

## TOPIC SENTENCE

It appears, however, that many instrumental teachers begin to teach more by accident than design. Teachers who responded to

Evidence 1

the Private Lives survey carried out by Gibbs (1993) indicated a number of reasons for starting to teach with the most popular reply revealing that they were asked to teach by others. The work

Evidence 2

of Taylor and Hallam (2011) provides support for this with over a third of all the teachers being asked to teach by somebody else or

Evidence 3

encouraged to become a teacher. Haddon (2009) also found a similar situation amongst the undergraduates she interviewed with instrumental teaching often happening by accident and through a chance request. Positive musical experiences as a child or adult

and/or a long-standing desire to teach were additionally cited as strong influences as was inspiration from a previous teacher. Other reasons given included the convenience of working from home and the need for a new job (Gibbs, 1993; Taylor and Hallam, 2011).

It has been highlighted in several studies (Baker, 2006; Gaunt, 2010; Mills, 2006) that whilst at college most undergraduates have a performance focus to their learning. Baker (2006) also suggests that this attention to performance is often unrealistic and to the detriment of developing teaching skills. Furthermore, students' own teaching perpetuates the same performance dominated model and, with limited expertise, leads to a heavy reliance on tutor books and the instrumental exam system (Haddon, 2009).

From *The UK Piano Teacher in the 21st Century*. Sally Cathcart, 2013.