

# Manuel Zazueta

*Musicien HEM*

Conservatoire de Genève

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## Education

### [Master of Arts in Musical Pedagogy.](#)

With a focus on Dalcroze Eurhythmics  
Conservatoire de Genève/Institut Jaques-Dalcroze;  
**Geneva, Switzerland.** 2008



Use this QR code to  
check an online version  
of these professional  
certifications

### *Piano Certificate*

Geneva federation of music schools/Sergio de los Cobos; **Geneva, Switzerland.** 2008

### *Prof. medio en música-diploma*

Universidad de Guadalajara; Guadalajara, **México.** 2000

### *Certification in Management of Cultural Projects*

Universidad de Guadalajara; Guadalajara, **México.** 2002

## Workshops and Professional Training

### *International Baccalaureate*

Investigating inquiry. Continuum, Category 3 (2019)

Managing the Extended Essay. DP, Category 3 (2020)

### *Other*

*Suzuki method; Philosophy (México, 2009)*

First-Aid training (Vietnam, January 2021)

Tes; Child Protection for International Schools (2023)

Neurodevelopmental disorders; Mexican counsel for Neuroscience (2024)

## Experience

### **School Orchestra conductor**

#### **Reigate Grammar School Vietnam symphony Orchestra; Since 2021**

Creating and developing a school orchestra involves multiple aspects. As the principal conductor, I handle recruitment, performance scheduling, and structuring sessions for optimal use of time. Effective communication is vital, facilitated by a user-friendly website for music downloads and practice videos. The orchestra includes students, instrument instructors, and support staff, with my role being to harmonize musical and logistical elements.

## **PYP - MYP (IBO) Music teacher; EE coordinator**

**International School of Vietnam/Reigate Grammar School Vietnam;** Hanoi, Vietnam; 2019 - Present (English)

**Ecole Gabrielle-Roy.** Surrey, British Columbia, Canada; 2018-2019 (French)

**Colegio Nuevo Continente,** México City; 2015 - 2018 (English/Spanish)

**Peterson Schools,** México City; 2009-2014 (English/Spanish)

**Colegio Cedros,** México City; 2009 - 2010 (Spanish)

**Instituto Pierre Faure;** Guadalajara, México; 2003 - 2005 (Spanish)

**Colegio Británico;** Guadalajara, México; 2000 - 2004 (English/Spanish)

Since completing my teacher training I've used the Dalcroze method, which is an active-inquiry approach using the whole body as the main instrument. I am and have been responsible for the Christmas festivals, Mother's Day, and other international and community festivities in all these schools. The lessons are taught in a specially designed classroom with improvised music from a piano to fully engage and tune in the students' ears and imagination. In most of these schools, choirs were formed to further the children's musical experience.

## **Dalcroze eurhythmics teacher; Aural training and music theory**

**Escuela Superior de Música, INBA** 2010-2017

**Facultad de Música, UNAM;** 2013-2015

**Instituto Kwapisz;** 2015- 2018

**Colegio Cedros;** 2009-2011

My primary objective while collaborating with these institutions was to introduce an engaging methodology for Solfege instruction utilizing the Dalcroze method. In this capacity, I oversaw multiple groups, catering to ages 7 to 15. Notably, I contributed as an advisor in formulating the Solfege curriculum for elementary-level students for the *Superior School of Music* which is still used to this day. This multifaceted role also encompassed conducting routine discussions with parents to address their children's progress and participating in the evaluation process for prospective students. All of these educational institutions are located in Mexico City.

## **Teacher training Dalcroze Certification, workshops and seminar teacher. Postgraduate Certificate in education.**

I've worked as a mentor with teacher seeking certifications in different programs including: PGCE in UK, Instructor within the first Dalcroze Certificate program in Latin America. Over the course of this engagement, I guided three cohorts of music educators seeking to expand their expertise. As an independent lecturer I lead workshops and

seminars across prominent cities in Mexico, as well as USA, Canada and Vietnam. My instructional reach encompasses individuals from diverse backgrounds, ranging from novices to highly trained professionals musicians and non-musicians alike. Additionally, I conducted a series of workshops tailored to educators in regions in the center of México who work in schools without specialist music teachers. Notably, this initiative encompassed groups of up to 150 participants throughout the 2016-2017 school year. Furthermore, I have conducted an online workshop for music teachers in Spanish, with attendants from the Americas, Asia and Europe.

## LANGUAGE PROFICIENCY

- **Spanish:** Native proficiency, mother tongue.
- **English:** Native proficiency.
- **French:** Fluent, acquired during my studies in a French-speaking environment in Switzerland.
- **German:** Beginner level, capable of basic communication.

## Information Technology and computer skills

Music edition programs: Sibelius and Finale (used in the composition and arrangement for orchestral pieces and music for children.)

Music sequencer: Logic, Protools

Video editing: iMovie, Capcut

I am proficient in the use of the productivity suite from Apple (Pages, Keynote and numbers) as well as Google docs, creation of google sites, google forms, Wordpress, etc.

## References

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Acting Headmaster

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Mr. Bryan Manditsch

*Reigate Grammar School Vietnam*

*(Formerly International School of Vietnam)*

**Headmaster** (First 3 years of my tenure)

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Ms. Patricia McLoughlin

*Reigate Grammar School Vietnam*

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**Headmaster** (First 4 years of my tenure)

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