

Coming Back HOME:  
Re-shaping the Post-Pandemic Curriculum with Holistic Objectives for Music Education

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Teaching and learning in a pandemic has shed light on the ever-increasing need for music teacher educators to not only meet the academic and musical needs of our preservice music teachers (PMTs), but to also recognize and consider their complete humanity in an effort to create an environment for interpersonal and dispositional growth (Johnson and Merrick, 2020; Nichols, 2020; Thornton, 2020). To most effectively meet the vast needs of our PMTs, we need to acknowledge the extant literature on trauma-informed pedagogy (Culp and Jones, 2020; Edgar, 2017; McEvoy and Salvador, 2020; Nogaj, 2020) balanced with research on mental health and wellness (Burak and Atabek, 2019; Kuebel, 2019; Roman, 2020; Schmoyer, 2020) while filtering through the lens of culturally responsive teaching (CRT) (Gay, 2010; Lind & McKoy, 2016; McKoy, 2020). Typically, these strands of research have run parallel to each other; however, the wide-spread and often traumatic effects of the pandemic have highlighted the need for a more holistic pedagogical approach for music teacher education, which is evermore necessary for the health and well-being of our students.

The purpose of this panel discussion is to equip music teacher educators and their PMTs with pedagogical strategies that are designed to create a multifaceted approach of instruction that places student needs at the forefront. By building connections between the research on trauma, wellness, and CRT, we have designed a HOME (Holistic Objectives for Music Education) model, which we will use to demonstrate how these pillars of research are the foundation of our future educational practices. By referencing a visual aid of a two-dimensional house, we will propose that the foundation of the structure represents culturally responsive teaching, which is the lens from which all pedagogy should stem and is therefore the root of our curriculum. Then we will introduce the two sides of the roof: one side as trauma and the other as wellness. We will offer pedagogical strategies for balancing these opposite concepts in order to keep the roof intact and to construct a solid HOME for all students.

In addition to presenting implications from existing literature, we will showcase video interviews with PMTs to draw insight from their perceptions of how the pandemic has impacted their wellness and growth as future music teachers. This session will have an interactive component, too, as attendees will be given the opportunity to share their own experiences and work together to build upon the list of strategies we plan to present. Firmly aligning with both the conference theme of *Revitalizing our Community* and goals of the Music Teacher Health and Wellness ASPA, we hope this session will inspire the music teacher education community to consider how we can shape our post-pandemic curricula and teaching to better serve all of our students.

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