

Reflective Music Teaching Worksheet

ONE: Practice

<u>What</u>	<u>How</u>

Content/Resources:

Sequencing:

TWO: Philosophy

1.

2.

3.

THREE: Priorities

Most Important

Least Important or Excluded

Reflective Music Teaching

Practical Suggestions for Teachers

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Excellent teachers relentlessly seek ways to improve the quality of their instruction. But with increasing demands on teachers reaching an all-time high, even the best teachers may find themselves perpetuating the status quo. The act of critically examining your practice, philosophy, and priorities through a focused, deliberate process can be a humbling experience. But, having the right tools and mindset can help you evaluate and reimagine *the way it's always been done*.

THE IMPORTANCE OF REFLECTIVE PRACTICE

Every teacher holds certain values about what is best for their students. These values are shaped by myriad factors, including personal worldviews, teacher education programs, and a culture that perpetuates deeply ingrained teaching practices. These factors contribute to shape your personal teaching philosophy that must be periodically interrogated. I encourage you to regularly reflect on your:

1. Practice (What do you do, and how do you do it?)
2. Philosophy (Why do you do it?)
3. Priorities (What is the most important thing you do? What do you exclude?)

THREE PHASES OF EDUCATIONAL CHANGE / A LEAN MODEL FOR CHANGE

Change is hard and takes a long time. Many efforts to make change fail because they cannot be sustained through all three phases. Tradition requires as much justification as innovation.

1. Initiation / Vision (The process that leads to a plan for change; creating)
2. Implementation / Steer (Putting the vision into practice; experimenting and refining)
3. Institutionalization / Accelerate (Sustained commitment to the change; applying and improving)

SELF-DETERMINATION THEORY

People are motivated by factors that support three basic psychological needs—autonomy, competence, and relatedness. Motivation occurs across a spectrum from autonomous (behaviors occur as an expression of the self) to controlled (external factors pressure or compel behaviors).

1. Autonomy (I believe my actions are congruent with my intrinsic values and interests.)
2. Competence (I believe I can be successful in my endeavors.)
3. Relatedness (I feel like I am valued and significant, and that I belong among others.)

STAY INFORMED

As you reflect on your practice, philosophy, and priorities, you must be able to identify and locate tools and resources to help you meet your goals and objectives. Your continued success as a reflective music teacher is contingent upon your ability to grow musically and pedagogically. It is important that you find ways to access and learn to efficiently read research. Conducting an action research study—a cyclical process of looking at, thinking about, and acting to remedy a problem—is a great way to apply a focused methodology to evaluate your practice and the changes you make to your practice.

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