

YOU ARE A GREAT TEACHER

IMAGINE IF YOUR STUDENTS WERE AS GREAT AT PRACTICING WHAT YOU TEACH THEM!

Auditions, competitions and live performances

Students work like crazy up to the big day and what happens? Several tough spots fall apart even though they've worked on them for weeks or months. If they're lucky that doesn't affect the rest of their performance, which would have been fine if not for those trouble spots. It is not a lack of talent and you've given them all of the information they need. It is the WAY they practice. A free [Practice Coaching](#) session will fix one of those spots before the next lesson.

The missing link in excellent performance, eliminating performance anxiety, developing regular practice habits and more.

Why are a few so much better than others? Research in the fields of cognitive and behavioral neuroscience and psychology show it is the amount of practice, and also the type of practice - and both can be taught to the point they become an enjoyable challenge. Once one learns to play as they would like, and does it over and over again in practice, there is little anxiety about what will happen in performance and fearless expression happens. I've seen it happen again and again. One researcher calls this Flow, and some people call it 'the zone'. But. . .

There is little time to teach this in lessons and rehearsals

We've had the good sense over the years to separate out areas of study like theory, ear training and history into their own courses of study. Yet we leave most of the development of how to work in practice, the single most important factor in developing skill at any level, to the student on their own! The few that figure it out seem exceptionally talented. Because. . .

The way skill development works is highly unintuitive, so most of what is tried does not work well, and is discouraging.

Left to their own devices even the best attempts by most students do not come close to regularly using the techniques that we know allow the brain to produce the best and fastest robust learning. Now research in cognitive and behavioral neuroscience and psychology that is available to all shows us how it is done. And. . .

Everyone is capable of this

By learning to use the brain the way it learns best we can improve significantly in minutes (see the live YouTube videos of my [Practiclasses at different institutions around the country](#)) and continue this significant improvement week after week. How far one wants to pursue virtuosity is simply up to the desires, goals and time allocation of the student. Every performance along the way can be strong and satisfying, and lessons become a fun challenge and exchange of ideas and artistry. Research shows that genuine improvement, much more than just encouraging words, creates enthusiasm for more and more work.

If at first you don't succeed try doing what your teacher told you the first time.

The teacher is the expert. Development of artistry, technique, repertoire and other areas are left to that expert. Practice Coaching allows the student to meet and exceed the teacher's goals every week. No more repeating things and constantly trying to solve ongoing performance issues. Each lesson is about moving forward. Practice Coaching simply allows one's teaching to flourish in every student that truly learns how to use that teaching in practice.

Gregg Goodhart, The Learning Coach

www.ggoodhart.com

First results before the next lesson are free

In one free online session we'll fix some of those spots that have been causing trouble in lessons for some time. If teacher and student like what happens in the next lesson then get in touch and we can do some more.

SHORT TERM COACHING FOR A LONG TERM FIX

*All of this can be accomplished with **no more than four to eight weekly sessions between lessons**. Then students will be prepared to develop their own practice journey.*

What is it?

*This process done well is an **ecosystem of learning** with interacting areas necessary to create the elements needed to participate and flourish in whatever we wish. These areas include **The misunderstanding of talent/giftedness, Neuroplasticity and real answers from neuroscience, Deliberate practice** (The underlying process of how to develop any level of skill in anything) **Flow** (How passion for learning is created, maintained and grown. Also called 'the zone'.) **Mindset, Self-control/motivation, Habit pattern development, Teaching creativity at the atomic level, Research supported foundational learning techniques** (Contextual interference/desirable difficulty, Retrieval structures/dual coding, distributed practice [interleaving, spacing, retrieval practice, the testing effect], elaboration, formative assessment and more.)*

What people say

*"Something weird happened (when performing in a competition after a few weeks of Practice Coaching), I wasn't nervous."
13 year-old student, Wyoming*

*"A summer in Aspen didn't fix some of the problems I've begun to truly remedy in just a week."
Edward Charity, Performance Major, Florida State University*

*"Brilliant! . . . You are a dynamic conduit between research and practice, and that is a vital link."
**Dr. Brenda Brenner, Chair Music Education
Indiana University at Bloomington***

*"It really works and I wish I knew this info 20 years ago."
**Russell Shedd, VAPA-Music Department Chair
Scripps Ranch High School, San Diego, CA***

*"...so I have to tell you, you fixed (my student). I came back after vacation and he had completely changed his practicing. . . and came to his next lesson where he demonstrated how he had practiced. My jaw hit the floor - it was a transformation! BTW, (he) went from last chair first violins in one orchestra to 4th chair 1st violins in the next level orchestra - made some kids mad because he skipped over them - that's how much he has improved!"
Lyda Osinga, High School Orchestra Director, Milwaukee, WI*



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free 30 or 60 minute webinar
for students, parents and teachers to introduce them to the
research based strategies for getting the most out of your
teaching.*

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