to experience these concepts. Yeah, like you know, let's not do something different every week. I think that that really helped him focus in and have really productive practices.

R: Oh that's good, that's good to know as well. I mean obviously a bit of a daft question almost I think but would longer have been more useful?

E: I think so yeah it would have been interesting to see how it developed and like maybe I wouldn't be surprised if he was like I want to keep using these like goal sheets like because he's just kind of like that.

R: Really, he embraces that kind of thing yeah. So he seems open to it he's like oh yeah yeah this is cool he was all right with it all then.

E: Oh yeah he was really he was I think he was also just like it it feels cool to get picked for something.

R: I think there's an element of that. How old is he then this chap that you're teaching?

E: I teach all adults so I think he's like 24, just out of college.

R: So young adult. Did the outcome of implementing the scheme match with your initial thoughts when you initially embarked upon it for example was it easier than you thought it'd be harder about the same or useful less useful any of those sorts of things really?

E: about the same that I expected, I mean it was pretty easy because I already do quite a bit of goal setting with students just because it makes my life easier. If I have them coming into a lesson with a little bit more in plan, then it's easier for me.

R: Trying to wing it every week, it's a nightmare isn't it?

E: I had a student ask me yesterday, he asked something really kind of bewildering and I was like, oh okay, let me see, how are we going to address this? And I like took it back before I started an exercise and he's like, oh don't you have a lesson plan? And I was like, oh. And he's like an older adult, he's a PhD student.

R: It's like, yeah, in my other bag at home I think.

quote

(12)

even if numbers showed

no progression

(13)
helped focus what to stick to have
quote

interesting to see how it developed
student wheel goal sheets (14)

(15)

(16)

aided planning for teaching

7

E: He's a physicist. So we have a really funny kind of banter. But he's like, yeah, don't you have a lesson plan for that? And he's like totally serious. Oh no. Hello. Like, it's all improvised. Like, I have this is like educated guesses, but they're just really educated guesses, but they're also really guesses. Like, it's not going to maybe happen on the first try. It's going to take me a second to figure out. I'm impressed. I feel like students have a pretty good, you know, I got a little bit more buy-in.

R: Yeah, it's hard. You can't be too structured with something like that, though, can you? Because I think by nature of what you're actually doing, that it doesn't, it's not improvisation anymore, is it if you start planning it.

E: Yeah, I mean I teach pop, so it's like, no, there isn't a standard. There's not like a curriculum that's like standard. There's no ideal sound. It's just like, oh, you want to do that? Okay. Yeah, I think it would be interesting to have to continue and I do feel like it was because of the way that I teach is very collaborative and very much like evolving like the student's goals and their kind of orientation toward where they want to develop. It would really yeah kind of connect well.

R: So yeah, my next question, has any or all of the schema impacted your teaching going forward? I guess you've kind of just said that really.

E: Yeah, I mean, I think it just kind of underlines the importance of goal setting. Nobody wants to go to their lesson every week and feel like they're having the same lesson every week. And having goals that you can actually move forward with and have like a clear concept of whether you know whether they're really cooking or whether they're kind of stalling out maybe you need to pivot to something else like that makes it feel a lot more dynamic.

R: And do you think that's kind of as important to the teacher as it is to the student in a way?

E: Totally, we've had some students who, you know, don't really practice, and they kind of like have their hour with me as a way to make sure that they do music this week, you know, and that's like a little tiring. But especially like adults, they all have different, like I have to teach a lot of professionals and semi-professionals, but I also teach like people who just like singing and working with me as a way to kind of keep it in their life but they don't necessarily you know and it's like okay another way to make progress you know worthwhile for you but also so that it doesn't feel like I'm on groundhog day.

R: Cool I've got here did this I feel like this is out of sync really now, look back over, because we've kind of covered, the trouble with these interviews, this happens, we start talking about something, oh we've kind of covered this, but I kind of want to just mention it in case when I go back through later to code and I just think, oh make sure

there's no standard or curriculum to teach pop
it's good to
very much like evolving
... quote

"clear concept makes it more dynamic"

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I've got everything I need. Did the schema feel well structured that you said really about that? You said it was succinct, didn't you, and you said what you liked was the fact that each form was kind of looked at separately,

E: Yeah, it did a good job being like we're looking at this and we're looking at that and we're looking at how they interact and so it's really clear. *clear schema*

R: Good. Did you feel supported by the info provided? Did you feel like you had enough information there?

E: Yeah.

R: Okay. Would you have preferred any more info? Was there anything you felt kind of maybe was lacking? Could have, I mean it's hard to know. Maybe there is something lacking but you have no idea that it's lacking at this stage. I mean, I don't know, but I don't know if anything sprung to mind. You go, oh, I could have done a bit more, you know.

E: I think, let me take a look at the reflection record. I feel like there might, like, with the student reflection record if anything I would have wanted some more questions, or some like because it's talking about like well I progressed with my goal and understood what I was trying to achieve I believe that I would accomplish my goal. I feel like the wording in questions three and four are a little confusing. I believed I would be able to accomplish my goal when I started them. So does that mean the beginning of this practice week or does this mean the beginning of this goal?

Suggestions

wanted more questions

→ ambiguous questions

R: I see what you mean, yes. Ambiguous, yes.

E: It might be interesting to be a little bit more specific. Like, I feel better about, or this goal feels more attainable now than it did at the start of the week. Or like, something more specific. Because I feel like the wording in that was a little bit vague. And it might be more interesting for the, or it might like help the student... They all go on a little bit about stuff that they might have.

→ More specific feedback

R: Yeah, that makes sense. Somebody said yesterday about more prompts, so prompts about what they should be saying on their bit, I suppose kind of tallies up with that a little bit, perhaps. Yeah. Yeah, that's interesting. That's good. No, because I mean for me, I mean, I've tried to come up with all this myself and then it's quite nice, you know to talk to other people Oh, well, hang on, you know if you you sat around a big table meet, you know talking about it people go well, how about we put that in? How about we try to do it on your own you sort of forget stuff and you sort of you can't see the wood for the trees in the end up so it's useful feedback, which I can put into my results. You know to say well actually what I could have done was x y z that's you know really really useful to know.

E: Yeah it would be helpful. I sometimes like the the model that this old teacher of mine used he had divided it with the understanding that it would be overlap where he's like you know um this is like a technical thing that I worked on this is like an artistic thing that I worked on and this is like a personal thing that I worked on. I forget exactly what the delineations were, but like you know, so sometimes and then your attitude toward these things can be really different. I feel like that can be really interesting to connect with about, to connect about with students is that like, yeah my technique was all over the place this week, and I was exhaustive and distracted, but like I felt really good about singing. Yeah. Right? Like my technique was amazing but it was like singing really stressed me out and I felt like I couldn't really connect with the interpretation of the song that I was looking at and I didn't really feel like an artist. Like all of those things can be kind of independently moving. Yeah so it might be interesting to have like more uh yeah kind of meatier prompts. Yeah. So that they have a little bit more to respond to.

Suggestions

to guide student response

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R: Yeah, perfect. Okay, that's good. Did you learn anything new from it all? I'm not sure you did. I feel like I've already asked this in a different way.

E: Yeah, I mean, I feel like I learned. Like, I can be a little reticent to use specific tools like this with my students because I love paperwork and I just don't want to assume that everybody loves paperwork because I know that to be untrue. Yeah, I think it gave me a little bit more courage to try stuff like that because certainly it seemed like it energized the student that I worked on it with and then I could definitely see as we worked through it, I was like, oh, this person, this person, this person might actually really respond well to something like this, and it's worth trying. Because students always appreciate when you try something new, right? And when you're like, I don't know if this is going to be helpful at all, and we can always scrap it, but let's just give it a shot.

normally
reticent
due to
not everyone
liking paperwork
↓
gave me
more
courage
because
it
energized
the
student

Students always appreciate when you try something new??

R: Yeah. Refreshes things up, doesn't it, for them as well?

↓ not always.

E: Yeah. So I think it gave me maybe not so much concrete knowledge, more knowledge, ... Yeah like oh this is a possibility and some students might really react well to it and really appreciate it.

concrete knowledge

→ students will react well

+ appreciate it.

R: Okay cool. So I was gonna say can you see value in the schema as it stands or whatever or would you prefer it to be further developed to be of use? I mean I think you just sort of said you can see value in it in the way that you've just explained. Would you rather see it developed further before using it?

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Suggestions

E: I think there are some spots where it could be developed further, especially in terms of the questions that the students are responding to. Like we were just talking about, yeah, I feel like in my experience with students, if you kind of go out on a limb and like devise their own descriptions and definitions for things, they usually surprise me. Like I love it when students are like, this isn't going to make any sense, but what I'm hearing is this, or what I'm feeling is this. And it makes perfect sense, like shows that they have like an intuition about something or like a feeling about something that's like actually very, like is very helpful and like I'm always like, well great, yeah that does make a ton of sense and like by being able to validate that kind of thing it helps them feel like they can take a little bit more ownership of that thing they are working on. So I do think it would be nice to have some questions that allow the student to be drawn out a little bit.

R: So my next question is do you have any further ideas on what should have been included? I think you just literally answered that unless you can think of anything else but I think that actually answers that question. I don't think there was.

E: I mean, the only other thing was with the profiling tool, I think it might be nice to have more, like we were talking about in the first interview, when we were talking about like, some people have a more fixed mindset around certain things, and some people have a more growth mindset around certain things, where they're like, oh, I'm sure that I'll be able to learn how to sing, you know, pleasantly for my friends and family but I can never sing musical theater that's way too hard yeah or like I can't riff or I can't imagine writing a song or whatever it is um so it might be interesting you know just to be able to branch out in the probe in the mind even have some open-ended questions like what's one thing that you feel like you could accomplish yeah but you know that you can learn if you just spend the time. What's one thing that you feel like is totally untouchable no matter...

R: because then you start to say Oh, they've got the growth mindset towards musical theater say but where the fixed comes in is well I I'm never going to actually get out out on you know, and do karaoke in a pub. I don't know. Sorry You know, but I see what you're saying.

E: So that kind of yeah, it's not part of the profile but it's really hard to you know in whatever setting and like and sometimes people have a really fixed mindset around like really random stuff yeah yeah whether it's like changing like some people really have a you know the sound of their voice and they feel like they're just kind of stuck with it and that like their tone and the relationship with their voice is just kind of not going anywhere and they have to just deal with it. So yeah, so it might be interesting to kind of have some more open-ended questions like to check out if there are limitations to that growth mindset or even exceptions to the fixed mindset.

Student developed questions for student's response

it facilitates student's description

ownership

questions to allow student autonomy thoughts + feelings to be drawn out.

profile for different areas

Not maybe open-ended questions to facilitate this

R: That's great. That's really handy. That's good. That's a yeah, I like that. So we've already talked about did you see evidence of improvement on the forms, he kept similar didn't he, so throughout.

E: Yes, but he also practiced more diligently.

20: scores stayed the same but

R: You think that really kind of, yeah that was an improvement in itself, yeah. So it goes to show that we can't just rely on stats, doesn't it, but what it does is prompt us to think about those.

suggestion: add another question

E: Yeah, like have like one other question that's just like, how did you feel about your practice this week? Yeah. You know, was it frustrating? Was it hard to get started? Was it fun? Yeah. Did you like the result? Did you enjoy it? Did you want to do it more than you had time for it? Like just to like have some qualitative aspect.

R: So, ah right, you said this earlier on I think, because my question here is, did you find there to be a clear link between mindset and goal attainment? You said you liked the cohesiveness of the two together, sort of joining them together. Did you see a clear link between the two.

E: I see a clear link between the two, I mean I can kind of infer that there is one. I think that if I tried the same process with a student who didn't have as growth a mindset as Jason, it might have been a little clearer. Right, because I only was working with one student on it. So it's hard to say, but I can imagine that if a student had more of a fixed mindset, it would have been harder for them to practice towards certain goals, because they would have been like, you know, like, why work toward a goal? And I don't think that I can answer that.

inferred link needs to try with more students

R: So that's more down to sort of time and being able to actually implement it a bit more as to being able to answer that.

E: Yeah, so I think that it would be interesting to use it, you know, with students for whom it would be a challenge. For whom it would maybe bring up some stuff about their, you know, and I do have students like that who, you know, who have made like really obvious to me progress. And I have a very hard time convincing them that they have. So, yeah, it would be interesting to try out students who are a little bit less positive about their practice.

21: Most useful for students with challenges / negative perspective 1/2

R: Do you feel this schema or a similar schema or something more developed or whatever, but based upon this, should be used in teaching whenever possible?

E: I think, like with anything, if it's, if it would benefit a particular student it's definitely worth trying but I feel like for some students they'd be like you know that's a barrier for me it's gonna make you know practice feel either way more subconscious or way more of a chore then I would drop it but yeah.

wouldn't work for all students

R: Fair enough. I've got one more question. Well, I then have another question after that, but it's more of a broad question. What does teacher competency or vocal competency mean to you? Or pedagogic competency? Any of those competencies? Does that mean anything to you?

E: Yeah, competency. I mean, I think about that a lot, because it's like the literal meaning is like having the ability to perform the necessary tasks of being a teacher or being a vocalist. But that really differs depending on the situation. I mean, I have a pretty high, I have pretty high standards in general, but like I have pretty high standards for myself. And like, because I teach kind of very collaboratively and with, you know, I have students who are singing all kinds of different genres and all kinds of different environments for audiences or just themselves like it's so varied so I feel like for me being a competent teacher means being able to know how to find resources for me needs that my students approach me with even if it's something that I'm not. And just to be able to like know my lane also like I feel like competent teachers are also like humble teachers who can also be like oh I actually don't know about that but here's a place where you can learn that or like try this or maybe talk to this person or the other resources over here. So I feel like competency is very kind of embroiled with like knowing what you don't know, knowing what you can teach well and what you can't. I don't teach kids because they're not really my forte. There's so many other teachers who just do a beautiful job teaching kids and I thought it would be really dumb for me to teach kids like knowing that I can refer them to someone else it would just be like it wouldn't serve the student um and yeah and or like if I were to sing high level musical theater like that's not really my bag either or like classic music absolutely not. Absolutely not. Like, this is really not my zone. So, yeah, I feel like competency also means, like, knowing where your limitations are, and like, what kinds of skills you can acquire for the purpose of serving your students, and what is just better left to another professional.

R: Okay, that's interesting. Yeah, interesting answer to that. I mean, that's interesting, that sounded derogatory, it wasn't at all, it was just an interesting answer. So I think that sort of concludes all my questions. Is there anything you wanted to add or anything that sprung to mind or anything you, I don't know, I mean, don't force the issue if there is nothing, but I mean, it's just to give you a chance to.

E: Yeah, I mean, it's just kind of bringing up some ideas, like, because I'm about to start my major five and I'm moving away from the, like, heavy duty, nitty gritty, like, physiology, psychology and like how you know how to encourage like creative independence in the voice studio so a lot of the things that come up for me around your project it's like you know what kinds of other frameworks surrounding you know What is there to do about it? Yeah? Yeah, you know and that might be really interesting. Yeah, you know branch to to extend okay

Competencies

"Ability to perform the necessary tasks of being a teacher or vocalist"

"Being able to know how to find resources"

"Know my lane"

"competent teachers are humble teachers" can redirect student

"Knowing what you can teach well and what you can't"

"Knowing your limitations + what is better left to another professional"

R: so you that's so that's giving you some sort of so you think about good. That's nice to hear No, that's good. Um I think I mean yeah, I feel like I said to the lady yesterday, I feel like I'm going to stop these interviews and go, oh, I forgot to ask a really obvious question. I can't think of it at the moment if there is one. Probably when I come to do all my writing up, I go, oh, I never asked such and such, in which case you'll get an email, frantic one, asking a question or two. But I think that sort of, I think that gives me all the info I need. But I think that sort of, I think that gives me all the info I need. Thank you.

Transcribed with Cockatoo