

Teaching from the Light

Crafting positive, student driven feedback

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Clinic based on:

That Band Life Podcast
DYNAMICMARCHING.COM/THAT-BAND-LIFE-PODCAST
#18 - Teaching from the Light

Here's the premise:

We are taught very early in college education courses to avoid rewarding poor behavior in a classroom with attention, but to praise those who are modeling desired behavior.

Why do we not regularly do this with performance feedback?

The 4 postulates:

Definition: suggest or assume the existence, fact, or truth of (something) as a basis for reasoning, discussion, or belief.

- Postulate 1:** Students want to be good at what they do
- Postulate 2:** Students do not make mistakes on purpose
- Postulate 3:** No student is lazy
- Postulate 4:** Everyone in the room is as smart or smarter than me

The postulates serve as a mindset for you, the teacher, before you even enter the rehearsal room. You must believe them in your heart.

Create a culture of “Omnidirectional Feedback”

The traditional concept of “unidirectional feedback” in the rehearsal setting does not promote student’s belief that they are integral to the rehearsal process. An “Omnidirectional” approach encourages students to interact with each other in a positive and productive way.

This concept involves you giving up a little control and allowing every member of the ensemble to be involved in crafting commentary in rehearsal.

Feedback strategies to create positive interaction:

1. Encode Success
2. Isolate Skills
3. Consider the Feedback Loop
4. Modeling
5. Omnidirectional Feedback

“Byproducts” of teaching from the dark (negative reinforcement)

1. Feeling physically ill or regretful
2. Student’s lack of trust/confidence in you
3. Negativity breeds negative culture

Required reading:

“Practice Perfect: 42 rules for getting better at getting better” - Doug Lemon
An incredible resource that could literally change the way you teach!