

Figure 1: Developing Pedagogical Knowledge model (see separate TIF file)

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Table 1: Overview of data sets

Participants	Study details/academic year(s)	Date of data collection	Data collection method
94 Y1 undergraduates	Community engagement module 2019–20	Feb 2020	Reflective textual narratives
41 Y2 undergraduates (continuation of Y1 cohort)	Instrumental teaching module 2020–21	Jan 2021	Reflective textual narratives
6 new graduates	Range of external teaching placements across 2018–20 (Y3–4)	July 2020	Online interviews

Table 2: Summary of themes – Y1 cohort

Overarching themes	Sub-themes	
Developing skills	Collaboration Communication (verbal) Communication (non-verbal) Organisation Problem solving Facilitating singing Aural Leadership Behaviour management Improvisation	Composition Playing by ear Group teaching Running multi-instrument sessions Differentiation Conducting Breaking down concepts Preparation and planning Giving feedback
Developing qualities	Resilience Adaptability Reflexivity	Inspiration Clarity Self-expression
Developing awareness	Links with principal study Increased quality of life Equality Body language Audience as active participants Inspired by former teachers World music Connection Culture Interdisciplinary	Make a difference Learning by doing Peer learning Child development Musical development Policy context National curriculum Transferable skills Disabilities Reciprocal learning
Developing behaviours	Confidence Overcoming anxiety Trust	Spontaneity Professionalism Responsibility
Developing values	Selfish vs selfless Egocentricity vs altruism Importance of music education Create foundations for future Continuous learning Desire to prioritise, pursue, dismiss Concert platform hierarchy Open-mindedness	Inclusive Anti-elitist Achievement Progress not perfection Work outside comfort zone Process not outcome Impact and aspiration

Table 3: Summary of themes – Y2 cohort

Overarching themes	Sub-themes
Specificity	Develop specific instrument knowledge Become an informed performer Build confidence in performing
Transferability	History: broaden awareness of performance practice/interpretation Apply pedagogical training to practising my instrument Developing/correcting technique in own/others playing Pick up teaching methods from principal study teacher Learning to teach ourselves/solve problems in own playing Ensembles: people management/rehearsal strategies/conducting skills Links between instrumental teaching and workshop leading Analysis/aural contributes towards ability to teach theory Social, communication and collaborative skills through group work Building knowledge of repertoire Learning about a wide variety of instruments Observing what works for other learners Diagnosing errors Giving constructive feedback Organising rehearsals Emotional intelligence
Responsibility	Effective management of groups Support all ages and abilities Important to adapt to different pupils' needs/environments/situations Awareness of socio-economic factors Nurture positive teacher-pupil relationships Awareness of lack of diversity within curricula Knowledge of methods from around the world important Awareness of business and legal aspects of teaching Break down concepts for learners Structuring/planning lessons vs flexibility in teaching Recollections of first (inspirational) teacher Encouraging fun and enjoyment Important to have awareness of issues in music education Desire to teach in the future - preparing next generation of musicians

Table 4: Summary of themes – Y3–4 cohort

Overarching themes		Sub-themes
Promoting learning	Prepare for learning	Lesson/workshop planning (overplanning) Not making assumptions about pupils' level of understanding Inclusion Curriculum/progression Organisation Students' cultural backgrounds Pupil motivation
	Engage learners	Initiating a desire to learn – enthusiasm and creativity Acting – teacher confidence/teacher personality and energy/positivity Inspiring role model Effective communication and delivery style Non-notation approaches, singing, composing, improvising, conducting Pupil enjoyment and response – pupil-teacher interaction Instil pride in pupils regarding their music making
	Support learners	Instilling a desire to progress/facilitating progress Breaking things down Building children's confidence Being adaptable/thinking on your feet Giving/giving feedback Developing technique (doing things 'properly') Inspiration vs perfection Not putting children off Keeping an open mind Building a rapport Online teaching Behaviour management Developing general musicianship Holistic learning Being caring