

## **Desautels Faculty of Music**

### **1. Colette Simonot-Maiello**

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Dr. Simonot's research focuses primarily on music with text, especially opera, of the 20th and 21st centuries. She examines both the cultural context of the music and how the composer engages with themes such as politics, religion, gender, and mental health in the music itself. Her current project considers representations of Louis Riel in music and how Riel and the Métis identity has been co-opted in Canadian national identity formation.

### **2. Jody Stark**

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Dr. Stark's research has two main focuses: Music teacher professional learning and enacting an anti-racist music education.

#### **Music Teacher Professional Learning**

This research seeks to better understand the process of learning to teach music, which begins as pupils in elementary and secondary classrooms, is formalized in teacher education programs, and continues from the first day as a new teacher through to retirement. The main focus of this work is the examination of how in-service and pre-service music teachers engage in learning in a variety of situations and contexts (Ex. through teaching specific students, participating in workshops and courses, from peers, and from playing/singing in ensembles). The result of music teachers' professional learning is what constitutes professional growth and leads to changes in teaching practice. A more sophisticated understanding how music teachers grow is helpful in facilitating productive change in the field of music education.

#### **Enacting an Anti-Racist Music Education**

Who is a "real Canadian" is a contested and evolving matter in the public and political sphere, and schools are located in and impact these spheres. Within schools, music teachers are key leaders who shape the public events of their educational community and have great influence, often teaching every student in their building over multiple years. As such, music educators are uniquely placed to enact an anti-racist education. Not only do they have the social capital to shape the curriculum in their schools, they also have the opportunity to expose students and their families to diversity and difference. However, in spite of the fact that Canada is the most multicultural country of all western nations, the repertoire and perspective commonly represented in resources for Canadian music education are largely monocultural. The purpose of this research is to explore and forward an anti-racist music education for Canadian schools and to document diverse musical cultures in Canada to facilitate this innovative approach to teaching music in a Canadian context.