

**NEW ZEALAND SUZUKI INSTITUTE  
TEACHER TRAINER APPLICATION**

From July 2001

Revised July 2008 to include Associate and Full Teacher  
Trainer Status

# APPLICATION FOR NZSI TEACHER TRAINERS

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## INTRODUCTION AND WELCOME

We are pleased that you are interested in becoming a New Zealand Suzuki Institute (NZSI) Teacher Trainer. Teacher Trainers bear a great responsibility for the quality and future of Suzuki education.

The New Zealand Suzuki Institute is committed to excellence in teaching and to establishing standards within the framework of the Suzuki philosophy. Identifying excellent, experienced teachers who wish to share their expertise with other teachers is part of the NZSI's commitment to excellence.

This Application is designed so that you, the applicant, will be able to describe your teaching experience from a variety of perspectives. The process was developed within the framework of the Suzuki philosophy and was designed to encourage self evaluation and professional growth.

There are many individual approaches within the Suzuki method. This Teacher Trainer Application is designed to allow you to show what you have achieved using your own individual gifts. Because the Application uses an inclusive and flexible procedure, it is open to all interested, experienced NZSI teachers, who already have a proven record of working collegially within the NZSI. It is intended to enrich and strengthen the NZSI, while sustaining a mutually supportive framework in which NZSI members can work together to provide quality teaching.

"Permission to use this copyrighted application packet is granted by the Suzuki Association of the Americas, Inc., August, 2000."

This application was produced by the Professional Advisory Group of the NZSI July 2001 and revised in July 2008 to include Associate and Full Teacher Trainer Status.

## Application for NZSI Teacher Trainer

# OVERVIEW

The next part of this packet consists of five sections, each a required part of the application. The sections are as follows:

- I. Philosophy
- II. Personal References
- III. Professional Involvement
- IV. Performance
  - A. Teacher
  - B. Student
- V. Pedagogy
  - A. Experience
  - B. Observation
  - C. Teaching

Each section explains clearly what the applicant needs to do and how that section will be evaluated. Please read all materials carefully. Materials submitted must conform to the guidelines given in each section of this booklet. Incomplete applications and portions that do not follow the guidelines and requirements cannot be considered. Videoed portions of the application will be returned if sound or video quality is considered unacceptable.

When assessing the videoed part of the application, "descriptors" will be used by trained evaluators. Descriptors are brief phrases that describe that which is specific and observable. Appropriate descriptors are listed under "Evaluation Criteria." Applicants will therefore know in advance what points will be considered by the evaluators and should consider the descriptors when selecting materials to be submitted.

Following the 5-section application, this booklet provides an application form, information for submitting the application, and a checklist for applicants. The appendices include additional helpful information in a question-answer format, pre-requisite and pre-application interview information for all applicants including a form signaling intent to apply, an overview of the expectations and responsibilities for NZSI Teacher Trainers, the NZSI Teacher Trainer Registry Policy, application information for New Zealand Residents with Teacher Trainer status granted by a Suzuki Association other than NZSI and information on changing Status from Associate Teacher Trainer to Full Teacher Trainer.

All sections of the application must be completed and mailed together. The application fee, due at the time the application is submitted, is \$500.00 for full Teacher Trainer Status or \$300.00 for Associate Teacher Trainer Status with remaining \$200.00 due upon receipt of Level Four assessment. The completed application should be mailed to the NZSI Office:

NZSI  
PO Box 74092  
Market Road, Auckland

Please note the following:

Effective July 2008, this application provides opportunity for Associate Teacher Trainer Status and Full Teacher Trainer status. See Appendix B for information on pre-requisites, the pre-application interview and the form to submit for signaling intent to apply.

# 1. PHILOSOPHY

Purpose: to show the applicant's understanding of Suzuki Philosophy and its implications for teaching.

Material to be submitted:

A paper of 1500 to 1800 words, typed, double spaced, with bibliography and footnoted references.

Content: The paper is to include a discussion of the following topics:

- \* The statement "Every child can learn."
- \* Two specific ways Dr. Suzuki's ideas are implemented in your studio
- \* A personal statement of what you see as the benefits of studying and teaching using Suzuki Philosophy

Requirements:

The form of the paper must meet the following requirements:

- Demonstrate good organization
- Exhibit acceptable written communication skills
- Provide footnoted references, including Nurtured by Love and other works by Dr. Suzuki

Evaluation:

The Philosophy paper will be evaluated by a trained evaluator using the following descriptors:

- Discusses the required topics
- Demonstrates knowledge and understanding of Suzuki Philosophy
- Meets the requirements given for format, length and style

## II. PERSONAL REFERENCES

Purpose: to recognize the importance of the applicant's personal qualities in the professional setting.

Materials to be submitted:

- \* Completed copy of the Teacher Trainer Applicant's Reference Form signed by another Suzuki teacher (preferably of the same instrument)
- \* Completed copy of the Teacher Trainer Applicant's Reference Form signed by a committee member of the Applicant's local NZSI Branch.  
(See pages 5-6 for these forms.)

Requirements:

- All recommenders must have known the applicant for at least two years.
- The applicant must discuss the qualities listed on the form with the recommender before receiving the signed form.

Evaluation Criteria:

Submitted forms will be evaluated for fulfilment of the requirements. The person providing the reference may be contacted by the evaluators.

NZSI  
Teacher Trainer Application

## Reference Form

Name of Applicant: \_\_\_\_\_

Name of Recommender: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E-Mail: \_\_\_\_\_ Phone: \_\_\_\_\_

How long have you known the Applicant in his/her role as a Suzuki teacher?

\_\_\_\_\_

Relationship to Applicant: \_\_\_\_\_ Suzuki teacher \_\_\_\_\_ other (describe):

\_\_\_\_\_

Personal Qualities in the Professional Setting  
maintains high professional standards  
shows interest in students as individuals  
sets appropriate standards for students  
encourages students  
exhibits clarity in teaching  
motivates students and parents  
shows evidence of program stability  
shows commitment to the Suzuki education

I have discussed the above with the applicant and support her/his application. My signature on this form confirms that in my opinion the applicant displays all of the qualities listed above.

\_\_\_\_\_

Signature of Recommender

\_\_\_\_\_

Date

NZSI  
Teacher Trainer Application

Reference Form

Name of Applicant: \_\_\_\_\_

Name of Recommender: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E-Mail: \_\_\_\_\_ Phone: \_\_\_\_\_

How long have you known the Applicant in his/her role as a Suzuki teacher?

\_\_\_\_\_

Relationship to Applicant: \_\_\_\_\_ Suzuki teacher \_\_\_\_\_ other (describe):

\_\_\_\_\_

Personal Qualities in the Professional Setting

- maintains high professional standards
- shows interest in students as individuals
- sets appropriate standards for students
- encourages students
- exhibits clarity in teaching
- motivates students and parents
- shows evidence of program stability
- shows commitment to the Suzuki education

I have discussed the above with the applicant and support her/his application. My signature on this form confirms that in my opinion the applicant displays all of the qualities listed above.

\_\_\_\_\_

Signature of Recommender

\_\_\_\_\_

Date

### III. PROFESSIONAL INVOLVEMENT

Purpose: to document Suzuki and other professional training and emphasize the importance of education and contributions to the profession.

Materials to be submitted:

Record of Training and Professional Experience (pp. 8-9)

Record of Continuing Professional Involvement (p. 10)

Requirements:

1. Active NZSI Teacher membership

All applicants must have maintained a NZSI teacher membership or an equivalent ISA-recognized region teacher membership throughout the previous 5-year period.

II. Completed Record of Training and Professional Experience (p. 8-9)

A. For Full Teacher Trainer Status record of training must indicate completion and assessment of Level 4 training. For Associate Teacher Trainer Status record of training must indicate completion and assessment of Level 3 training. Any training commencing after January 1998 must adhere to the requirements of the NZSI Teacher Training Document of January 1998. All training must be in the instrument area in which the applicant is applying.

B. Record of Professional Experience must indicate a music diploma or music degree from a recognized Tertiary Institution.

111. Completed Record of Continuing Professional Activities meeting the requirements in each of the two groups below:

A. Professional Activities (Group One)

During the last five years the applicant must have participated in at least three different activities from Group One.

-Attendance or presenter at an NZSI Suzuki Conference.

-Attendance or presenter at an Overseas Conference

-Participation in an NZSI or Overseas Teacher Training Course. (not required to be in the same instrument area as II above)

-Faculty member at an NZSI Workshop or NZSI Summer Camp

B. Professional Activities (Group Two)

During the last ten years the applicant must have participated in at least four different activities from Group Two.

-Private applied study in the instrument area of this application

-Article published in a professional journal

-Solo, symphony, or chamber music performance

-Published compositions, arrangements or other teaching materials

-Attended other professional conferences such as IRMT, NZME.

-Served as a spokesperson/representative for Suzuki education to the general public or other professionals (describe)

Evaluation Criteria

Submitted materials will be evaluated for fulfillment of the requirements and for completeness.

+Please note: Participation in equivalent activities sponsored by other ISA-recognized regions (ESA, TERI, ANCSTEA) may be included in any part of this Professional Involvement section.

# Record of Training and Professional Experience

Applicant's Name \_\_\_\_\_

## Suzuki Teacher Training

Level	Instructor	Location	Dates

## Other Musical Training

Activity	Instructor	Location	Dates

**Related Professional Experience**

(List any professional experience you consider relevant, other than teaching experience provided on p.20)

Activity	Location	Dates

**NZSI TEACHER MEMBERSHIP**

I am a current teacher member of the New Zealand Suzuki Institute:

\_\_\_\_\_  
(Applicant's signature)

\_\_\_\_\_  
(Date)

Note: The applicant must have maintained an NZSI Teacher membership or an equivalent ISA-recognized region for the previous five years.

# Record of Continuing Professional Activities

Applicant's Name \_\_\_\_\_

(Note: Activities must meet the criteria described on P.7. While it is desirable to participate in as many professional activities as possible, please limit your record to the activities you consider most significant.)

Activities from Group One (See p.7, section IIIA)

Activity	Location	Dates	Instructor

Activities from Group Two: (See p.7, section IIIB)

Activity	Location	Dates	Instructor

## IV. PERFORMANCE

Purpose: to demonstrate that the performances of the Suzuki teacher applicant and his/her students are in accordance with the descriptors

Materials to be submitted:

- \*1 copy of a DVD format video of the applicant's performance and his/her students' performances
- \*1 copy of completed Performance Video Information Form (p. 14)

Required Content:

The Performance Section consists of 2 subsections: (A) Teacher Performance and (B) Student Performance. Required Performance Video must contain the following:

### (A) Teacher's Performance

The applicant must perform the complete required piece or movement as indicated below plus 2 additional pieces or excerpts of pieces from the standard repertoire, at least one of which is outside the Suzuki repertoire. Selections should represent two different musical periods (other than the period of the required piece).

### Required Repertoire for teacher applicant:

- Violin Mozart Concerto No. 4 or No. 5, 1st movement (Joachim Cadenzas)
- Piano Mozart Sonata K 330, 1st movement
- Cello Boccherini/Griitzmacher Concerto in B flat Major, 1st movement (Griitzmacher cadenza) or Haydn Concerto in C Major, 1st movement
- Flute Chaminade Concertino

- The complete required piece or movement, including cadenza (if applicable) must be performed.
- The required piece must be performed from memory.
- The additional two pieces or excerpts should not exceed a total of 10 minutes in length.
- Performance of all pieces or excerpts must be with accompaniment (if applicable.)

### (B) Student Performances:

4 students of varying ages must perform, one student from each of the following three book categories plus an advanced repertoire student:

Early Books	Middle Books	Late Books
Violin 1-3	4-6	7-10
Cello 1-3	4-7	8-10
Piano 1-3	4-5	6-7
Flute 1-3	4-6	7-14

- Applicant must have originally taught the pieces performed to the students.
- Students must have studied with the applicant for at least 2 years or from the beginning of study.
- At the time of recording, students should be working no more than 2 books beyond the piece performed.
- Performances of all pieces must be with accompaniment (if applicable).
- Students must perform from memory.

### Evaluation Criteria:

- The Performance video will be evaluated independently by three trained evaluators. In order for the Performance video to be approved, two out of the three evaluators must have recommended that the section be accepted.
- Evaluation of teacher and student performances will be based upon the same descriptors.
- While it is obviously impossible for each performance to show all the descriptors, the total body of the material shown on the Performance Video should demonstrate most of the descriptors from the list below. Applicant should carefully consider these descriptors when selecting performances to be submitted. Evaluation will be based on these descriptors and only on these descriptors.

### Descriptors

(a) Repertoire: technical and interpretive demands of the selection(s) are commensurate with performer's technical and musical abilities

(b) Physical aspects:

- Demonstrates balanced, erect posture
- Demonstrates ease of movement, efficient motion (e.g., no unnecessary tension evident)
- Appears physically comfortable

(c) Tone production:

- Tone is pleasing, resonant and full.
- Tone varies when appropriate.
- Volume is even but varies when appropriate.

(d) Technical accuracy:

- Plays correct notes
- Intonation is accurate.
- Tempo is appropriate.
- Musical pulse is steady, yet varies when appropriate (e.g., rubato, ritard).
- Rhythm is accurate and precise.

e) Musicianship:

- Dynamics varied to create expressive effect.
- Notes are articulated appropriately and consistently.
- Creates motion in melodic line (phrase shape, rise and fall)
- Phrases end gracefully (e.g., tapered dynamics, ending notes sustained).
- Performance is consistent with (within the bounds of) stylistic convention.
- Interpretive choices are consistent.
- Performance conveys the character of the piece (e.g., march is march-like).
- (Piano & Harp) Performance demonstrates voicing of melodic lines and accompaniment.

(f) Stage presence:

- Demonstrates appropriate poise and bearing.
- Acknowledges fellow performers (if applicable).
- In the event of error, continues without pause.
- Bows when appropriate.

(g) Focus of attention:

- Performance conveys sense of concentration.
- Performance conveys sense of confidence (little hesitation or timidity evident).

General guidelines for preparing and submitting videos:

-DVD format is required.

-Be sure to submit 1 copy of the video but keep your original video.

-Label in pencil the video with "Performance Video."

-The Performance video, containing applicant and student performances, must be separate from the Pedagogy (lesson) video.

-While it is not necessary to have the video professionally done, try to ensure that the sound is of the best possible quality. If possible the use of remote microphones is recommended.

-The angle of the camera must show the performer's hands: it is suggested that you use the closest possible camera placement which includes the entire body.

# Performance Video Information Form

Applicant's Name

---

## Applicant's Performance

Repertoire Performed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Student's Performances

Student No.1 Size of instrument (where applicable): \_\_\_\_\_

Repertoire Performed: \_\_\_\_\_

Student No. 2 Size of instrument (where applicable): \_\_\_\_\_

Repertoire Performed: \_\_\_\_\_

Student No. 3 Size of instrument (where applicable): \_\_\_\_\_

Repertoire Performed: \_\_\_\_\_

Student No. 4 Size of instrument (where applicable): \_\_\_\_\_

Repertoire Performed: \_\_\_\_\_

I affirm that...

- (a) I originally taught the pieces performed on this video to the students.
- (b) The students performing on this video have studied with me for 2 years or from beginning of study.
- (c) The students performing were, at the time of recording, working no more than 2 books beyond the piece performed.

---

(Applicant's signature)

# V.PEDAGOGY

Purpose: to demonstrate the applicant's experience with and use of the Suzuki Method of teaching. It is expected that the video of lesson excerpts will show how the applicant incorporates the Suzuki Philosophy into his/her interactions with the students.

Materials to be submitted:

Completed copy of Observation Experience Record (pp.18-19)

Completed copy of Teaching Experience Record (p. 20 )

1 copy of Teaching Video

Required Content:

The Pedagogy Section consists of three subsections: (A) Observation, (B) Teaching Experience, and (C) Teaching Video.

(A) Observation Experience Record:

Record of 24 hours per training Level of observation of Suzuki Method teaching.

In this record of observation, the following requirements must be fulfilled.

- At least 75% of the hours of observation must be in the instrument of this application
- A minimum of 3 different Suzuki teachers must be observed.
- A minimum of 25% of the hours of observation must be of a recognized Suzuki Teacher Trainer in the instrument of this application.

Note: Applicants who did their Suzuki training prior to the 1998 Teacher Training Programme Document, which specifies observation requirements, may submit a summary of their observation experience in lieu of the Observation Experience Record and specific requirements described in (A) above. All training undertaken after January, 1998 must fulfill the stated observation requirements in the NZSI Teacher Training Programme Document.

(B) Teaching Experience Record:

Record of at least 10 years of Suzuki teaching experience in the instrument of this application, after High School.

(C) Teaching Video:

Video must contain the following:

- Portions of 2 consecutive lessons of the same student, showing follow through of the teaching point(s). This student should be studying in the first half of Book 1 at the time of the taping. Each excerpt recorded should consist of 10 consecutive minutes.
- One 20-minute excerpt (consecutive minutes) from the lesson of another student in the Middle Book or Late Book category.
- One 5-minute excerpt from a Group Lesson. Piano teachers may choose instead to show a lesson excerpt in which note reading or ensembles are being taught.

- Videoed excerpts must include portions of lessons that primarily demonstrate teaching, rather than portions that show students performing in lessons.
- Unless the lesson focus is note reading, the musical score is used only as an occasional visual reference. (The student should not be reading from the written music throughout the segment of the lesson shown on the video.)

#### Evaluation Criteria:

- Teaching Experience Record and Observation Experience Record will be evaluated by trained staff for fulfillment of requirements and completeness only.
- Video will be evaluated independently by three trained evaluators. In order for the Teaching Video to be approved, two out of the three evaluators must recommend that the section be accepted.
- While it is obviously impossible for each lesson to show all the descriptors, the total body of the material shown on the Teaching Video should demonstrate most of the descriptors from the list below. Applicant should carefully consider the descriptors in selecting material to be submitted. Evaluation will be based on these descriptors and only on these descriptors.

#### Descriptors

##### (a) Lesson Approach:

- Gives clear directions to students and (where applicable) parents
- Provides clear instructions for assignments
- Adapts method of presentation to accommodate student's needs and level of understanding (e.g. uses vocabulary that is appropriate for student)
- Introduces tasks (performance techniques, cognitive tasks) that are appropriate to the child's age, experience, and capabilities, both in terms of the amount of material and the size of the steps in the learning sequence
- Assesses student's understanding of teaching points (i.e., requires the student to demonstrate understanding either verbally or through performance)
- Provides excellent playing model/example

##### (b) Lesson Focus:

- Emphasizes tone production in the lesson
- Focuses student attention on main points of instruction
- Limits number of instructional points addressed in the segment of the lesson shown

##### (c) Lesson Activities:

- uses demonstration, imitation, and repetition throughout lesson
- Incorporates a variety of activities into the lesson
- uses review of previous materials to introduce and reinforce skills
- includes opportunities for student to experiment and explore alternative approaches (when appropriate)
- Incorporates use of technology (when appropriate)

##### (d) Evaluation of student performance by teacher:

- Accurately identifies technical problems and possible solutions
- Gives specific praise (i.e., identifies specific aspects of performance done well)
- Gives specific corrective feedback (i.e., identifies specific aspects of performance in need of improvement)
- Timing and proportions of praise and corrective feedback are balanced (e.g., praise and corrective feedback are interspersed throughout instruction as appropriate)
- Focuses feedback on the specific aspects of the task at hand rather than on generalized evaluations of the student (especially with regard to corrective feedback).

(e) Student independence and enthusiasm:

- Develops observation skills by inviting the student to describe his or her own performance, demonstrations by the teacher, and/or professionally recorded performances
- Guides the student in performance evaluation by focusing attention on critical points
- Develops problem solving skills by creating opportunities for the student to formulate solutions to problems or answers to questions
- Invites student to make appropriate choices (within the capabilities of each child)
- Gives specific advice regarding home practice
- Follows through with assignments by assessing student's progress on assignments from the previous lesson(s)

(f) Personal interactions:

- Teacher makes eye contact with student and parent. When applicable, teacher positioned at child's level.
- Varies voice (i.e., uses vocal inflection when speaking)
- Uses humour appropriately
- Maintains student attention
- Invites student and parent to ask questions

(g) Teaching environment:

- Space is clean, well lit, quiet and free of distractions.
- All materials are readily available.
- Student, teacher, and parent (when applicable) are positioned to facilitate interaction (e.g., clear lines of sight).

General guidelines for preparing and submitting videos:

- DVD format is required.
- Provide one copy of the Teaching video and keep the original. The Teaching video must be separate from the Performance video.
- Label the video in pencil with "Lesson Video."
- While it is not necessary to have the video professionally done, try to ensure that the sound is of the best possible quality. If possible the use of remote microphones is recommended.
- The angle of the camera must show the student clearly and in a way that makes it possible for an evaluator to gauge the effectiveness of the teaching. It is also useful to show the teacher when this is possible.

Note: The NZSI reserves the right to return any video before submitting it for evaluation if camera placement or sound and/or video quality is not acceptable.







## APPLICATION PROCEDURE

When all sections of the application are complete, the applicant should assemble all required materials and send the entire application packet to the NZSI Office, including the application form and checklist (pp.22-23). Receipt of the materials will be acknowledged. In addition applicants will receive notification as quickly as possible of missing materials or noncompliance with requirements or guidelines.

Each section of the application will be evaluated independently in accordance with the "Evaluation Criteria" given in that section. All evaluation feedback will be provided to the applicant when the process is completed. For the Performance Sections and the Teaching Video Section, three trained Evaluators will evaluate the material independently and designate the section/subsection as either "Approved" or "In need of further study." For the Student Performance, Teaching Performance and Teaching Video sections, if the designation is not unanimous, the decision of 2 out of the 3 evaluators will prevail.

Results of the evaluation of all 5 sections will be collated and the applicant will be promptly notified of the outcome. An Evaluation Summary Form will be provided to the applicant. It will include feedback based upon the descriptors and should provide clear, supportive, instructive information to the applicant.

It is expected that the evaluation process will require approximately 4 months from the time the completed packet is received by the Office. If the entire application is approved, the applicant becomes a Teacher Trainer. If one or more sections or subsections of the application are evaluated as "in need of further study," applicant may consider resubmitting revised material within an indicated time frame or reapplying at a later date. Information on resubmitting and reapplying will be provided upon request.

# APPLICATION FORM

All printed material relating to the Application will be kept in a permanent, confidential file at the NZSI Office. Videos will be returned at the end of the application process.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Application for Teacher Trainer in \_\_\_\_\_ (instrument area)

Phone: \_\_\_\_\_ FAX: \_\_\_\_\_

Email: \_\_\_\_\_

Please read carefully and sign the following statements:

My signature below indicates that all information included in this application packet is accurate and valid. I understand that if any information included in any part of this application is found to be falsified or inaccurate, the application will be considered void.

I understand that if this application is accepted, fulfillment of continuing education or other requirements may be necessary in order to maintain my status as an NZSI Teacher Trainer, once attained. (See Appendix D - Teacher Trainer Registry Policy) In addition, I agree to keep informed about future policies and regulations that may be issued in conjunction with this application.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# CHECKLIST

Please include this completed check-list with your application materials.  
ALL MATERIALS SHOULD BE SENT AT THE SAME TIME.

Applicants should retain original copies of video and one copy of all documents and papers to insure against loss or damage. Send to:

NZSI  
PO Box 74092  
Market Road, Auckland

Note: All printed material relating to the Application will be kept in a permanent, confidential file at the NZSI Office. Videos will be returned at the end of the application process.

## Checklist

- |  |   |
|--|---|
| Philosophy paper   | <input type="checkbox"/>                          |
| Two signed Teacher Trainer Reference Forms (pp.5-6)  | <input type="checkbox"/> <input type="checkbox"/> |
| Completed Record of Training and Professional Experience (p.8-9)   | <input type="checkbox"/>                          |
| Record of Continuing Professional Involvement (p. 10)  | <input type="checkbox"/>                          |
| Video I: Labeled "Performance" - 1 copy<br><small>(Contains Teachers performance and performances by 4 students)</small> | <input type="checkbox"/>                          |
| Completed Performance Video Information Form (p.14)  | <input type="checkbox"/>                          |
| Video II: Labeled "Teaching" - 1 copy<br><small>(Contains total of 45 minutes of lessons)</small>                        | <input type="checkbox"/>                          |
| Completed Observation Experience Record (pp.18-19)   | <input type="checkbox"/>                          |
| Completed Teaching Experience Record (p.20)  | <input type="checkbox"/>                          |
| Cheque for \$500.00 (Full Status) or \$300.00 (Associate Status) payable to NZSI   | <input type="checkbox"/>                          |
| Application Form (p. 22)   | <input type="checkbox"/>                          |
| This Application Check-list form (p.23)  | <input type="checkbox"/>                          |

# APPENDIX A

## Answers to Frequently Asked Questions

1) What function does this process perform for the NZSI?

It establishes a set of standards which can serve as goals and give teachers a means of evaluating their teaching effectiveness.

2) Why should I undertake this process?

The application process is entirely elective. It does, however, provide a teacher with a clear and precise document for self-evaluation and thus gives clarity to future goals. The application materials can help the individual teacher to be aware of the general standards expected as he/she gains experience and improves skills. The process has also been designed to provide a great variety of ways for meeting those standards.

In accordance with the Suzuki philosophy, this process provides the applicant with careful, step-by-step guidance. The descriptors formulated as standards of excellence in Suzuki teaching will be used by evaluators when assessing the acceptability of a section, and the evaluators will use this same language when providing feedback to the applicant. Thus, in the event that a section of the application is not accepted, it should be very clear what should be done to improve it.

The clarity and detail of the descriptors both for Performance and Pedagogy, combined with the use of three trained evaluators and the explicit recognition of legitimate variations in the technical aspects of playing, all serve to maximize the positive aspects of the experience.

3) How can evaluation be nurturing?

Teachers evaluate as a necessary part of every lesson, and Suzuki teachers have learned to give specific praise and offer instruction in a nurturing manner. By having a basic set of standards, teachers know where students need to focus added attention. This can also be expressed through the use of "teaching points," a common term used to identify criteria or standards of a technical and/or musical nature which are an essential part of learning a piece in the Suzuki repertoire. When a student performs a piece from the repertoire, teachers use these teaching points as means to evaluate the student's progress and future goals.

4) How do descriptors work?

Descriptors are brief phrases used to describe that which is specific and observable. In the context of the application, these phrases provide the applicant and the evaluators with a common language and serve to clarify expectations. The applicant uses the descriptors to self-evaluate and to determine readiness for the application process. The evaluator uses the descriptors to communicate the specific points of the evaluation.

It is very important to realize that the descriptors do not specifically select a unique technique. For example, the performance or pedagogy descriptors do not indicate exactly where a violinist's thumb touches the bow or the precise height of a pianist's wrist in relation to the arm. Instead, by using words such as "balanced" and "flexible" the descriptors have identified important and essential factors that might be met using a variety of technical approaches. The

diversity of teaching approaches found to be successful among teachers in the Organization is in this way respected. The descriptors focus on the outcome of the teaching- how successfully the student is handling what is being taught- rather than on a specific technique.

5) Who are the evaluators and how are they chosen?

The evaluators are chosen from the current NZSI Teacher Trainer Registry. The NZSI Professional Advisory group will choose the evaluators.

6) Are the intangible aspects of a performance evaluated in this process?

It is not possible to include statements like "inspiring performance" in the context of the descriptors because descriptors deal with things that are observable. Such broad statements are very subjective and difficult to describe- hence the need to use descriptors based on that which is specific and observable.

7) Some of my best teaching is done with students who have a number of problems. Is it advisable to submit those lesson excerpts as part of my application?

Yes. How the teacher interacts with the student, how problems are identified and broken down into steps, and the manner in which the teacher communicates with the student may be observed even when a student is having difficulty.

8) Is there an edition or a set of edits that must be used for my performance of the required pieces?

No. The descriptors focus on the outcome of the performance rather than on the particular fingerings and phrasing. Again this respects the diversity of musical approaches found to be successful among teachers.

9) Should my Suzuki teacher references come from a teacher of the same instrument?

It is not required that the recommendation come from a Suzuki teacher of the same instrument. What is most important is that it be from a Suzuki teacher who knows you and your teaching well.

10) What is the purpose of having an Associate Teacher Trainer Status?

In order to increase the teacher training opportunities for the general NZSI teacher membership and to increase professional leadership opportunities for experienced teachers.

11) Will the process and results be confidential?

Yes. The importance of confidentiality will be included in the evaluator's brief, and the policy of confidentiality will be general knowledge in the Organization.

## APPENDIX B

### Information on Pre-requisites and Pre-application interview for Associate and Full Teacher Trainer Status

#### Pre-requisites:

1. Must have maintained an active NZSI membership throughout the previous 5 - year period.
2. Record of training must indicate completion and assessment of Level 3 training for Associate Teacher Trainer Status and completion and assessment of Level 4 for Full Teacher Trainer Status.
3. Record of Professional Experience must indicate a music diploma or music degree from a recognized Tertiary Institution.
4. Record of at least 10 years of Suzuki teaching experience after completion of high school, in the instrument of this application.

#### Please Note:

The Status of Associate Teacher Trainer will not be permanent. Associate teacher trainers will be expected to continue their training in order to complete their Level 4 training and therefore be in a position to attain full Teacher Trainer Status. Associate Teacher Trainer Status will normally be valid for 3 years.

#### Process:

The following process has been established to provide motivation and support for interested teachers.

1. Interested teachers should signal their intention to make a Teacher Trainer application by completing the form "Intention to apply" and sending it to the NZSI Director of Teacher Training, PO Box 74092, Market Road, Auckland. The form is available on page 27 of this Teacher Trainer application document.
2. Upon confirmation of eligibility, the applicant will be interviewed by a panel of 2-3 NZSI Teacher Trainers or Professional Advisory Group members/senior teachers. This pre-application interview will be organized by the Director of Teacher Training and will be either by telephone or in person.
3. The panel will make a recommendation as to the suitability of the applicant to undertake an associate or full teacher trainer role. The Director of Teacher Training will notify the applicant of the outcome. Where appropriate, the applicant can then proceed with the Teacher Trainer application.

**APPENDIX B**  
**NEW ZEALAND SUZUKI INSTITUTE**  
Form to be submitted  
for intention to apply for NZSI Associate or Full Teacher Trainer Status

Name: \_\_\_\_\_

Address: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Telephone: \_\_\_\_\_

Instrument: \_\_\_\_\_

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Pre-requisites:

Have you been an active NZSI member or a member of an equivalent ISA-recognized region throughout the previous 5-year period YES / NO

Have you completed and been assessed for Level 3 training YES / NO

Have you completed and been assessed for Level 4 training YES / NO

Do you hold a music diploma or music degree from a recognized Tertiary Institution? YES / NO

Do you have at least 10 years of Suzuki teaching experience in the instrument of this application, after high school YES / NO

Have you read the Teacher Trainer Application YES / NO

Do you have any questions?

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For sub-committee to complete:

We recommend \_\_\_\_\_ proceeds with the Teacher Trainer Application. Yes / No

Comments:

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Send completed form to: NZSI, P.O. Box 74-092, Market Road, Auckland

## APPENDIX C

### Expectations and Responsibilities of NZSI Teacher Trainers

NZSI Teacher Trainers are teachers who feel they have achieved competence as teachers of children, and have chosen to pursue the optional goal of becoming an NZSI registered Teacher Trainer. Being an NZSI Teacher Trainer is both a privilege and a responsibility.

In accordance with the set of standards established in this Teacher Trainer Application all NZSI registered Teacher Trainers are expected to participate in continuing education opportunities on a regular basis, remain involved in NZSI activities and programmes and be continuing financial members of the NZSI.

In addition, each Teacher Trainer will be required to lodge an application, by the end of February each year, to be listed on the NZSI Teacher Trainer Registry. (See Appendix D - NZSI Teacher Trainer Registry Policy). And each Teacher trainer has the responsibility for responding to requests for information from the NZSI in a timely manner.

Mutual responsibilities of The NZSI and its Teacher Trainers are:

1. Promote and safeguard Dr. Suzuki's name and work.
2. Add to and stay current with the growing body of knowledge in the area of music and early childhood education.
3. Uphold the goals and standards of the NZSI.
4. Participate in regular peer review of your Teacher Trainer status.

## APPENDIX D

### NZSI Teacher Trainer Registry Established October 2005

#### Details of the Registry

By the end of February each year, teacher trainers will be required to lodge an application to be listed on the Teacher Trainer Registry. A registration fee of \$25 will apply and be paid together with the annual teacher subscription as determined by NZSI.

#### Criteria for registration:

Applications will be accepted on the basis of the teacher trainer's ability to demonstrate that the following criteria have been met:

1. Attendance at the annual Teacher Trainer Group meeting, or the submission of apologies;
2. Regular participation in professional development opportunities;
3. Involvement in NZSI activities and programmes. Over a 12 month period this may be demonstrated in one or more of the following ways:
  - A. Membership of the PAG.
  - B. The promotion of professional development amongst the teacher membership in your branch.
  - C. The publication of articles in the NZSI's Journal.
  - D. Serving as an assessor for Training Programme Level assessments.
  - E. Listening and reporting on Suzuki student graduation tapes.
  - F. Conducting teacher training, either on a private basis or in the context of NZSI administered courses.

In addition to the above:

NZSI Teacher Trainers must undertake to adhere to the statement of responsibilities of NZSI Teacher Trainers in delivering Training according to the Training Programme Document (1998). Non compliance with this requirement may result in removal from the Registry with reinstatement only by application in accordance with the provisions of the NZSI Teacher Trainer Application document (2001 revised 2008)

#### Registry Applications and National Executive

The NZSI's executive will be responsible for evaluating applications for inclusion on the Teacher Trainer Registry which will be published in the Journal and on the website. A designated Committee of the National Executive will evaluate and decide on applications against the registration criteria that have been established. In the event of the Committee proposing to decline an application, the Committee will advise the applicant of the reasons in the first instance, and provide an opportunity to respond before final determination of the application.

Teacher trainers who do not apply will not be included and will no longer have teacher trainer status. There will be provision however for leave of absence to be granted for one year only where a written application is made. At the end of that period no further leave is likely to be granted, and reinstatement at a later date will need to be made in accordance with the provisions of the NZSI Teacher Trainer Application document (2001 revised 2008)

Existing Teacher Trainers who do not wish to be listed on the Registry and want to relinquish their present teacher trainer status will be required to notify the NZSI Executive accordingly, and no future renewal forms will be sent. If reinstatement is desired at a later date, then application will need to be made in accordance with the provisions of the NZSI Teacher Trainer Application document (2001 revised 2008)

## APPENDIX E

### Application Information for New Zealand Residents with Overseas Teacher Trainer Status

This application information is for overseas, recognized Teacher Trainers who become residents in New Zealand.

The procedure for applying to be recognized as a NZSI Teacher Trainer involves lodging an application consisting of the documents listed below, payment of the application fee and an interview.

The application should include the following:

1. A letter stating why you want to become a NZSI Teacher Trainer and what you have to offer to the organization.
2. A CV which should include information about training undertaken to be a Suzuki teacher trainer, and work experience in the last 3 years as a teacher trainer.
3. Two Professional References with addresses and phone numbers included.
4. A written description of the process by which you became a Teacher Trainer.
5. Written confirmation of teacher trainer status from an appropriate authority.
6. Application fee of \$150.00 payable to NZSI.

The application should be sent to the NZSI office:

NZSI  
PO Box 74092  
Market Road, Auckland

The application will be evaluated by the Professional Advisory Group of the NZSI and assessed against the standards set in the NZSI Teacher Trainer Application (2001 revised 2008).

When the application evaluation is complete an interview with members of the Professional Advisory Group of the NZSI will be scheduled. The applicant will be informed in writing of the decision.

## APPENDIX F

### Information for NZSI Associate Teacher Trainer change of status to Full Teacher Trainer Status

This information is for NZSI Teacher Trainers with Associate Teacher Trainer Status. As noted in Appendix B, “The status of Associate Teacher Trainer is not permanent and will normally be valid for 3 years.”

In order to change your Status from Associate to Full you must:

- A. Have completed and been assessed for Level 4 training according to the NZSI Teacher Training Programme Document (1998)
- B. Pay application fee of \$200.00. (Balance of original Teacher Trainer application)

Send the above to:  
NZSI  
PO Box 74092  
Market Road, Auckland

Upon receipt of the above, your change of status will be evaluated by the Professional Advisory Group of the NZSI and assessed against the standards set in the NZSI Teacher Trainer Application (2001 revised 2008). For this evaluation you may be required to provide further references and/or complete an interview with members of the Professional Advisory Group of the NZSI.

The applicant will be informed in writing of the decision on change of status.