

For immediate release

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Music Teachers Gain Job Security Skills

With music education and school teaching jobs in general facing a daily threat of execution throughout the world, finding the edge that will convince financial decision makers to balance their actions is increasingly important. British Conductor and Educator Stephen P Brown is as concerned as any of his colleagues about the future of music and education but has successfully persuaded many program funders in the USA and UK to maintain their active participation and collaboration. Now, however, he is hoping his experiences and insight can help the industry at large.

Some of Brown's perspectives that have become particularly useful throughout his career came to light while he was conducting the London Philharmonic Orchestra almost 20 years ago, although at the time his opinion was quite different. Through this rare opportunity to conduct one of the world's top orchestras, Brown has forged an approach to music and music teaching that most people envy, especially as it flows against the established norms.

Thanks to the LPO players, one of the lessons he learned was not to be too serious about the topic, teaching, or even achievement. Delicately explained in his new white paper "Four Great Lessons Learned While Conducting the London Philharmonic Orchestra That Every Music Teacher Must Know", Brown shares how the lesson came at a humiliating price that damaged any chance of a full-time professional career as a conductor. Instead, he soon discovered classroom teaching and successfully navigated his way through certification and the administration required of teachers.

As a result, Brown's impact on both students and schools is still remembered today: "You didn't teach music, you taught life by using music." a prior student, Andy Stephens, recently said on Facebook, whereas Kathleen Haft, an ensemble musician often under Brown's baton, commented that "He makes me want to try harder and do better." Yet the now-jovial Brown does not attribute this to natural talent or an inherent born ability to teach. "I learned skills and behaviors that easily became habit, because they work and they are right," says Brown.

His white paper reflects a similar optimism by suggesting the lessons he learned "have made an indelible impact on my career as a performer and teacher as well as in business and social environments." Brown's paper also includes a long lead-up to the "Four Great Lessons" but it is all relevant and exposing. It is obvious that he has often suffered great emotional kickback by the 'establishment' and been taken advantage of

many times, but it appears he is comfortable with his outlook and keen to share his knowledge, experiences and lessons with others.

Brown's white paper is available via his website but he is also giving it away for free for anyone who contributes to a new study about the music teaching profession. A brief survey, available at www.conductingatschool.com, is to determine the exact challenges facing school music teachers today which will be revealed in an article Brown is writing for publication as well as for discussion via a peer-to-peer teleseminar. The article will also include much of Brown's successful perspectives, experience and advice to help music teachers throughout the world cope with their workload and explore ways to overcome the constant threat of job security.

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