

## Pedagogies of Care for 21<sup>st</sup> Century Music Classrooms Part I

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## The Need for Care



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## The Need for Care

- Since March 2020,
  - 1/4 young adults has contemplated suicide
  - 3/4 have experienced at least one adverse symptom of mental health.
- Drug-related deaths rising
- Youth concerns about the world around them
- Unprecedented need for counseling support
  - Awareness of trauma, mental health, abuse, etc.
- Teachers are not counselors and need their own support
- Radical shifts in the world, and in each learner's inner world, require radical shifts in music teaching.

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## The Need for Care



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## The Need for Care

- A time to care –
- not "selling out on quality," "lowering standards," or "softening" more traditional music-learning approaches.
- Notions of authentic care compel us as music teachers to not only revisit what we do but also who we are
- and to be *fiercely demanding* of the things that truly matter to our students and within our shared musical communities.

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## The Need for Care

- Think, Pair, Share (1-2 minutes each):
  - What are some of the stresses your students (and you!) are dealing with?
  - How has your teaching changed?

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## The Essence of Care



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## The Need for Care

Please write down, or reflect -

- How would you define care? Without using the word care?
- What does care look like for you?
- How do you show your students you care?

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### The Essence of Care



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### Considering Care



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### Considering Care



- Caring for
- Caring about
- Caring with

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### Compassion: Caring "With"

← "com" = with →

**PITY**  
("passion" = suffering)

*Shared vulnerability (passive)*

**SHARED ENTHUSIASM**  
("passion" = excitement)

*Shared vulnerability (active, each bringing different strengths)*

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### Considering Compassion



Six qualities of compassionate music teaching:

- Trust
- Empathy
- Patience
- Inclusion
- Community
- Authentic Connection

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### Five Teachers

- Recommended by colleagues & students
- Considered by others to be compassionate
- Yielded consistently high levels of student achievement
- Other literature (Dorothy DeLay)

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### Dorothy DeLay



- Juilliard, Aspen
- World's greatest violinists
- Questioning approach
- Students agents of own learning
- Fiercely nurturing
- Different "method" with every student
- "I love to learn."

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### Steve Massey



- Foxborough HS
- 46 year career
- Cultivating culture of music
- Student leadership class
- Wynton Marsalis: "When he walks into a room, all of our music is brought into the room with him because of the level of his integrity and the depth of it."

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### Brian Michaud



- Dighton Elementary
- 22 years
- Rock band
- "Tom Hanks in the movie *Big*"
- Student-centered class
  - Variety of activities
  - Student choice
  - Empathy
  - Listening

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### Marcus Santos



- Native of Bahia Brazil
- Somerville HS General Music
- "Completely captivating"
- "Charismatic and unflappably upbeat"
- Joy meets Precision
 

*"He is that unique case where his passion for teaching seems directly channelled into its efficacy."*

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### Renae Timbie



- "Third-cultural kid"
  - US, Egypt, France
- Adult choirs and university classes in Indiana, Egypt
- Collaborative learning in choral ensemble
- Keen sense of empathy, worldview awareness
- New work: Refugee camps in Greece

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### Trust

- Relational
- Collective

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### Trust: Seven Facets

- Vulnerability
- Confidence
- Benevolence
- Reliability
- Competence
- Honesty
- Openness

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Think, Pair, Share:

Which stands out to you?  
How does it matter in your classroom/studio?

- Vulnerability
- Confidence
- Benevolence
- Reliability
- Competence
- Honesty
- Openness

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### Types of Empathy

- Cognitive empathy
- Affective empathy
- Mature empathy
  - Avoiding overwhelm
  - Avoiding moral superiority
    - Hess
    - My early childhood research
  - Understanding worldviews and values
- Empathic creativity, musical attunement

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### Empathy in Practice

- Renae: Beyond Facebook sharing to action
- Marcus: "Understanding the worldviews of others is very important for human development."
- Brian: "I try and *read* the kids as much as possible. Sometimes I'll throw my lesson plan out."
- Miss DeLay: Understanding *understanding*
- Steve: Focus on music and community, not competition: "When music itself is the motivation, that's going to be enough."

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### Empathy in Practice

- How do you practice empathy in your classroom or studio?
- How might you use each type of empathy to improve your practice?
  - Cognitive
  - Affective
  - Mature
  - Empathic creativity

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### Patience

- How do you define patience?

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### Patience

- How do you define patience?
  - Steve: Never settling, never giving up
  - Brian: Not taking children's behavior personally
  - Renae: Genuinely listening
  - DeLay: Continual listening
  - Marcus: Being gentle with yourself

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### Patience

- How do you define patience?
  - Envisioning long-term trajectory:
    - Where would we like them to be?
    - Where would they like to be?
    - Where are they now?
    - What steps are missing, and how do they get there?

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### Patience in Potential

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### Patience in Development

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### Patience in Classroom Management

- Disconnecting our emotions from student behavior
- Exercising empathy
- Treating students with dignity
- Building a culture of trust and excellence
- Choices

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### Patience in Empowerment

Renae:

"When it comes to teaching, patience is acting on the idea that others are more important than you are right now. Patience is saying, "You're different than I am, in whatever way. But in this moment, I'm going to choose to believe that your rights, your opinion, your need to be heard, are more important in this moment than mine." So in action, what that means is listening. . .

"Often there are voices and opinions that feel so off base, and that can be very distracting for me. But to say, "OK, there's something that's being said here. I need to listen and hear what is it that you are desiring. Are you desiring to be heard? Are you desiring to be known?" And to help them get to the depth of what it is that they are trying to say.

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### Reflection: Patience

- Potential
- Development
- Classroom management
- Empowerment

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## Closing Part I

- "I don't need a hero"

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