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The Educational
Institute of Scotland

Instrumental Music Teacher Survey – September 2020



Member Survey Results

September 2020

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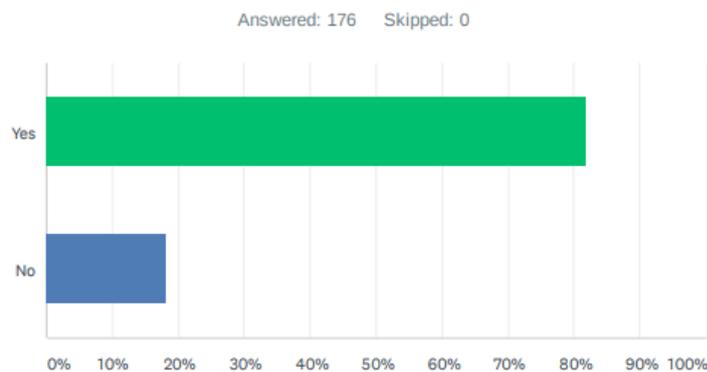
On Wednesday, 26th August, the EIS sent a survey to all IMTs concerning arrangements around the provision of Instrumental Music Tuition in Scotland’s schools as they re-open in August 2020. The survey closed at 5pm on Wednesday, 9th September.

The survey was sent to a total of 460 IMTs, with a total of 176 members responding – a return rate of 38%.

This report gives a breakdown of responses to each question in the survey. A selection of comments made by respondents has been included beneath the relevant questions.

Questions 1 and 2 of the survey asked members to identify their school name and local authority in order to break down the results by Local Authority more easily at a later stage.

Q3 Have arrangements been made to enable the continued delivery of Instrumental Music Tuition in your authority?



ANSWER CHOICES	RESPONSES
Yes	81.82% 144
No	18.18% 32
TOTAL	176

Although the responses indicate that the majority of Local Authorities have arrangements in place to enable the continued delivery of Instrumental Music Tuition, the comments provided by members, in response to this question, highlight that the extent and mode of delivery varies widely across Scotland.

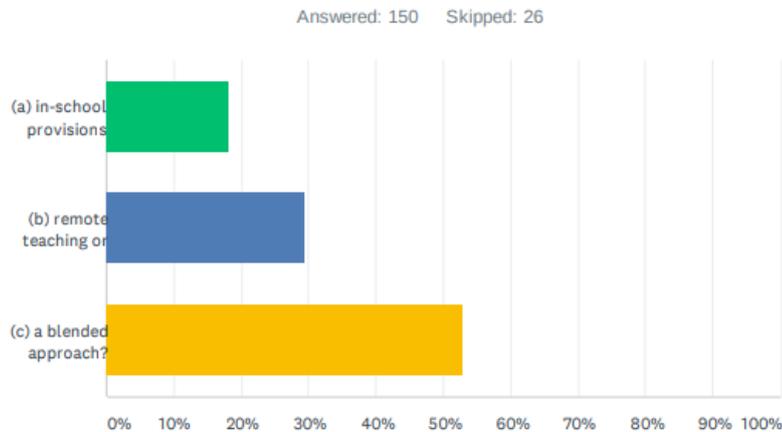
A number of responses indicate that Local Authorities have focused on the delivery of Instrumental Music Tuition to pupils who are preparing to sit SQA examinations in Music this session, with the provision of tuition in primary schools currently being more limited.

Issues around equity of access, the lack of availability of resources and the challenges of engagement are also evident from the responses received.

Below is a small sample of the additional comments that were made in response to this question:

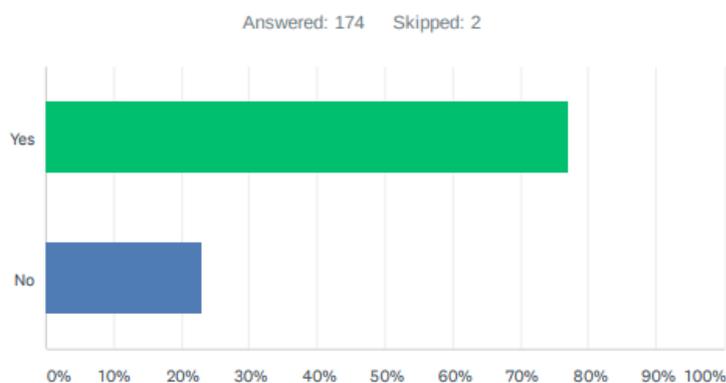
- 'No consistent approach across schools I attend.'
- 'Only SQA pupils are being taught in school. All others have to make contact via Google Classroom.'
- 'Somewhat. We ran with a plan to do online video teaching directly into school practice rooms for secondary children, and directly into the homes of primary children. This plan was what we were told to expect and prepare for over the last few months, only for it to be scrapped at the last minute and changed to an in person tuition model - pupils will come in without instruments and talk about their music instead.'
- 'We are back in school but as I teach woodwind we are not able to blow instruments. Pupils come for a chat and are advised what to practise and encouraged to upload recordings so I can hear progress.'
- 'Blended face to face and online to allow for a rolling timetable to incorporate 8 schools allowing face to face once every 3 weeks.'
- 'I teach woodwind and brass so arrangements are necessarily very different from before and far from satisfactory. Everyone is trying to make the best of it. A larger than usual proportion of students have dropped out during lockdown and moves to online teaching.'
- 'In theory. Children to be taught online between in-person visits. No I-Pads issued yet for my pupils, some have no home wifi, some cannot practise at home, the difficult-to-engage pupils are giving up. Lack of contact has/is severely impacting less advantaged pupils.'
- 'Arrangements are being made and change on a daily basis. We have had two return to school dates put back already and the information we get is very unclear.'
- 'Remote links established to secondary schools. After school drop ins via Teams. Nothing concrete yet for Primary schools although some trial lessons have started. Some IMTS offering after school Teams lessons up to 5pm.'

Q4 If so, is this being accommodated through in-school provision, remote teaching or a blended approach?



ANSWER CHOICES	RESPONSES
(a) in-school provisions	18.00% 27
(b) remote teaching or	29.33% 44
(c) a blended approach?	52.67% 79
TOTAL	150

Q5 Have there been any adjustments to your working day/ week as a consequence of managing the risks of Covid-19?



ANSWER CHOICES	RESPONSES
Yes	77.01% 134
No	22.99% 40
TOTAL	174

Many IMTs reported that they were experiencing longer working days and were often delivering teaching after the school day had finished. Some are providing face to face lessons in the schools in which they are based and in addition, preparing video lessons for those schools which they can no longer attend, following the risk assessment process.

IMTs who provide tuition for voice and brass/wind instruments have also reported that they are preparing video recordings for their pupils and reviewing recordings of their

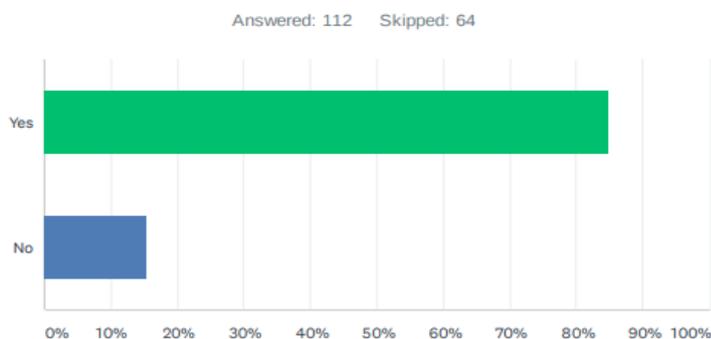
pupils playing at home. In some cases, no additional time has been allocated for these activities with the workload proving to be unsustainable on this basis.

Constant change in the arrangements for the delivery of Instrumental Music Tuition has been another factor which has proved to be stressful as IMTs strive to adapt to the challenges of managing the risks of Covid-19.

Below is a small sample of the additional comments that were made in response to this question:

- 'I have to now teach primary pupils in a live video setting after school times, this has extended my normal working times. I am still doing tuition lessons for secondary pupils in school all day.'
- 'I am only allowed in 1 school per day but am visiting 5 per week. The other 6 schools I would normally visit are receiving remote teaching. I am unable to teach some of the larger groups in Primaries where children are observing bubbles even within year groups. Ensembles have always been a large part of my teaching and these have all stopped.'
- 'Initially we could only attend one school per day which meant a complete reorganisation of timetables, then the following week it changed again to 2 schools per day which was a further adjustment. Also, not all schools have pupils signed up so I am only attending 7/10 of my previous schools. We were told to accommodate the existing pupils. Now that has just been established, we have now been told of another change and to get on with recruiting new pupils (so the charging can be reinstated). Being unable to blow our instruments means it will be really hard to sustain. Pupils are not able to get all the support they need and there is already a waning of practice happening despite my best efforts.'
- 'We are offering some drop-in classes after school to deliver live video lessons. To do this planning time is taken during the day and we are sticking to the 35-hour working week.'
- 'Teaching areas are not as yet permanent. Changing week to week. Getting gradually worse!'
- 'Teaching via Showbie has to take place when the children and instructor are at home as we have neither I-Pads nor access to WiFi in schools.'
- 'I am having to do a lot more work in the evenings at home as I can't sing in school. Any recordings I need to do for pupils have to be done at home. This is after seeing the pupils face to face in school but not being able to sing in school. Much longer working days without being allowed any time out of school. Not sustainable long-term but I'm doing my best for my pupils.'
- 'Longer school days with shorter breaks to limit movement in corridors.'
- 'Not as yet, but we have been told we may have to work 4 to 6pm on weekdays and on a Saturday morning.'
- 'Have six schools, can only visit two. Home working, new IT skills, but platform provided for video lessons is untested and problematic. Increased dependence on IT is having a detrimental effect upon social equity.'
- 'Feel I have to start earlier & finish later to include more children.'

Q6 If delivery is through face-to-face teaching in school, was a risk assessment conducted to identify risk mitigation measures which should be put in place?



ANSWER CHOICES	RESPONSES	
Yes	84.82%	95
No	15.18%	17
TOTAL		112

Although many IMTs believed that risk assessments had been conducted, some had not seen the risk assessment for their schools whilst others felt that the risk assessments had been generic in nature, not accounting for the bespoke nature of Instrument Music Tuition.

A small sample of the additional comments that were made in response to this question by members is as follows:

- 'I asked for a RA 3 times and was ignored. One was eventually sent to us 3 weeks after the start of term, and didn't analyse any rooms, or the risk of visiting 2 schools per day or 4 per week.'
- 'Yes, full risk assessments were written and agreed by all stakeholders.'
- 'We have not yet resumed face-to-face; BUT a personal Risk Assessment has been sent out in readiness. As someone in the "clinically vulnerable" category, I don't feel it is fit for purpose, however.'
- 'I have not been made aware of any IMT specific RAs having been carried out in any of my schools.'
- 'No prior risk assessment has been given and my room is tiny and has no window. Even if I taught theory, the room is far too small.'
- 'There is a one size all risk assessment being done that doesn't cover each individual school. Taking into consideration room size, ventilation or size of teaching group.'

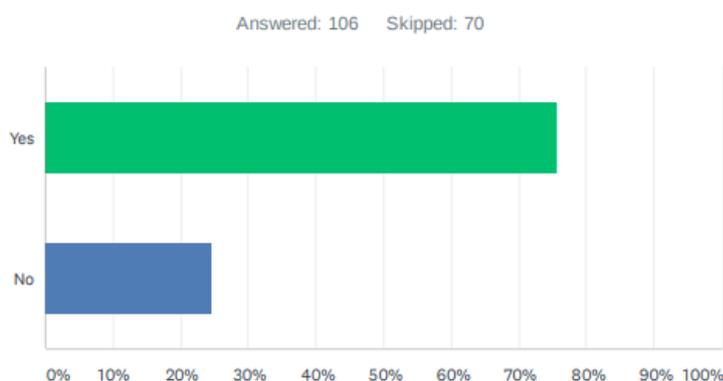
Q7 If so, what are those risk mitigation measures (e.g. physical distancing measures, larger rooms being used with appropriate ventilation, the use of face coverings, hand hygiene protocols)?

The responses to this question all indicated that appropriate risk mitigation measures had been identified in risk assessments. A number commented on the fact that the need for larger and better ventilated rooms had been identified in addition to the need for physical distancing measures, hand hygiene protocols and the use of face coverings. A number of comments referred to the fact that some pupils in Secondary schools are not wearing face coverings in corridors and areas where physical distancing is not possible. This is contributing to members' anxiety around the safety of the workplace.

Below is a small sample of the additional comments that were made in response to this question:

- 'Most schools have changed rooms so that I have a larger room and also windows that open for good ventilation. Only one school has a room without windows but there is an air vent. In one school I cannot use this big room all day so for the first 2 periods I have to use my old unventilated room as an office (just for me, no pupils allowed in). There are physical distancing measures and hand sanitiser in each room. We are not using face coverings in lesson unless the pupil wants to. I am using a face covering in the corridor although have been alarmed at how many pupils are not wearing one since the mandatory ruling came into effect. One school told me they cannot force pupils to wear one, only encourage, despite it being mandatory. I would say upwards of 80% do NOT wear a covering. Very worrying.'
- 'Physical distancing, larger teaching spaces, ventilation of teaching spaces, no groups from mixed classes or year groups, sanitising equipment for cleaning of equipment and for hand hygiene.'
- 'Each member of staff has been issued with their own PPE pack (gloves, masks, hand sanitiser and wipes), and arrangements have been made in schools for large rooms to be available for instruction. All practice rooms have been restricted to one pupil and one IMT and have been marked out for social distancing.'

Q8 Have those risk mitigation measures been applied in practice?



ANSWER CHOICES	RESPONSES	
Yes	75.47%	80
No	24.53%	26
TOTAL		106

Despite the high percentage of members who have indicated that risk mitigation measures are being applied in practice, the comments which accompanied the responses are telling. They highlight the inconsistency of approach which is being adopted across Local Authorities and even within authorities, at school level.

A number of Local Authorities have yet to implement plans for the delivery of Instrumental Music Tuition and so, it may be that it is too early to assess this fully and this will require to be kept under review.

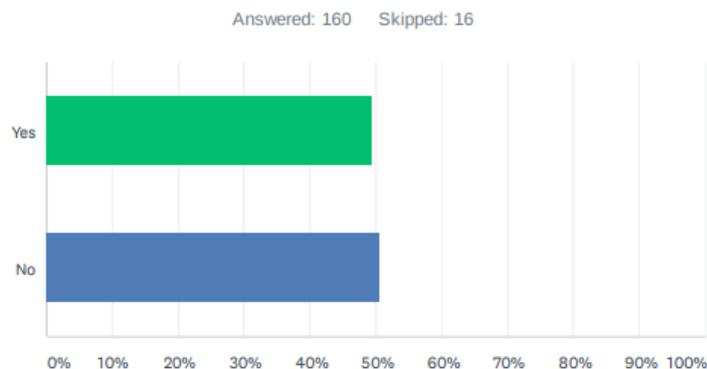
Below is a small sample of the additional comments that were made in response to this question:

- 'Room changes are all in place, although I sometimes have to search in a primary school for the sanitiser, spray and cloth before teaching. In one primary school I have been allocated the "COVID room" for my lessons and told that if there is a case of a pupil or staff member needing to be isolated that I have to vacate asap. In another school I have been allocated the dining room as have all the other instructors when they are in. This is not exactly great! The only place to sit is on a fixed stool for a child, which is terrible for my back and pelvis as I already have an existing injury, so I have to spend the time standing mainly.'
- 'Some tutors are not worried about ventilation, but I requested bigger rooms and insisted they had either a window (2 out of 3 do) or ventilation. The faculty heads were very understanding and supportive.'
- 'Not in all schools though, space is at a premium and larger rooms are often unavailable.'
- 'In some schools more than others. 1 secondary school no problems implementing. 1 secondary teaching room not suitable. Today Business Manager said it wasn't ideal but I will have to teach 1 to 1 as no room for 2 pupils. There are filing cabinets, desk & piano in room too. My position in room is in a corner

and pupil in the other corner. I asked for standing positions in room to be marked with tape - 'Will send FME' was response. I don't have enough space to have every pupil 1 to 1. S1-3 learn from each other, need to listen and play with others and have fun and they are also paying for their lessons! There is a room in music dept. available but has to be available for pupils practising in it. I did point out that I was a member of staff - but preference is to keep me where I am. 2 x Primary schools - teaching in 'walk through' Assembly Halls. 1 open plan classroom!, 1x Staff room working around 3 separate intervals, 2x Primary schools in a lovely sized classroom.'

- 'Too soon to give an informed answer to the above question.'
- 'We were not provided a room to work and practice rooms and studio being used by pupils with little ventilation and no social distancing. The school itself is posing the risk to IMT staff.'
- 'The vast majority have. In some occasions 2m has not been possible so masks have been worn and sometimes it's not suitable to have a door open for a music lesson as it disturbs other groups.'

Q9 Where delivery is through remote teaching or a blended model, has the Local Authority provided the necessary resources (such as laptops or tablets, external microphone, webcams, internet provision etc.) to facilitate teaching in this way?



ANSWER CHOICES	RESPONSES	
Yes	49.38%	79
No	50.63%	81
TOTAL		160

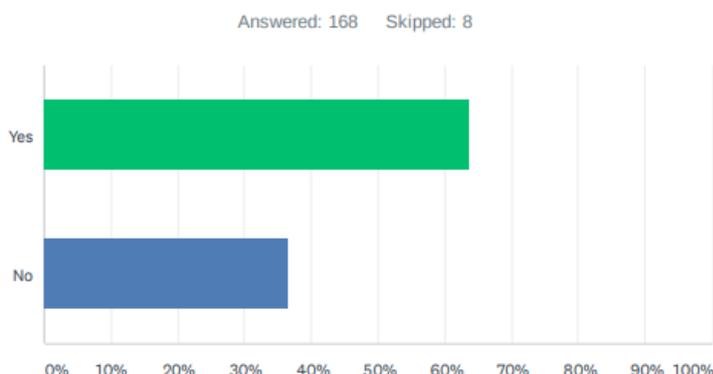
The provision of the necessary resources to facilitate remote learning remains an issue across Scotland – not only for IMTs but for pupils as well.

Below is a small sample of the additional comments that were made in response to this question:

- 'None of the above resources supplied by the authority to enable me to deliver effective learning.'

- 'Every tutor has been given an iPad and they have access to school laptops in Secondary.'
- 'Intention is to go back to remote learning if a school has to be closed. Have work laptops. Like in lockdown we would have to provide internet connection ourselves.'
- 'Laptop provided. Use my own IT for scanning, printing and recording. Some schools will not have adequate connectivity to stream live, some will.'
- 'Our own personal devices have to be used as we only have a Samsung smart phone to work with. However, WiFi is not strong enough to use them and we have been given no guidance on how to set them up to use in a teaching situation.'
- 'I'm still using my own iPad/laptop/phone but have no access to school WiFi or the authority's network, so have to use my own home WiFi and data allowance.'
- 'Yes, in theory they have but iPad provision has been left partly to instructors to sort out with individual schools and I still haven't received one. Many of us are only being given access to "legacy" iPads which are not yet able to be networked. We have also been asked to use Showbie Pro to deliver video lessons when the video feature has only just been introduced and hasn't been tested for this purpose yet. It is not apparent yet whether this is actually fit for purpose. Also, the training we were given was from a non-music specialist so we have had no guidance on how to use the video features and optimise them for music tuition. It has been a bit of a shambles with individual teachers, some with very little tech knowledge being expected to figure it out on their own.'
- 'Not as yet. There are iPads on the way - which is welcomed, however, it's accommodation, technology and WiFi access at the pupil end / the school, that is the major stumbling block.'

Q10 Has professional learning been made available to deliver teaching remotely or through a blended approach?



ANSWER CHOICES	RESPONSES	
Yes	63.69%	107
No	36.31%	61
TOTAL		168

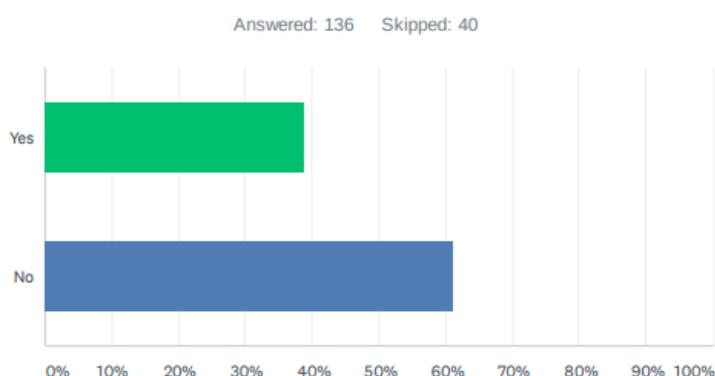
Responses to this question indicate that whilst some generic training has been provided in the use of different platforms, this has been variable across the country and has not been specifically designed for the delivery of Instrumental Music Tuition. To bridge this gap, many members have undertaken independent professional learning, focusing on practical aspects of Instrumental Music Tuition in remote or blended contexts. The comments suggest a strong sense of collegiality across the sector, with peer support being provided and opportunities taken to share good practice.

Below is a small sample of the additional comments that were made in response to this question:

- 'Minimal practical training.'
- 'Training sessions are ongoing at present.'
- 'Basics of how to access Teams through online videos, colleagues have shown me how to use other basics, and the rest I have researched and taught myself or asked family.'
- 'Though the training isn't focussed enough on what we need to do, 1 to 1 video lessons, I'm not sure Showbie is the answer, yet another platform to learn to navigate and the video aspect has not been tried and tested, so there are plenty of teething problems.'
- 'We have been given no guidance or leadership on teaching in this manner. We have been told what we can and can't do with regards to use of cameras for live video lessons.'
- 'Although it has not been tailored specifically for instrumental lessons. The platform we will use has not yet been tried out for instrumental lessons so we have no idea what the sound quality will be like.'

- 'Very limited learning offered-mostly self-sourced learning through online resources.'
- 'No training provided whatsoever. Sink or swim approach!'
- '2 remote training sessions have been provided however these weren't really geared towards INIs delivering video lessons so they failed to achieve desired learning outcomes for IMIs, were an ineffective use of IMI time and council money.'
- 'Totally inadequate thought for what we actually have to do.'
- 'Yes, but I feel more is required.'
- 'Not through the council but I have learnt a lot from music colleagues both within my service and wider afield.'
- 'Was asked, but we had to work it all out ourselves and trained each other. Staff with good IT skills helped colleagues who struggled.'

Q11 Have arrangements been put in place to ensure that children from the most disadvantaged backgrounds can continue with Instrumental Music lessons?



ANSWER CHOICES	RESPONSES	
Yes	38.97%	53
No	61.03%	83
TOTAL		136

The majority of the comments provided in response to this question highlighted that IMTs were largely unaware of any specific arrangements being put in place to support children from the most disadvantaged backgrounds continuing with instrumental music lessons. Some cited the fact that the imposition of tuition fees had already had an impact on participation from this group of learners and the increased financial pressures for many families as a result of Covid-19, is likely to militate against continuation if charging arrangements are re-instituted. The inequity in access to provision was highlighted by many members.

Below is a small sample of the additional comments that were made in response to this question:

- 'Unsure how disadvantaged primary school children especially will be able to access video lessons at home this term. Many of them had issues accessing Glow/Teams at the start of lockdown and throughout the Summer and no new arrangements have been made for them as far as I am aware.'
- 'Not really, we are relying on pupils' access to a smart phone and data, even printers and the ability to record and send files over email. Most students do not have iPads yet, when they do they can access the school wifi, but if that student has no wifi at home or cannot practise at home and cannot play in school then the student is not able to progress on the instrument.'
- 'One school has allowed one of my pupils who had no device to take home a school iPad. In order for my pupils to be able to play accompaniment recordings and also record so I can hear them they need 2 devices. Many are struggling and there is no sign of the government iPads for the pupils as yet. Relying heavily on them having a smart phone, access to another device and wifi too. Some pupils have no wifi at home so can't upload recordings to Teams. No singing in school allowed so all of my pupils are disadvantaged at present. There is no central plan/advice/help available from ... Council.'
- 'Kids access to WiFi and iPads is currently a bit of a postcode lottery. Many schools still haven't issued pupils their iPads and are saying that they may not receive them until January 2021. In my experience, these tend to be predominantly in schools in high SIMD areas.'
- 'All have access to chrome books (for google classroom, meets & gmail) but situation at home can impact greatly on how beneficial this is.'
- 'Half of my pupils don't have an instrument at home and some don't have tech even if they have an instrument.'

Q12 As the Scottish Government guidance has recommended that activities such as singing and the playing of wind/brass instruments should be avoided during the initial return to schools, what arrangements have been made for those IMTs with responsibility for teaching in these areas?

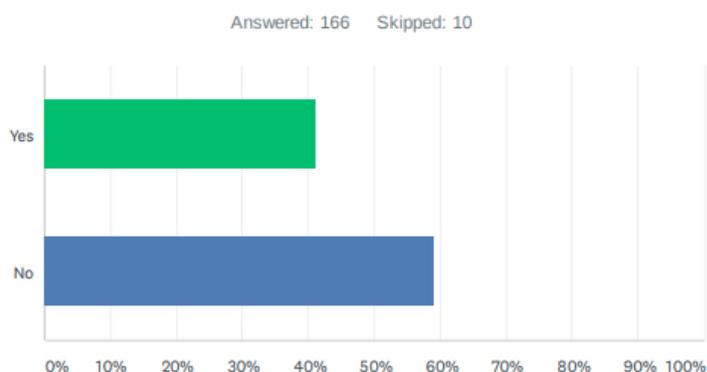
The responses highlight that a number of different approaches have been taken across the country in relation to the delivery of tuition for voice and wind/brass instruments. The comments below highlight the range of strategies which have been adopted and some of the challenges involved.

Below is a small sample of the additional comments that were made in response to this question:

- 'We have been setting tasks online and seeing pupils to discuss their work and hear recordings they have made at home.'

- 'In person lesson for wind/brass/singing/pipes have all been made into tuition-based lessons - talking about performance techniques, theory, aural studies, etc. We will still be doing live video lessons to primary school pupils where they can play their instruments at home.'
- 'Face to face can continue with the use of pre-recorded material by both pupil and teacher.'
- 'We have just to have a chat with our pupils and set them work, encouraging them to record and upload recordings of practice to their Teams for us to hear them. Even though we cannot hear pupils we have been told to go ahead and recruit new pupils without being able to demonstrate or properly help them with e.g. positioning and blowing of a flute, position of a reed. Woodwind is quite complicated at the start and a lot of support is required. All we will be able to check properly is the safe assembly of an instrument but I fear the pupils will not want to bring it to school if they cannot blow it.'
- 'Electronic chanters have been purchased for delivery of chanter lessons. Woodwind, Brass and Singing pupils have a blend of face to face and video lessons where they discuss recordings they have posted to google classroom throughout the week, and do some theory based work. Google classroom will have assignments for all pupils to complete on a weekly basis, and will have material for the pupils in the way of recordings, backing tracks, instructional videos and many other resources.'
- 'We are feeling of way blindfolded in the dark. Face to face teaching watching recordings made by students. They have remained positive and engaged so far.'
- 'Lessons will be in separate rooms using remote video link.'
- 'Working from home some of the time. When in school, reviewing recordings that pupils have made. Possibility of video lessons from my home to pupils' homes. Logistically difficult as has to be done between end of school day and 6pm. Very much left up to me as to how to proceed.'
- 'Vague mentioning of after-hours lessons replacing school time, so they can be taught from home. This would interfere with other responsibilities though, caring duties, school run, other employment commitments etc..'

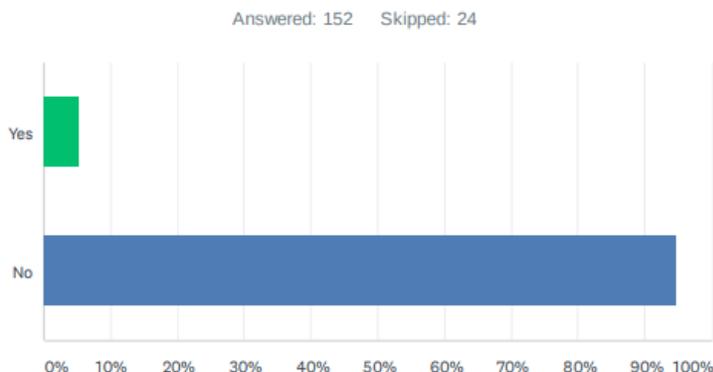
Q13 Is your local authority charging for the provision of Instrumental Music Tuition?



ANSWER CHOICES	RESPONSES	
Yes	40.96%	68
No	59.04%	98
TOTAL		166

- 'We have all lost a large number of pupils and we suspect this is in part due to the decision by SBC to retain the charge of £150 for what looks like a difficult and unpredictable year.'
- 'No charging at the moment but they plan to start again after the October holiday when they are looking to open up the service to non-SQA pupils again.'
- 'Fee of £354. No charge for SQA pupils S4-S6. Free for pupils on FSM.'
- '£295 lesson groups of up to six or individual charged same £97 to participate in authority orchestras.'
- As far as I know – yes. Although many colleagues including me, think that this is wrong just now. Many will quit.'
- 'Normally it is £524 but this is currently suspended but only till October. I don't think that any brass playing will be carried out till at least January and the fees will need to be suspended till then.'
- 'Thankfully not or I would have no pupils.'
- 'I foresee there possibly being parental complaints over the charges due to the poor internet connection within schools, and therefore poor quality live online lessons, but we have been told jobs will be lost if we don't charge.'

Q14 Have there been any changes to your employment through cuts to the Youth Music Initiative (YMI) funding stream for 2020/21?



ANSWER CHOICES	RESPONSES	
Yes	5.26%	8
No	94.74%	144
TOTAL		152

Below is a small sample of the additional comments that were made in response to this question:

- 'Reduced hours for some of the YMI tutors.'
- 'No but invited to reduce hours or apply for voluntary redundancy.'
- 'Mention was made of this at the start of term, we were asked for ideas how to rectify it by management.'

Q15 If yes, how have the cuts to the YMI funding stream for 2020/21 affected your service and the experience for children and young people?

Below is a small sample of the additional comments that were made in response to this question:

- 'There has been a big cut to Angus YMI and it was done very quietly.'
- 'The length of some projects will be shorter and some other projects will not reach as many children as normal.'
- 'A great many children about 100 in Clacks would miss out on completing Yr 1 24 week project and also miss the chance to choose to continue into Yr 2 24 week project and that is just the numbers for my violin/viola projects. We also have brass and chanter projects along with others such as Scots Sang.'

Q16 Do you have any additional comments which you would wish to make?

The comments in response to this question highlight the level of anxiety around the ongoing provision of Instrumental Music Tuition. Members are fearful that the inability to provide direct face-to-face teaching will impact on the continued participation of some children and young people in Music. This, in conjunction with the barriers which charging presents, is heightening existing concerns around the future of Music education in Scotland and also, job security.

These concerns, added to increases in workload and the anxiety about returning to schools in the context of the pandemic, highlight the significant stress which IMTs are facing at present and the potential impact on their physical, emotional and mental health moving forward.

Members have also referred to the apparent inconsistency in approach being adopted by Local Authorities in implementing the Scottish Government Guidance. This remains a cause of frustration and concern in terms of equity of provision and access to education for many learners.

A number of comments also focus on the impact which the delay in the provision of tuition will have on those pupils expected to complete SQA practical assessments which ordinarily, would be scheduled to take place in February 2021. IMTs across the country are concerned about the time available to prepare young people for this diet and the potential impact of this on outcomes for them.

More generally, it is clear that morale is low, with members feeling devalued and that the significant contribution which Instrumental Music Tuition makes to the health and wellbeing of children and young people is being overlooked.

Below is a small sample of the comments made in response to this question:

- 'I felt much safer when we were originally talking about moving forward with live video lessons for all pupils - it took out the risk of us moving between schools and potentially passing around the virus more. I now feel very anxious about being back in multiple secondary schools, all of which have different ways of trying to mitigate spread. Many seem completely back to normal with minimal distancing and no masks at all - usually increased hand hygiene is the only obvious measure being taken. As cases around the country continue to rise I feel more and more that an online option would have been the best for everyone involved.'
- 'I have concerns about unfair and unequal provision for instrumental tuition in schools, as we can currently only be in one of our schools. The other schools receive no face to face lessons, and as yet we are not allowed to do live video lessons until we are provided with council devices. Other authorities appear to be following different guidelines.'
- 'I would have liked the communication between the local authority and parents to have been clearer through all of this. There has been a lack of information.'

- 'I am feeling a bit anxious at the moment re going into schools, even though risk assessments have taken place, and I am not happy with the lack of teaching I am able to do just now.'
- 'Being told to initially sort timetables for just one school per day and then it changing to 2 schools as soon as they were established was better for seeing pupils but also frustrating as we had to negotiate rooms again when schools are stretched as it is. We were told to prioritise existing pupils and that for the foreseeable future that would be the plan. Some schools did not have any sign ups so are not included in my week, but then we were suddenly told to spring into action and get recruiting. This is yet another change to the week, when we have only just gone back to school and these constant changes are starting to cause stress and anxiety. Being unable to blow our instruments in school safely is going to be more difficult as the weeks/months go on.'
- ''I really don't understand how the guidelines can be interpreted so differently from region to region. In some regions Instructors are in one school a day and up to five schools in a week and in others they are still not allowed to enter as school to give a lesson. The longer this goes on the more toll this will take on Music Instructors' mental health. Instructors in these regions are feeling de-valued and their Pupils are being disadvantaged.'
- 'Morale is extremely low, nothing's been said about impending recession and further cuts. Don't see how Music Service can survive when so few children are now in receipt of tuition.'
- 'I would like to ask why there is not a coherent national policy with regard to instrumental instruction? I feel that the service is a low priority with local authority and government and I am looking to the E.I.S. to support me in this challenging time where I feel job loss may be a high possibility. I also have concerns about the SQA course work for current pupils this session when many have received no instrumental lessons since March 2020.'
- 'It's a crying shame that music and the arts in general are the first thing to suffer at this time, activities which can really help with a child's health and wellbeing. If we continue on this path long term I feel that music will become even more elitist and in years to come we will be struggling for musicians and music teachers. Very sad.'
- 'With the cabinet secretary for education announcing that all schools should be back fully on the 18th August, it is of real concern that there is no national approach to the delivery of instrumental music lessons. There is inequity across the country, and with some pupils having received no lessons for such a long time, this may affect their final SQA practical grade / which is 50% in some cases (guitar and bass for example) of the overall national qualifications. With music being one of the earliest practical exams in the academic year, it is worrying that almost 1 month into the term, there is still no teaching happening. Managers can write the lovely term 'online blended learning' however the reality is that this is not happening. Pupil drop off will be significant, and new pupil uptake / opportunity is being heavily restricted. The instrument music service across the country should have been far better prepared to ensure a workable plan was in place for a return at the start of term. We have been weakened as seen as a service that plays a

vital role in delivering an enriched curriculum, contributing heavily to SQA national qualifications, throughout the school day. The EIS hands may be tied to an extent with each LA's interpretation of national guidelines, however I think as a union they should absolutely be saying there is inequality across the country and LAs need to be working harder to ensure instrumental tuition is able to be delivered.'

- 'I am extremely concerned and frustrated about the current situation. I am fully aware of all safety and risk assessments around our job. I think as instructors we have felt insecure for years about the longevity and security of our jobs and this produces chronic stress on top of an already very demanding job mentally and physically literally sometimes running between schools and carrying heavy gear. We need action for instrumental music in Scotland. It is a crying shame that so many children cannot afford the opportunity to learn due to financial barriers due to the ever increasing lesson fees. It is an outrage and a postcode lottery right now. Every child in Scotland deserves the right and opportunity. I think right now music and particularly the feeling of being together and being creative together would bring much joy to the children. I've had amazing smiley faces this week at my lessons. Let's get back to bringing that joy and learning to our young people.'
- 'The Scottish Government desperately need to provide councils with clearer guidance as to both the delivery of blowing instruments, and wider guidance for music services. The uncertainty has already seen anecdotal drop in demand, putting an greater concerns on job security.'
- 'There is still no clear time scale as to when we will be able to engage with pupils and recommence tuition in any form. Whether this is face-to-face/online/blending learning. This is causing a huge level of unease for myself and amongst my colleagues. The future of the music service is I feel in danger which will be devastating for the welfare and development of young people. It is also concerning for staff and their future employment. The fact that all education authorities are moving forward in hugely different ways and at different speeds is very negative for parents and pupils alike.'

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