

Music Education in Inclusive Contexts

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Final Queries/Comments

1. How do you navigate potential conflict with parents when introducing political discussions with their children? Working in the private system, I anticipate that the political affiliations of some parents aligns with their ability to finance their child's education, and while students may be more receptive to questioning that encourages critical reflection and dialogue, this does have the potential to cause unwanted debate on the home front.
2. I wonder how I might tactfully address the privileged lifestyle my students experience through their 'neutral' lens? What strategies would most gracefully strike the balance of introducing and recognizing the imbalance between dominant and minority groups while not burdening students with guilt?
3. Though one could assume that attending a private school establishes a collective baseline with regards to privilege and wealth, this isn't necessarily the case. Furthermore, our international demographic creates further opportunities for the existence of a complex system of intersectionality, one that has likely been unexplored. I wonder what results might be produced by having students complete a form/exercise that has them reflect on their own personal experiences of privilege and oppression? How can this information be used to foster more inclusive environments both in the classroom and residential life?

References

Sensoy, Ö., & DiAngelo, R. J. (2017). *Is everyone really equal? An introduction to key concepts in social justice education* (Second Edition). Teachers College Press.