

BEFORE YOU SAY "AGAIN"

100 Mind Shifts for Music Teachers

By Kang Ning Yong

Teach less by telling.

Teach more by developing thinkers.

A reflection collection for piano & music educators



A NOTE BEFORE YOU BEGIN

This is not a book of rules.

This is not a book of rules—and these are not simply motivational quotes.

Each Mind Shift is an invitation to interrupt teaching autopilot: to notice more carefully, ask better questions, and help students become increasingly independent thinkers and problem-solvers.

Read one page at a time. Take the thought into your next lesson. Notice what changes.

“Play it again” is an instruction. It is not a teaching strategy.

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If nothing changes between attempt #1 and attempt #2, why should we expect a different result?

REFLECT • NOTICE • TRY

**Don't choose a music game because it's fun.
Choose it because it's FUNctional.**



Engagement should serve learning—not distract from it.

REFLECT • NOTICE • TRY

**The best teaching strategy isn't the most creative one.
It's the one that addresses why the passage isn't
working.**

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Diagnose before you prescribe.

REFLECT • NOTICE • TRY

**Before asking a student to work harder, make
the problem smaller.**

Four measures may feel impossible. Three notes may not.

REFLECT • NOTICE • TRY

“Slower” is not a magic word.

A misunderstanding played slowly is still a misunderstanding.

REFLECT • NOTICE • TRY

Don't correct everything you hear. Find the one thing preventing everything else from working.

Great teaching is often knowing what not to fix yet.

REFLECT • NOTICE • TRY

**A student getting it right does not mean they
learned it.**

—

Ask them to do it again. Then ask them why it worked.

REFLECT • NOTICE • TRY

Stop counting repetitions. Start counting discoveries.



Five mindless repetitions can teach less than one thoughtful experiment.

REFLECT • NOTICE • TRY

Repetition isn't boring. Repetition without a new purpose is boring.



Give every repetition a different job.

REFLECT • NOTICE • TRY

Don't assign technical studies because “every pianist needs technique.”

Show the student the problem that technique helps them solve. Then technique has a reason to exist.

REFLECT • NOTICE • TRY

YOU'VE READ 10. THERE ARE 90 MORE.

Continue with the Complete Edition

100 Mind Shifts for Music Teachers

100 small provocations to challenge teaching autopilot, rethink familiar habits, and develop students who can listen, think, experiment, and solve musical problems for themselves.

\$7 • COMPLETE DIGITAL EDITION

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