



Musicians of Change

Session 1 of 2: Raising Awareness of Bias & Privilege as it Pertains to Music Education

Suggested Pre-Reading

Guidance: The texts outlined below provide varying perspectives on race, ethnicity, inclusion, bias and privilege in education. Ideas highlighted in the texts will feed into our first session.

Link	Title	Description	Page Reference
https://digitalcommons.lindenwood.edu/cgi/viewcontent.cgi?article=2198&context=theses#:~:text=7-,Introduction,et al., 2022).	Music Education in the Urban Classroom: Issues of Equity and Music Education in the Urban Classroom: Issues of Equity and Access. Walker, L., (2024).	Masters Thesis	7 - 9 43 - 45
https://www.thebelongingeffect.co.uk/deficit-language-the-invisible-barrier-we-do-not-talk-about/	Deficit Language: The Invisible Barrier We Do Not Talk About. Wilson, H., (2025).	Blog on reshaping deficit language.	Full blog post
https://mrjoneswhiteboard.blog/2025/04/07/national-pride-in-schools-finding-the-right-approach/	National Pride in Schools: Finding the Right Approach. Jones, A., (2025).	A teacher's blog post on the rise of nationalism and ways of instilling national pride.	Full blog post
https://the-difference.com/wp-content/uploads/2025/03/FINAL-Who-is-Losing-Learning-Solutions-Report.pdf	Who is Losing learning?: Finding Solutions to the School Engagement Crisis. Harris, O'Brien, Gill et. al., (2025).	Report published by The Difference. Inclusion focus.	7 - 8 9 - 11 27 - 31