

VENUE: National and Kapodistrian University of Athens

THURSDAY 20th MARCH 7pm- 8.45pm

Dr Leon de Bruin from the Conservatorium of Music , University of Melbourne joins us for 3 informative and provoking sessions at a twilight evening presentation

INSTRUMENTAL PEDAGOGY AND THE LEARNING RELATIONSHIP (30 MINS: 20 ± 10 MINS QUESTIONS)

The one-to-one lesson remains the dominant learning activity through which much studio based instrumental music tuition is delivered in a range of school and private studio scenarios. Research in the area of instrumental pedagogy and approaches point to the dyadic movement of information involving the student, teacher and text, but also the teacher-held beliefs that are passed from teacher to student and then teacher which may be based on deeply held convictions, purposes, and supposed benefits. The instrumental lesson places the student with an expert practitioner teacher who guides the student musically, but also cognitively, emotionally, and socially in a sustained and evolving learning relationship cultivated over time. This talk explores elements that support the efficacy of teaching interactions, discussing proximal learning, intersubjectivity, contingency and a range of specialised pedagogies appropriate for the instrumental music lesson. This is threaded with modes of feedback, relationality and positive autonomy that enhance rapport, intra-active connection and sustained learning.

DISABILITY & MUSIC: ADAPTIVE PEDAGOGIES FOR INCLUSION, ACCESS AND EQUITY (30 MINS: 20 ± 10 MINS QUESTIONS)

Musical experience can promote relationships, and new kinds of flourishing that can challenge dominant assumptions about the lives of people with disabilities. Approaching music through organized, developmental and sustained approaches should be available to all, but are often not promoted or considered for those with a disability in school or community environments. The Adaptive Music Bridging Program established in Melbourne, Australia 2023 engages students aged 8-14 with a disability in ensemble based instrumental lessons, cultivating musical skills, literacies and knowledge through weekly participation. The Adaptive Music Bridging Program is examined as a case study to explore how adaptive pedagogies and teacher practice positively impacts learning, efficacy and self-determination of students with a disability. This talk explores pedagogies that foster inclusion and belonging, promoting positive learning behaviours, musical engagement, and allows the setting and meeting of students own musical goals. The presentation implicates important questions for the field of disability studies and mainstream music education in schools, communities and private studios, regarding the marginalization and exclusion of people with disabilities, the value of pedagogic, relational/ theoretical discourse that allows music teachers to approach their profession with access and equity at the heart of what they do, who they teach, and what they aspire for their students.

SOCIAL JUSTICE WORKSHOP DESCRIPTOR. 45 MINS (PLENARY 15± 30 MIN WORKSHOP)

Social Justice in education implicates pedagogy , curriculum and praxis that implicate inclusive multicultural, gender and disability issues that are an essential component of educating young people today. Applying the principles of social justice in the classroom enacts a politics of recognition and redistribution, democracy and emancipatory actions, awareness of diversity regarding race, privilege, disability, and equity. An initial plenary session establishes teacher critical reflections on cultural identity and conditioned ways of thinking, relating and doing. Facets of inclusion , engagement, and equality extend across disability, racism, sexism, and elitism in our classrooms are explored through ethical 'doing-action' in classrooms. A range of innovative strategies are utilised to cultivating communal unity, collaboration and sustainability in the music classroom and teaching studio, with attendees workshoping through activities designed to formulate craft a range of learning modules and curricula applicable for your context.