



Music Teachers' Values and Beliefs

Rachael Dwyer

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In *Music Teachers' Values and Beliefs*, Dwyer investigates the relationships between teachers, learners and music in music classrooms. Using Bourdieu's concepts of habitus and doxa as an interpretive lens, the book explores the values and beliefs of four music teachers, depicted in richly detailed narratives. The narratives are contextualised through the examination of traditions of music and contemporary approaches. In the past, music education has been shaped by elitist tendencies regarding the types of music worthy of study, the ways in which music should be learnt, and the purpose of such learning. Contemporary approaches to music education have enacted significant change in some regions and systems, while others have been slower to leave behind deeply entrenched values, beliefs and practices. These approaches have been blamed for low rates of participation and engagement in school music education, despite the fact that the majority of young people listen to and enjoy music outside of school. This innovative book provides music education researchers and practitioners with a new understanding of the impact of teachers' personal values, beliefs and experiences of music and music education on classroom practice, and the impact this has on students' experiences of music education.

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