

AUSTRALIAN PIPE BAND COLLEGE

TEACHING DIPLOMA SYLLABUS 2004



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INTRODUCTION

The Teaching Diploma syllabus is the formal teaching qualification of the Australian Pipe Band College. It is aimed at those musicians who are qualified in music at either Intermediate or Advanced level and who wish to develop skills and knowledge in basic teaching methodologies.

The resource required for the study of the Teaching Diploma is:-

- Kroehnert, Gary, “***Basic Training for Trainers***”, 3rd edition, McGraw-Hill Book Company, Sydney, 2001. ISBN: 0 074 70913 5. The approximate price of this text is Aust. \$40.
- APBC Resource Pack for Teaching Diploma Examination (containing supplementary material only).

The *Syllabus* is presented first and this contains the topic areas contained within the Teaching Diploma. It will be necessary for you to use the listed text book in order to address the topic areas.

The *Specific Objectives* are given following the syllabus. These will be particularly helpful in identifying the exact knowledge and skills that you must possess in order to pass the Teaching Diploma Examination.

Recognition of Prior Learning (RPL)

The Association’s policy on ‘Assessment and Accreditation’ allows those people who have current expertise in teaching, by virtue of formal qualifications and/or experience, to apply for recognition of their competence. An application may lead to a reduction in the requirements to be met for the Teaching Diploma.

The policy on ‘Assessment and Accreditation’ can be obtained from your APBA Branch. Applications for RPL should be sent to the Association Secretary with a clearly articulated case for consideration, as well as any supporting documentation.

TEACHING DIPLOMA SYLLABUS

(refer to 'Appendix A' for the specific objectives)

The holder of the Teaching Diploma will be certified as competent to teach the practical and theory up to and including their highest qualification in Piping and/or Drumming.

The prerequisite for entry into this qualification is the APBC Intermediate Certificate or the APBC Advanced Certificate, in either Piping or Drumming.

The examination for this qualification consists of three parts:

- **Exam Paper**: Basic Teaching Methodology.
- **Music Theory Lesson (30 minutes)**:- video recorded. Specified conditions include: two students (their prior knowledge of theory is unimportant), supervised by APBC examiner, must be continuous recording (no stop-start) with one attempt. A session plan must be provided by the candidate.
- **Practical Lesson (30 minutes)**:- video recorded. Specified conditions include: two students (their playing standard is unimportant), supervised by APBC examiner, must be continuous recording (no stop-start) with one attempt. A session plan must be provided by the candidate.

The material for the Theory examination has been drawn from: Kroehnert, Gary, "**Basic Training for Trainers**", 3rd edition, McGraw-Hill Book Company, Sydney, 2001. ISBN: 0 074 70913 5. The approximate price of this text is Aust. \$40. This is an essential text for those wishing to sit for the Theory Examination.

With reference to this text, topics to be examined are:

- Principles of Adult Learning ("RAMP 2 FAME")
- Location of Training
- Objectives
- Demonstrating a Skill
- Session Plans
- Methods of Instruction
- Trainer Effectiveness
- Questioning
- Difficult Situations and Nerves
- Motivation and Attention
- Barriers to Effective Communication
- Nonverbal Communication
- Testing
- Training Aids
- The Overhead Projector

Refer to the "APBC Resource Pack" for further guidance.

***** End of Teaching Diploma Syllabus *****

APPENDIX A:
SPECIFIC OBJECTIVES

TEACHING DIPLOMA

SYLLABUS ITEM	SPECIFIC OBJECTIVE	REFERENCE
<ul style="list-style-type: none"> • Principles of Adult Learning (“RAMP 2 FAME”) • Location of Training • Objectives • Demonstrating a Skill • Session Plans • Methods of Instruction • Trainer Effectiveness • Questioning • Difficult Situations and Nerves • Motivation and Attention • Barriers to Effective Communication • Nonverbal Communication • Testing • Training Aids • The Overhead Projector 	<ul style="list-style-type: none"> • Briefly explain the 9 Principles of Adult Learning, making reference to the “RAMP 2 FAME” catchphrase. • Explain the importance of Location in the effectiveness of training, ensuring that the answer is illustrated with examples. • Explain what is meant by “Objective”, and write two objectives for examples provided. • State and explain the four steps involved in demonstrating a Skill. • Explain what a session plan is and why it is used in teaching. • Submit a session plan for each of the two video-taped lessons which meets the requirement as indicated in the reference text. • Explain why Questions are used in training, and identify two different types of questions. • List and explain five different methods of instruction. • Communicate effectively with students, minimising distracting mannerisms. • Demonstrate good questioning technique during the demonstration lessons. • Suggest acceptable remedies to overcome several stated difficult situations in a group teaching environment. • Define the term ‘Motivation’ and explain its relevance to the training situation. • Demonstrate an ability to handle difficult class situations and nerves in the short video-taped lessons. • List and briefly explain four barriers to effective communication. • Briefly explain what is meant by Non-Verbal Communication, and how this may assist the teaching process. • State and briefly explain three types of student tests. • Conduct summative student testing as a part of the video-taped demonstration lessons. • State the name of four types of training aids and explain the use of each. • Demonstrate the use of training aids during the video-taped demonstration lessons. 	<p>Kroehnert, Gary, <u>“Basic Training for Trainers”</u>, 3rd edition, McGraw-Hill Book Company, Sydney, 2001. ISBN: 0 074 70913 5.</p> <p>Plus, <u>“APBC Resource Pack for TEACHING DIPLOMA”</u>.</p>