



**Michael Griffin**

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## Unlocking Musical Potential

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A full-day Music Education Professional Development course suitable for instrumental and vocal, primary and secondary, classroom and studio music teachers.

### **Description**

Knowing how to practise is the most important skill for musicians. Those who are unable to motivate themselves to apply deliberate practice strategies will lack real progress, and if students do not think they are making progress, they usually quit. The best predictor of musical progress is the quality and quantity of practise time. Types of repetition, chunking, and slow practise are core. How is this taught, and can we be certain that students really understand practice?

Musical ability is more often considered a genetic disposition than any other ability or human faculty. To what end? Mindsets powerfully impact learning behaviour. Learners with a growth mindset work harder, embrace challenge, persist for longer and learn from criticism. Teacher mindsets result in expectations impacting student achievement. Mindset is the most important precept in music education today. It is that important that every music teacher understands the impact their beliefs, words and actions have on cultivating the learning disposition of students.

Teachers will:

- Learn best-practice concepts of motivation, goal setting, skill development and growth-mindset, with research-based reference to (among others) Hattie (Visible Learning), Dweck (Mindset), Deci & Ryan (Self-Determination Theory), and Ericsson (Deliberate Practice).

- Discuss applications and ideas that arise from the above using Harvard PZ thinking routines.
- Be challenged to consider and perhaps re-examine underlying premises and positions that impact musical learning.

### **Full day program example**

- 9.00 Refreshments
- 9.30 Achievement. A model for fostering Intrinsic motivation  
Why do some music students achieve so much more than others?  
Introducing self-determination theory
- 11.00 Coffee break (morning tea included)
- 11.30 Skill development. The quality of practice.  
It's all about the brain  
Not all repetition is created equal!  
Let's not forget quantity; the great differentiator  
The best feedback on student practice
- 1.00 Lunch (included)
- 2.00 Autonomy and Mindset  
How mindsets determine learning dispositions  
Cultivating musical mindsets  
Linking teacher mindsets with student achievement
- 3.15 Summary, Feedback
- 3.30 Finish

Included is a Dropbox resources link and certificate of attendance.

[Michael Griffin](#) is an educator, speaker, pianist and author. His talks are inspired by self-determination theory and the premise that the greatest predictor of progress is the quality and the quantity of practice. He has consulted for Cambridge University Press and is the author of several books, including Learning Strategies for Musical Success. Michael has presented to [350 schools and conferences](#) in 28 countries. Excellent testimonials.

## Testimonials

Wonderfully inspiring - still on a high. Guildhall School of Music, London

So much information that is backed by research. Great advice and I'm inspired to try a new mindset in my teaching. R Tombs, NSW

I had a great day learning about how students are motivated by progress. We were taught all about how to determine progress and how to instil a growth mindset in our students. I then took what we learnt back to the classroom and my students are more motivated in their music practice. J Goodwin, NSW

Brilliant! Just what I needed to get back in the groove!! – Hampshire Music Service, UK

This was a first-class talk by a high calibre, international speaker. What a great start to a new school year. Red Maids, Bristol

An excellent talk this evening. Michael is a superb speaker and delivered key messages in such an engaging way. Headmaster, King's High School, Warwick UK

The following student/parent presentations are also available:

[Developing Musical Skill](#) This inspiring interactive, differentiated\* presentation will equip students, teachers, adult learners, **and parents** with the methods and mindset required to maximise the prospect of learning music enjoyably and successfully. Content and concepts include repetition (blocked, variable and spaced, brain myelination) chunking (the brain looks to recognise patterns, why theory matters, short-term memory considerations) slow practice (the brain's learning preference) the quantity of experts (Ericsson's violinists), and of course the core importance of cultivating a growth mindset.

### [Study Stress and Music](#)

What is the impact of background music on learning? Given that approximately 70% of students listen to music during homework, this informative and interesting research-based lecture is immediately relevant not only for all senior students, but for teachers also.