

# Worship Team Crash Course

## *Tips for Teachers*



The teacher is responsible for the student's personal instruction. Be sure to:

- Be interested in the student and their journey to adequately grow their musical skills, while letting them also personally own their journey of growth as a student. As the teacher you are not responsible to make them practice, make it on a worship team, etc. -- that is on their initiative. Your goal is to give them tools to enhance their skills and provide an encouraging place where they can grow in their craft.
- Know the original keys and any other necessary details to the assigned song(s) of your choice for the student to practice and be prepared.
- Let the student know if there needs to be a cancellation at least 24 hrs. In advance. Don't wait until the last minute.
- Be patient with the student's speed of learning. Everyone learns differently and at different rates.
- Be gracious, but as mentioned above, have good boundaries with the student so they stay up with their learning. If they show patterns of not prioritizing lessons, you do not need to continue lessons with them but if this happens, be clear with your communication why you are stopping lessons.
- Set some goals of what you would like to accomplish together as the teacher / student. Do this during the first lesson.
- Communicate with the student regarding the length of the course. Help the student understand that if they don't complete the course during the allotted four weeks and require additional time, another teacher might need to be found (depending upon your availability).
- Read through the first article together (along with discussion questions) with the student in the first lesson. Then set the expectation for the student to come to the lesson having read the article and prepared to discuss the questions together.
- Help the student understand that each article is not a one-time-read but is a source for learning new things each time it is read. Relay your own experiences and interpretations when discussing the articles and encourage open discussion and dialogue so the student might "discover" their learning.