

Take Home Reflection Questions for Music Educators – Post Presentation

Who Am I as a Musician and Music Educator: Ideologies & Perspectives

- Who am I as a person and musician and how does this manifest in my work as a Music Educator?
- What are my values/beliefs/philosophy as a Music Educator?
- Who are my students as people and musicians?
- Which ideologies and social conditioning have shaped my knowledge and perspectives of the music I have selected for my bands?

Student Connection

- How does my band program connect with students?
- Do I give students the space and tools to innovate and contribute to the program?
- How can I ensure that students remember experiences over mere instruction?

Understanding Students, Families and Community

- How can I connect better connect my band program to my students, families and the overall community in which I teach?
- Leadership, Validation, and Growth as Musician
- How are my students honored and validated by my leadership style?
- How do my leadership and teaching practices give students permission to explore, create, grow as people/students, and musicians.
- How can I build on the idea that high expectations promote high achievement?
- How will my instruction build students' knowledge, mental powers, and abilities as performers and musicians?
- How can I take on the role of facilitator to encourage student-driven learning?

Recognizing Brilliance

- In what ways are my students and their parents brilliant?
- Can my students teach me ways to innovate and improve my pedagogical practices?

Curriculum & Repertoire Review

- Do I ever engage in a critical review of my curriculum and the repertoire I perform?
- How do I select repertoire to teach and perform?

- Am I open to reverse-engineering the hardest pedagogical strategies to make learning more accessible?
- *Do I try to do collaborate with student musicians versus dictating how to make music?

Identity & Repertoire Selection

- How can the repertoire I curate and select for each season authentically respond to my students' identities?
- How can the repertoire I curate focus on the beauty and brilliance of the children in my class?
- How can the repertoire I curate help students to know something about their identities, or the identities of others?

Reflection on Programming: Instruction & Identity

- How will my instruction help students learn something about themselves and/or others through the repertoire we select?
- How will my instruction help build students' skills to perform the selected repertoire?
- Do I reflect on my One-Year Programming?
- Do I reflect on my Four-Year Programming?

Programming Representation & Trends

- Is the repertoire representative of the lives and times of the students in the building?
- What is the trend of repertoire selection and philosophy in my school?
- Do I involve students in the process to bring them into the conversation?
- Do I make it a point to build the program together with my students?

Classroom Library Assessment

- What types of repertoire are present in my band room library?
- What types/styles of pieces and/or composers are missing from my band room library?

Mindset for Growth

- Am I a fearless learner, unafraid of failure or change?
- Does my school environment allow for me to be a fearless leader?
- How do I embrace change to improve my band program?
- How am I able to approach new pedagogical and musical challenges?

Reflection on Experiences

- What draws students to my band program?
- How do these experiences provided through my band program shape the growth and memories of my students?
- What experiences do you think your students will take away from your band program? experience? Are they there for the music, or are they there for the social component?