

**INTERNSHIP – SCHOOLS PIPE BAND PROGRAMMES WITH OPTIONAL CHARITY ADMINISTRATION**

**Programme strands, activities, outcomes**

The options below will be tailored to build on the intern’s existing skills and qualifications.

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| **PIPING INSTRUCTION IN STATE SCHOOLS** |  |  |
| The intern will work an average of 20 hours per week up to 25 hours (depending on whether teaching is in-school or online and whether band practices can be held). Initially, the internship will be delivered online until pupils return to school full-time. Reasonable travel expenses are paid.  |  |  |
| **PIPING AND DRUMMING INSTRUCTION IN SCHOOLS** |  |  |
| **Activities** | **Action planning and timings** | **Outcomes** | **Achievement date** |
| **Teaching** Works with instructors to plan lessons to suit pupils.Shadows instructor before teaching him/ her self. Teaches individuals and small groups during the school day, initially under supervision.Works with pupils to set and achieve targets. Receives guidance on working with mixed ability groups. Liaises with parents and teachers through progress reports, emails and face to face.Helps prepare pupils for PDQB and CforE SQA assessment.Develops respectful relationships with pupils, parents and teachers.Uses on-line resources to support practice and learning.Learns about and applies schools, LEA, Instrumental Music Service and SSPDT policies. Learns about the Curriculum for Excellence, Music, Scottish Studies and Health and Wellbeing syllabi and applies to teaching. |  | Can support pupil progress individually and in small groups, for ages eight to 18, through effective planning, teaching, monitoring and reporting.Can develop and maintain positive, practical and respectful relationships with pupils, parents and colleagues.Can support pupils to progress through PDQB and CforE Music, Scottish Studies and Health and Wellbeing syllabi. Can report to parents and pupils, outlining achievement and encouraging progress.Can support pupil progress using on-line resources.Understands and can work within robust regulatory and safeguarding policies and practice.Can teach mixed ability groups, ensuring all progress.  |  |
| **SCHOOL PIPE BAND DEVELOPMENT**  |  |  |
| **Activities** | **Action planning and timings** | **Outcomes** |  |
| The intern will:Act as Pipe Major of a Junior Pipe BandOrganise and run/ co-run band practice (under supervision as required)Help to maintain an inventory of uniform and equipment belonging to the band.Work with the instructors and Pipe Band Secretary to organise events and trips which includes communicating with clients or event organisers, parents and pupils, collecting fees, completing risk assessments, booking buses and accommodation where necessary. Assist at events and competitions, supporting the pupils to achieve to the best of their ability. Attend Pipe Band Support Committee meetings.Help the Pipe Band Support Committee to fundraise by writing applications to Trusts and organising fundraising events such as busking, concerts, bag packing. Compose for pipe bands.  |  | Able to manage and support a school Novice Juvenile /Junior Band to progress. Can identify and plan competition and performance opportunities in the community, schools and in Scotland.Able to prepare players for events and competitions, encouraging both positive behaviours and high standards of music.Knows how to run a band development practice for mixed ability, mixed age young people.Understands and has experience of pipe band committee structure, practice and policies.Increased awareness of, and ability to fundraise in a variety of ways. |  |
| **PROFESSIONAL DEVELOPMENT** |  |  |
| **Activities** | **Action planning and timings** | **Outcomes** |  |
| Achieve additional performance and theory qualifications**.** Select as appropriate:PDQB NPA Scottish Bagpipe Solo Performance SCQF Level 6, 7, 8PDQB NPA Scottish Bagpipe Theory SCQF Level 6,7,8 |  | The intern is more skilled in playing and performing, and has a more in-depth knowledge of theory.  |  |
| PDQB Certificates – Tutor – PipingPDQB Certificates – Teacher – Piping |  | Has improved teaching skills and is better able to reflect on, and to develop teaching practice on an on-going basis. |  |
|  Receives a weekly lesson during term time in the opposite discipline i.e. the drumming intern will receive a lesson from the piping instructor and visa versa.  |  | Becomes more skilled at playing their chosen instrument and creating musical arrangements.Has a better grasp of the basic techniques of the other instrument and a better understanding of how each complements the other. |  |
| Job shadows instructors in a selection of state and independent school settings.Visits top level competing pipe bands.  |  | Has increased understanding of different teaching styles and methods and is able to integrate some of these into personal practice.Increased awareness of different methods of organisation and delivery of teaching programmes and can apply these, as appropriate, to personal practice.Has an increased understanding of community pipe band development and management. |  |
| **Build or continue to build a profile as a player**The intern will be expected to play with a competing pipe band (Band and grade to be agreed with intern)The intern will be expected to compete in solo competitions (To be discussed and agreed with intern.) |  | Improved personal performance, and better able to support pupils to compete in solo competitions drawing from personal experience.Develops professional contacts in the education and pipe band sector. |  |
| **Training and professional development opportunities**Attends Professional Development Forums and workshops organised by SSPDT and the National Piping Centre, and other professional development opportunities that may arise.Attends Child Protection Level 1 training organised by East Lothian Council.The intern researches progression routes through advanced education, training or job opportunities, as appropriate. |  | More skilled and knowledgeable about a range of teaching and learning related issues: these may include assessment, supporting pupils to achieve qualifications, teaching skills, fundraising, health and wellbeing.Has better understanding and knowledge safeguarding and equalities, and knows how to implement these in his or her practice.Has a better understanding of how to access professional development.Has a better understanding of progression routes into careers, training and /or education. |  |