

Table 1: Summary of themes

Overarching themes	Sub-themes
Aspiration (Prejudice)	<p>Solo career regarded as priority (a dream)</p> <p>Excitement regarding desire to be a performer</p> <p>Performance the only thing students knew (lack of awareness of other career pathways)</p> <p>Teaching viewed as a completely different skillset from performance</p> <p>Lack of understanding regarding importance of developing wider skillset</p> <p>In your own head (egocentric)</p> <p>Stigma – teachers are failed musicians</p> <p>Divide between musician and teacher/teaching not a respected career</p> <p>Awareness of pedagogical ideas depends on cultural background/former teacher</p> <p>Teaching can depend on the sort of teaching you have seen</p>
Exploration (Uncertainty)	<p>Reality check (needs to be delivered sensitively)</p> <p>Consider what constitutes success as a musician</p> <p>Keep an open mind (maturity)</p> <p>Play to your strengths (acknowledge transferable skills)</p> <p>Unsure what kind of career may lie ahead</p> <p>Come to appreciate what you can do with your love for music (other than performance)</p> <p>A need rather than a desire to explore teaching</p> <p>Teaching can depend on the sort of teaching you have seen</p>
Transformation (Passion)	<p>Changed expectation of success and what that means</p> <p>Clearer understanding of possible career avenues</p> <p>A passion for teaching - no longer a 'Plan B'</p> <p>Pleasurable to see learners make progress</p> <p>Changed career outlook</p> <p>A need to create a sustainable system for music education</p> <p>Teaching can depend on the sort of teaching you have seen</p>
Competition (Collaboration)	<p>Have to 'be the best' to be a solo musician</p> <p>Students compare themselves to other students</p> <p>Recognition of need for diligence, effort and teamwork</p> <p>Doors start to open/opportunities arise</p>