



ESTA Post Graduate  
Certificate  
**(String Teaching)**



## Foreword

Welcome to this prospectus, outlining what you might expect to gain from an ESTA Postgraduate Course. I very much hope that, after reading this, you will be inspired to embark on a course of exploration and study to enhance your teaching skills. We are all eager to improve, whether we are performing or teaching, and this course is designed to help you upon this lifelong journey. We are all busy, too, and the course is designed to fit around a professional life of teaching and playing; yes, there are demanding tasks, but hopefully you will feel that they complement your existing schedule, and help you to develop a broad perspective of string teaching in music education.

Dale Chambers  
Chair of ESTA



## Introduction

This PG Cert. (String Teaching) programme is at postgraduate level and is taught mainly online. It's designed to fit alongside your other teaching commitments and will enable you as a stringed instrument teacher, at whatever stage you are in your career, to take a fresh look at the way you approach your work, no matter what the context of your work is.

### What does the ESTA PG Cert. (String Teaching) course offer?

This course gives you the opportunity to take a look at your own teaching technique and specific strategies and techniques you use, in addition to standing back and developing a broader perspective on teaching and learning and music education in general. The course offers a well structured programme with mentors who are all highly experienced string teachers and a blend of face-to-face and online learning that results in a level 7 qualification from a well regarded higher education institution. Being a student on this course is all about developing as a reflective practitioner, someone who is willing to stand back and look at what they are doing and contemplate changing aspects if they need to. The awarded PG Cert. (String Teaching) is a unique qualification for the teaching profession.

You will be assigned a mentor from the ESTA mentor panel. Your mentor's job is to guide you through the course, lead study sessions and assess the work you submit. Your studies, be they online through webinars, one-to-one meetings with your mentor or course leader, discussion groups, reading, making a video, or reflecting on practice, will focus on every aspect of your teaching with particular relevance to the context in which you work. This work will help you to question things you may have taken for granted, explore work with and without notation and develop a holistic approach to your teaching.

Your course leader will provide an overview of the whole course, lead study sessions, and also make assessments of all students' work to ensure fairness.

In order to gain the maximum benefit for your investment in this programme of study you should plan your diary carefully to make sure you have all the deadlines for completion and submission of work highlighted - and then please take notice of them!

## Who is the ESTA PG Cert. (String Teaching) for?

The ESTA PG Cert. (String Teaching) course is for all teachers of bowed stringed instruments and aims to:

- Develop practical skill in teaching musical and technical material, fostering an engaging and student-appropriate approach to music learning and performance.
- Foster an investigative and inquisitive approach to teaching by developing skills in both research and reflection .
- Actively develop communication skills to enable effective teaching.
- Develop skills in curriculum planning that are highly relevant in the profession.

### Your Course Leader: Richard Crozier MA BA Hons PGCE

Richard Crozier studied music at university and, having completed a BA Hons degree and PGCE, taught in secondary schools as Head of Music before becoming Area Music Co-ordinator in the County of Avon. He was appointed County Music Inspector in Bedfordshire in 1991 and was Director of Professional Development at ABRSM from 1995 - 2012 where he led many professional development courses.

Richard is a co-author of Carousel, a primary music scheme (Ginn 1996); and with Paul Harris of The Music Teacher's Companion (ABRSM 2000); co-project director, with Nigel Scaife for the publication All Together! (ABRSM 2004); author of Musical Instruments for Children (Hamlyn 2007), and co-author with Paul Harris of Improve your Piano Grades 1,2,3 (Faber 2014).

## Who are the mentors?

The mentors have been drawn from the 1500 strong ESTA membership and have been selected for their specific expertise and experience in relevant areas. They are all distinguished musicians, with long-standing teaching careers and many of their own students have gone on to become esteemed string players.



## Course structure and timeline

Subject to formal approval processes, the course is timetabled over a period of one calendar year and begins in March. There are four units of study which must all be completed in chronological order and, in addition to online working, students are expected to attend specific study days as indicated in the timetable. A further three units focus on: safeguarding children and young people in music education; equality, diversity and inclusion in music education, and promoting children and young people's positive behaviour. These three units are based on the Certificate for Music Educators qualification (CME).

The course will begin in March 2017. Students will complete some work online and at home before attending the first of 7 study days which will be held at a UK centre that is conveniently placed for travel.

- Unit 1 is completed by the end of May/early June when students move to Unit 2.
- Unit 2 is completed by the end of July when students move to Unit 3.
- Unit 3 centred on the ESTA summer school, to be held at Chichester university (6th – 11th August 2017) and which students must attend.

The course finishes with Unit 4 which is begun at the end of Sept/ early Oct with all work being completed by mid January 2018. A final face-to-face study day will be held.

## Course Content by Unit

### Unit 1: Teaching strategies for string teachers: Working with children and young people (15 credits)

Pro-active teaching requires practical planning and preparation, and also an understanding of string teaching as it has developed historically and within practical contexts. All stringed instrument teachers need a range of strategies to ensure effective delivery that caters for the needs of all learners in whatever context the learning and teaching takes place. This unit enables teachers to be prepared for the diverse settings they may encounter in their teaching careers, giving them a grounding in teaching theory and exploring a range of methods and strategies that can be embedded into their own professional practice.

#### Assessment:

Students submit an extract of their written work and receive comments from their mentor before the final 3,500 essay is submitted at the completion of this unit.

### Unit 2: Learning to play bowed stringed instruments (15 credits)

For many professional teachers, it has been years since they experienced learning as a beginner, and being removed from the learner's experience can be a disadvantage. Instrumental teachers are in a unique position, as opposed to a school class teacher, where they create an experience tailored to each learner. Teachers of bowed stringed instruments need to develop an awareness and understanding of how learners learn in order to enable both teacher and learner to collaborate effectively and enjoyably. This unit enables teachers to experience and reflect on the learning process, giving them a valuable tool to develop their professional practice.

#### Assessment:

In preparation for the final assessment, students analyse the content of a lesson and provide a brief written discussion of their findings. This leads on to a case study of their own (recorded) teaching. Students reflect in writing and specifically consider the impact on learning, contextualising and supporting with references to relevant teaching literature.

### Unit 3: Teaching effective technique for playing bowed stringed instruments (15 credits)

Building on the study undertaken for unit 3, students move on to know and understand the full range of technique associated with their bowed stringed instrument teaching specialism and have a working knowledge of technique for other bowed stringed instruments.

#### Assessment:

Students work towards presenting a short, live presentation focused on a specific aspect of playing technique and a video recording of the opening ten minutes of a first lesson, introducing a student to the instrument.



#### Unit 4: Developing effective curricula for string teaching (15 credits)

Stringed instrument teachers often become reliant on published schemes, tutors and methods which may play an important role in guiding both teacher and learner along a path of enquiry towards the acquisition of skills, knowledge and understanding. Through exploring the construction of curricula, teachers are empowered to make confident decisions about adapting published schemes of work or creating their own.

##### Assessment

Students first critique the published schemes of work or tutor methods of others before constructing their own one year curriculum appropriate to a specific category of learner(s) (50%) which includes a scheme of work/short term plan and an example of a detailed lesson plan.

##### A1 Safeguarding children and young people in music education

1. Understand legislation, guidelines, policies and procedures for safeguarding children and young people in their musical learning.
2. Know what to do when children or young people are ill or injured.
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied.
4. Be able to create a safe and appropriate environment for musical learning.
5. Know how to avoid risks and possible consequences to self when working with children and young people.

##### A2 Equality, diversity and inclusion in music education

1. Understand what is meant by diversity, equality and inclusion in music education.
2. Be able to overcome barriers to musical learning.
3. Be able to promote diversity, equality and inclusion in musical learning.

##### A3 Promoting children and young people's positive behaviour

1. Understand policies and procedures for promoting children and young people's positive behaviour.
2. Be able to promote children and young people's positive behaviour.
3. Be able to manage inappropriate behaviour in children and young people.
4. Be able to respond to challenging behaviour in children and young people.



#### How is work assessed?

Unit assessments are categorised as: Fail / Pass (adequate) / Good / Outstanding

These descriptors represent achievement within the bandings of:

**Fail (< 40 %)** Very inconsistent and showing weak understanding and/or technical skill, lacking in coherence or of an inadequate length. Failing to successfully address most unit criteria.

**Pass (≥40%)** The work demonstrates some knowledge and understanding and/or technical skill. Generally conventional with some elements of invention and imagination.

**Good (≥50%)** The work demonstrates good knowledge and understanding and/or technical skill, and shows the ability to deal with complex issues. Evidence of an inventive or imaginative approach with some awareness of issues and practice currently relevant in the discipline.

**Outstanding (≥ 70%)** The work demonstrates a high level of knowledge and understanding and/or technical skill, and shows both insight and a confident ability in dealing with complex issues. Inventive and imaginative with clear evidence of awareness of issues and practice at the forefront of the discipline.

Specific percentage grades are not given. Students receive detailed written, video, or verbal feedback for all assessed work.

The overall ESTA PG Cert. (String Teaching) award is pass/fail but a student can be awarded the PG Cert. (String Teaching) with Distinction if the assessed teaching elements are all graded Outstanding.

**Students are required to achieve at least pass in all units to receive the award.**

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## Students' access to the ESTA course

Students will need online access (at home) before, during and immediately following participation on the course. They will also need the facility to make simple audio and video recordings throughout the course (most smartphones and laptops will have this facility). These will be needed for:

- Webinars: These will be prepared and delivered by the course leader, members of the mentor panel and invited guest presenters. Webinars will take the form of pre-recorded video presentations with accompanying audio-visual and reading material, each coupled with setting of follow-up work for students.
- Videos of teaching: Students are required to submit 4 videos of themselves teaching. It is the student's responsibility to obtain written permission from: the student they are teaching; the student they are teaching's parent/carer or responsible adult, and the school or institution, where appropriate.

Follow-up work may include student discussion online (synchronous or asynchronous) or completion of questionnaires or submission of brief written statements.



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## Attendance

Students enrolled on the ESTA PG Cert. (String Teaching) course are expected to attend and participate fully in all study sessions set out in the course documentation and Handbook. We understand that musicians are often reluctant to turn down playing opportunities but it is unacceptable to use last minute playing engagements as an excuse to miss study sessions.

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## How to Apply and course fee

Please visit [www.estastrings.org.uk](http://www.estastrings.org.uk) to complete the on line course application.

The 2017 course fee is set at £2,999.00 and includes full board and accommodation at the summer school. Bursaries are available to ESTA members.

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## ESTA

ESTA UK is dedicated to the needs of string teachers across the UK and to improving the quality of string teaching at every level, from toddler to conservatoire.

We provide support and professional development through our website and our magazines, Arco and Jesta, and by organising events across the country throughout the year.

We offer generous financial benefits to members, including insurance and legal cover, funding to put on local events and discounts to ESTA-organised seminars.

We believe in the possibility for music to change lives; that every child has the right to learn music; and that as teachers we are responsible for the future generations of musicians and music lovers.

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## University of Chichester

Our Music programme is one of the largest and liveliest in the UK, and focuses on music as an applied art, one that is engaged with the musical world in all its diversity and excitement. This means that our courses are focused on practical work, from performance, composition and improvisation to musical theatre performance, training in instrumental or vocal teaching.

