



QuaverPLC: Leaders in Education – Connecting with Students’ Musicality through Culturally Relevant Pedagogy

GUEST SPEAKER
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Overview

QuaverPLCs bring educators and leaders together to discuss important and timely topics in education. Our goal is for you to come away with powerful insight and actionable steps that will help create a culture for success in your school or district.

After you watch an episode of “Leaders in Education,” we invite you to discuss these relevant topics in **your own PLC**. We provide you with the framework for discussion, relevant resources, and a general guide to begin thinking about next steps.

The Process

During your PLC, educators will work through the framework laid out on pages 2–5 of this document. This framework is designed to aid music educators and leaders to take part in thoughtful and meaningful discussions.

Next Steps

Schedule a Meeting	Pre-Work Expectations
Date:	→ Please view or listen to Episode 9 of “Leaders in Education.”
	→ Complete the “Discussion” handout.
Time:	→ Come to the meeting prepared to discuss the topic “Connecting with Students’ Musicality through Culturally Relevant Pedagogy.”
Location:	

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Audience

Music Educators

Objectives

- Discuss strategies for utilizing culturally relevant pedagogy.
- Plan ways to incorporate culturally relevant teaching into upcoming lessons or units.
- Share ideas and collaborate with colleagues.

Opening

Ask educators to get out their “Discussion” handout. Begin a group discussion for educators to share their answers aloud. As the discussion wraps up, allow a few moments for each individual to write down thoughts and reflections.



Collaboration

If possible, rearrange music educators into groups of three to five people.

Provide each group with the “Student and Community Engagement Planner” and “Equity Reflection” tools. Ask that they complete them as they collaborate with their colleagues.

Wrap-Up

Ask each group to share one or two ideas they had during their discussion. As other groups share, educators may want to add new ideas to their own charts.

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Discussion: Getting to Know Our Students and Community

Directions: Dr. Battiste points out that one strategy of culturally relevant pedagogy is understanding your students and school community. Let’s take time to reflect on this. After watching Episode 9, please discuss these questions with your group and record your responses below.

Understanding Our Students:

1. What are our students’ strengths?

2. What do our students struggle with?

3. What types of music get the attention of our students?

4. What strategies can we use to get to know our students’ interests and hobbies?

Understanding Our Community:

1. What issues or topics does our community care about?

2. What steps can we take to better understand our community?

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Student and Community Connections Planner

Directions: Dr. Battiste shares about her students being “moved into action” when engaging in lessons using the music from the movie “Dream Girls.” Consider our discussion about understanding our students and community. What topics of student interest could be used to connect with our students? Where can these interests align with a lesson or musical topic? Use this planner tool to track your group’s ideas.

Student or Community Interest	Lesson or Topic Alignment	Strategies for Implementing

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Equity Reflection

“Equality is all students getting the same thing.
Equity is all students getting what they need.”

— Dr. Loneka Battiste

Directions: In this episode of “Leaders in Education,” Dr. Battiste explains the difference between equality and equity. Let’s take some time to reflect on how we can provide equitable learning experiences in the music classroom.

1. *Equity* is all students getting what they need. What types of needs do we see across our student population?

2. How can we differentiate our instruction to give each student what they need?

3. What data do we collect throughout the year to identify student needs?

4. What strategies can we utilize to support students at different levels of musicality?
