



DEIB IN MUSIC EDUCATION

Raising Awareness of Bias & Privilege as it Pertains to
Music Education



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Sunday 28th September, 2025
12:00 am
Zoom

Our agenda this afternoon

Objectives



- Develop our understanding and awareness of stereotypes and bias
- Raise awareness of diverse communities and how we might support our learners
- Consider the music curriculum and how it meets the needs of all learners

'Inclusion is not about bringing people into what already exists; it is about creating a new space, a better space for everyone.'

Dei, 2000, pp. 111-132 in. Campbell-Stephens, 2021, pp. 61.

The Structural Nature of Racial Discrimination

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Why consider DEIB in Music Ed?

'It doesn't take a career in teaching to figure out that child-centered learning is one of the most profound keys to success; that branch of thought that puts each individual child at the core of the learning journey.'

Jeffrey Boakye, I Heard What You Said p. 54



Why consider DEIB in Music Ed?

Why this work matters

Structural nature of racism and discrimination and it's impact on society
Developing lifelong musicians
Developing & fostering musical excellence
Establishing a level playing field
Supporting positive mental health in children & young people

MENTAL MODEL

Holding HIGH expectations for all

Willingness to receive feedback and criticism

Inclusive practice and accessibility

Careful resource production / selection

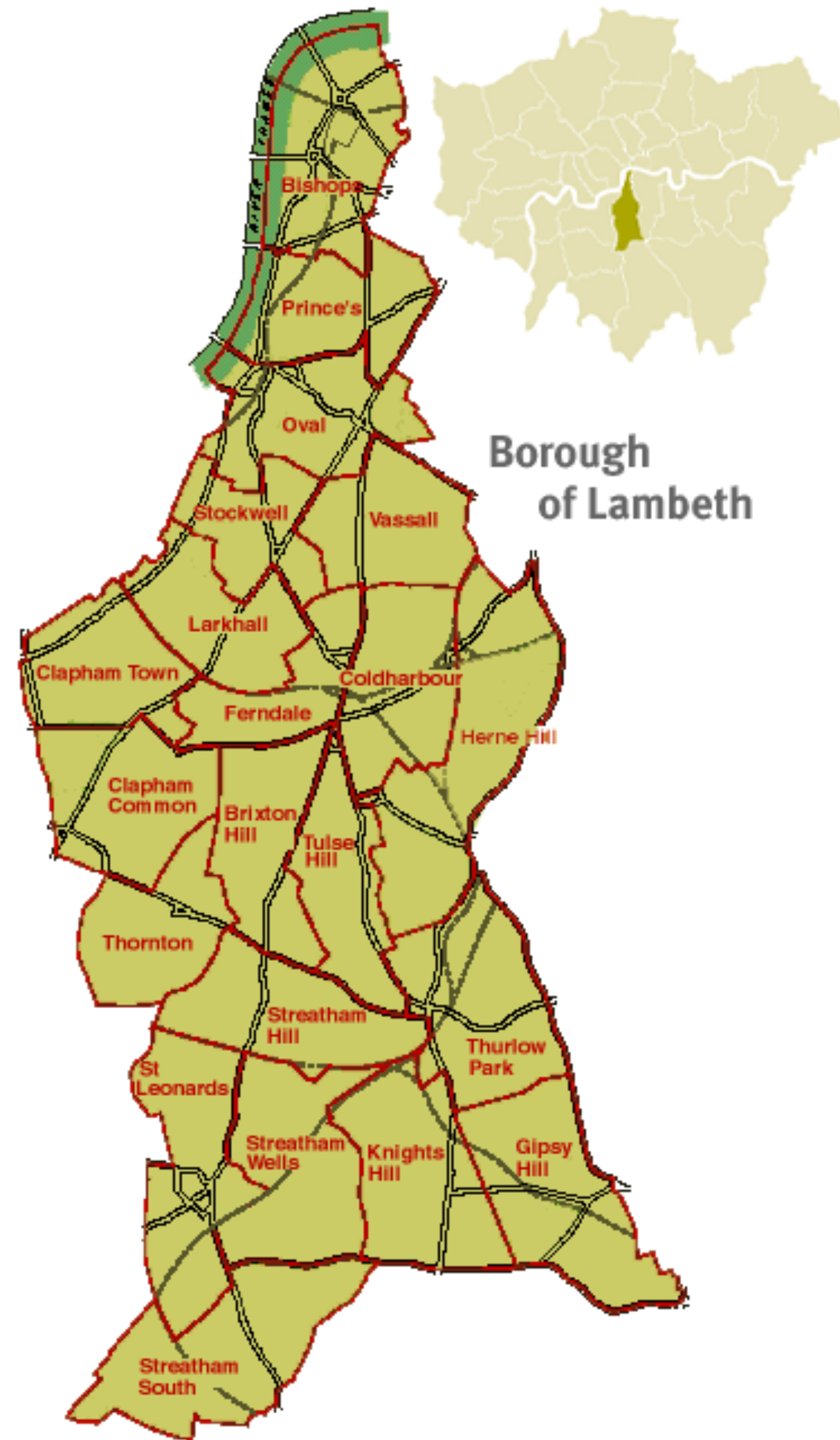


Southall

114, 534 39.7% white British

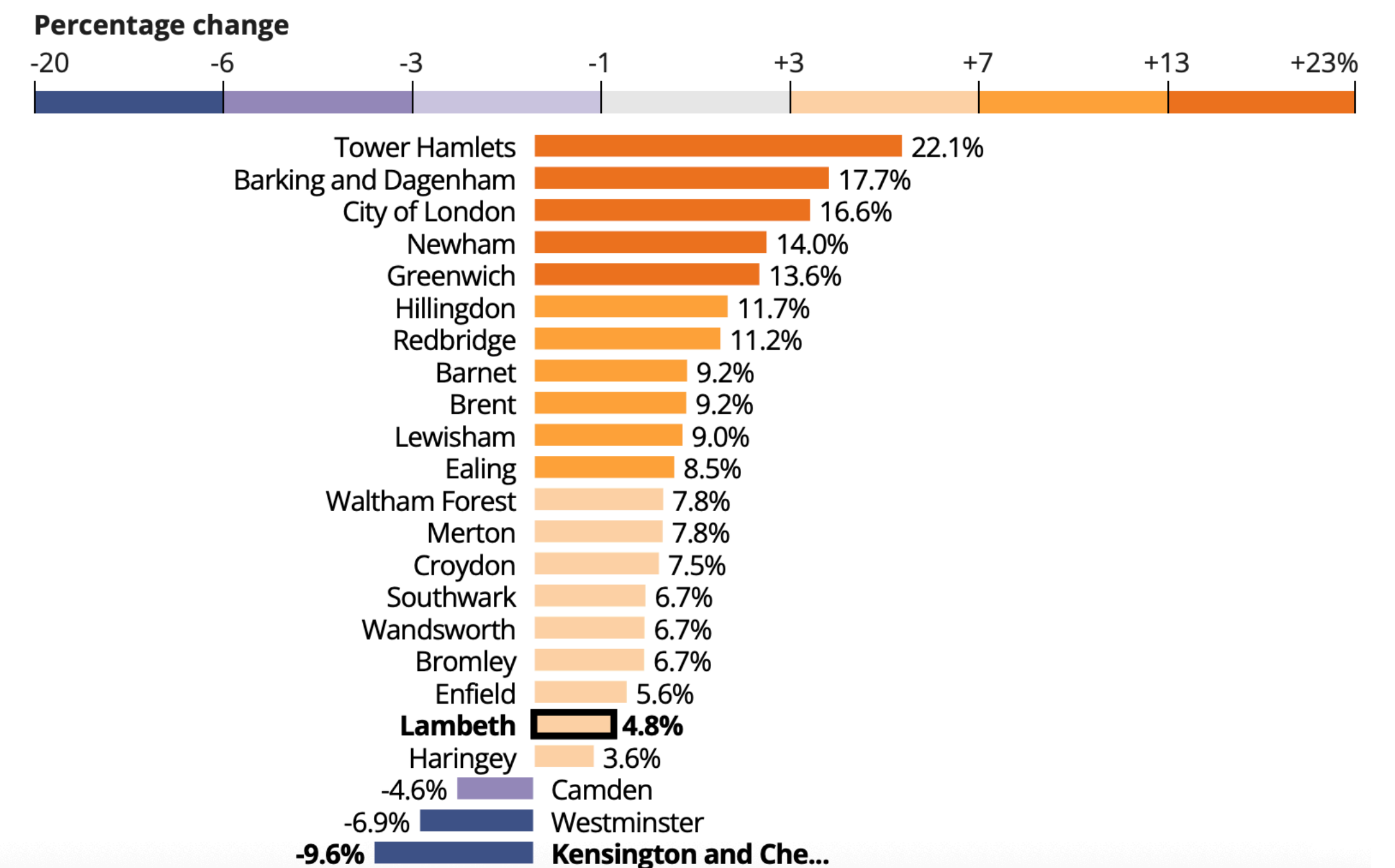
- Gypsy or Irish Traveller 0.1% 263
- White & Black Caribbean 2% 5677
- White & Black African 1.3% 3687
- White & Asian 1% 3003
- Indian 2% 5819
- Pakistani 0.6% 1623
- Bangladeshi 1.4% 3912
- Black Caribbean 6.2% 17, 974
- Black African 16.4% 47, 413
- Chinese 2.8% 8074
- Arab 0.8% 2440

London Boroughs - Population Change



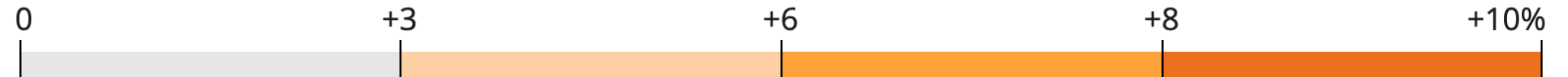
At 4.8%, Lambeth's population increase is lower than the increase for London (7.7%).

Population change of selected local authority areas in London between 2011 and 2021

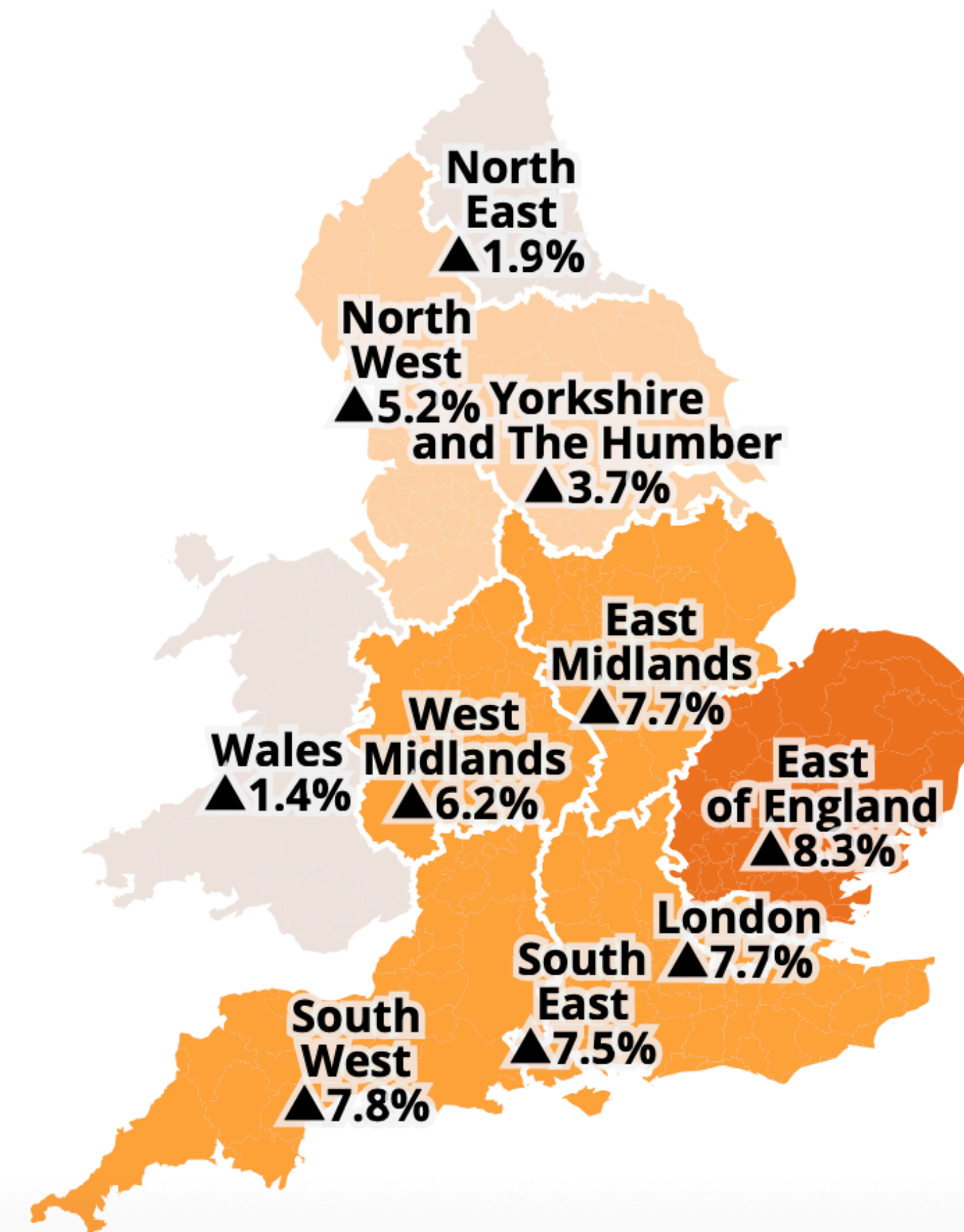


Population change (%) in English regions and Wales between 2011 and 2021

Percentage growth



The English region with the largest population increase was the East of England, which grew by around 8.3% or 488,000 more residents. The English region with the smallest increase was the North East, growing by 1.9% or around 50,000 people. In Wales, the population grew by 1.4% or 44,000 people.



The 9 Protected Characteristics

age
disability
gender reassignment
marriage and civil partnership
pregnancy and maternity
race
religion or belief
sex
sexual orientation



What kind of teacher do I want to be?

Activity 3

- What characteristics do you want to embody as a teacher, and why?
- How do you want your students to perceive you?
- How can you be inclusive in your teaching practice?



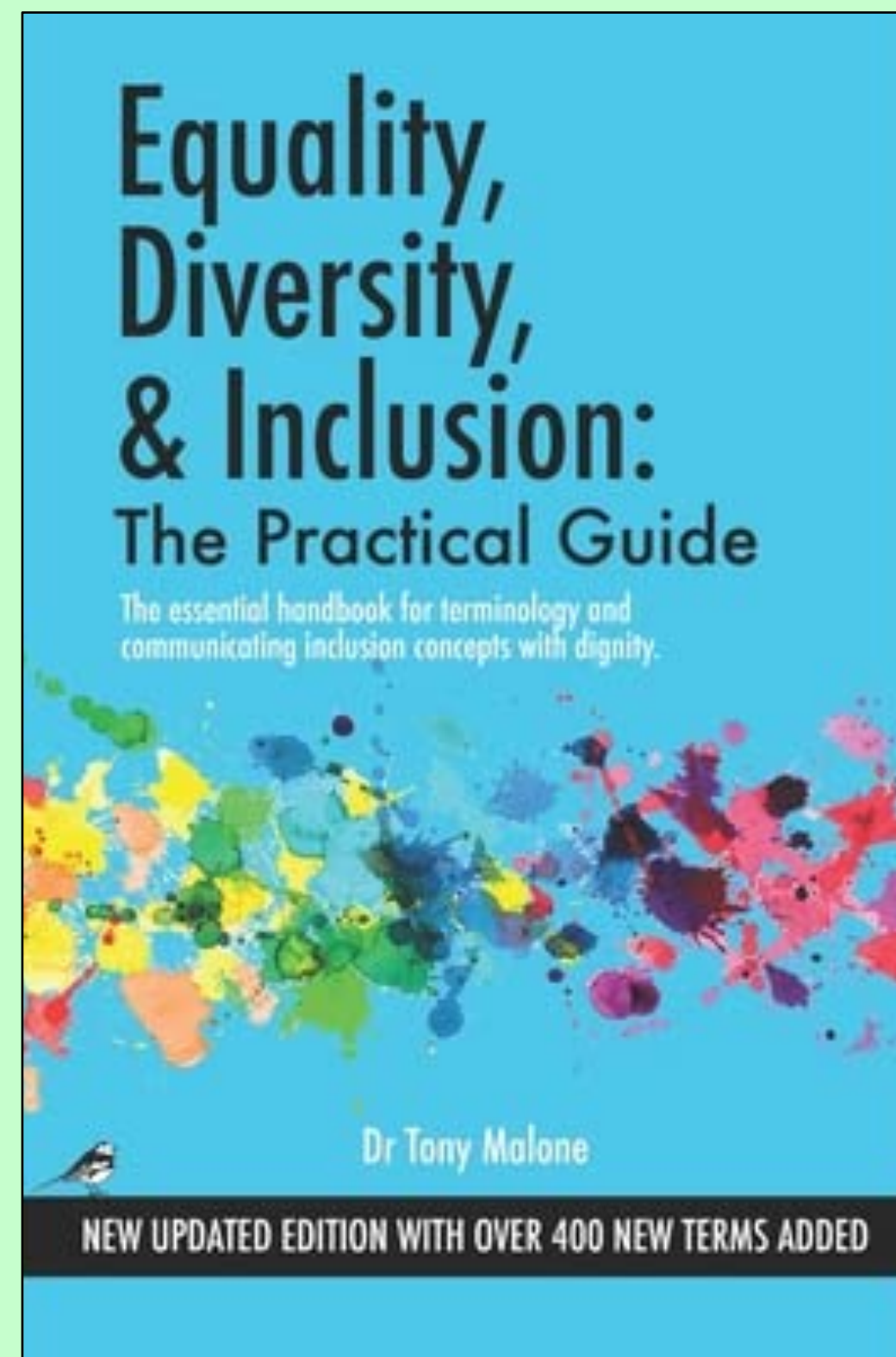


Bias & Stereotypes

<https://www.youtube.com/watch?v=7FgqGAXvLB8>

How might we ensure our biases do not negatively impact our learning environment and interactions with children and families?

The Language of Inclusive Practice



‘The aim of all work in reducing inequalities is to change minds to be more welcoming, inclusive, considerate and compassionate.’

©

Dr Tony Malone

The Language of Inclusive Practice

‘Racial literacy and a commitment to anti-racism should be considered a key competency for entering the teaching profession. This racial literacy should involve teachers understanding racism as structural and institutional, as well as interpersonal.’

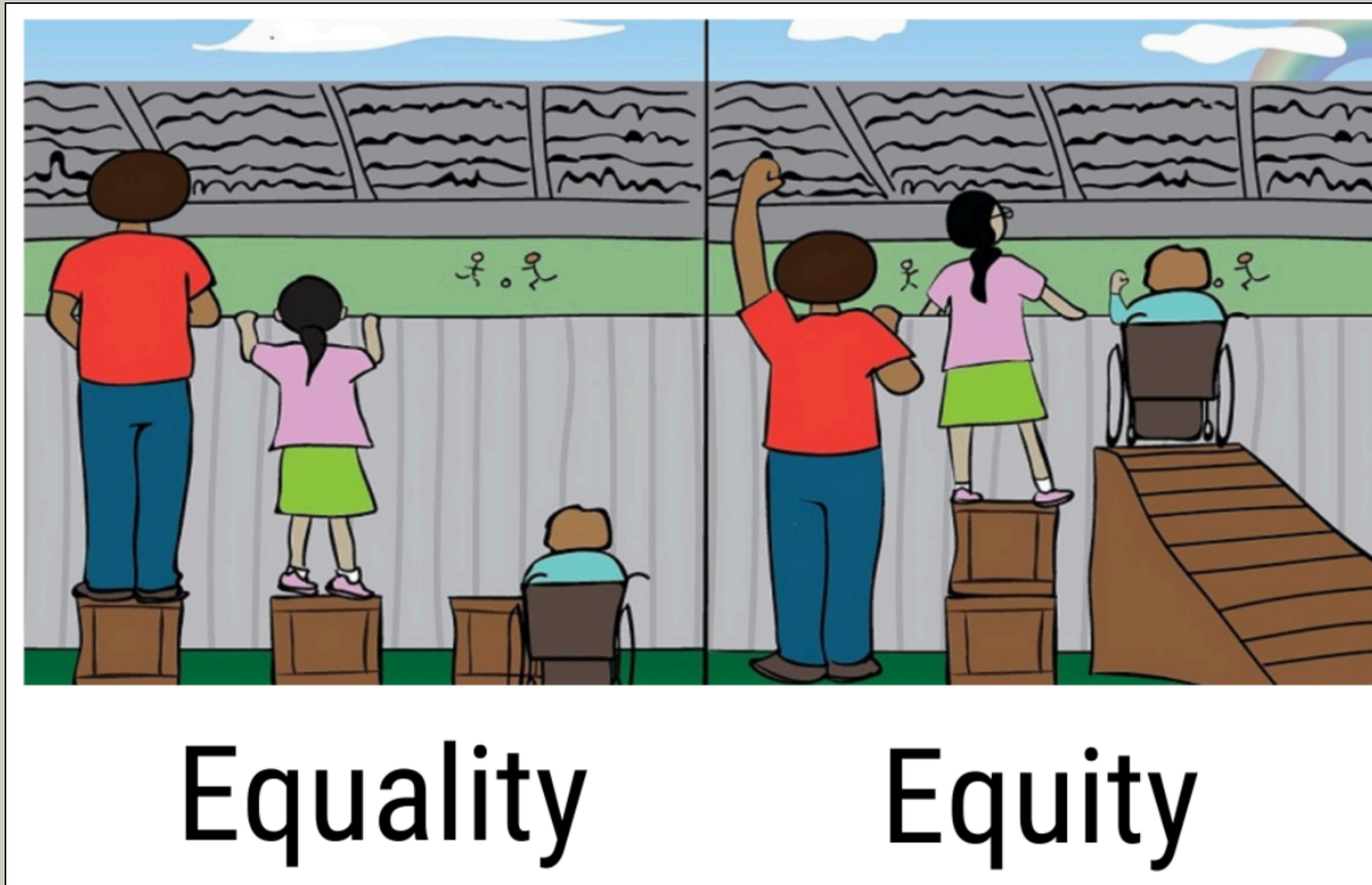
Runnymede Trust,
Racism in Secondary Schools report, 2020 recommendation

61% of women and 48% of men said that they would look at the diversity of a company’s leadership before deciding whether to accept an offer.

(2017 study by PwC)

jaluch.co.uk

Social justice thrives
when everyone is
treated fairly and not
discriminated against.



Inequality The existence of unequal opportunities and rewards for different social positions or statuses within a group or society.

BAME vs. Black, South Asian, Asian vs. Global Majority

Ethnic Groups

Decolonisation

The process in which we rethink, reframe and reconstruct the curricula and research that preserve the Europe-centred, colonial lens

Decolonising education involves examining the limitations and biases of the current curriculum; the omissions in initial teacher education and training; and examining the political and societal legacies of colonialism and how they have influenced education policies.

Musician Sheku Kanneh-Mason has said Rule, Britannia! "makes people feel uncomfortable" and should not be sung at the Last Night of the Proms.

"I think maybe some people don't realise how uncomfortable a song like that can make a lot of people feel, even if it makes them [the people singing it] feel good," he said.

"I think that's somehow a big misunderstanding about it."

"There is so much wonderful British music, the wealth of folk music from this country is astonishing," he said. "I think that would be [a] wonderful thing to take its place." He continued: "There is so much that is worth celebrating and having as part of a big celebration at the end of a wonderful music festival."

The BBC said the Proms were built on "long-standing traditions" which were "loved by people around the world".

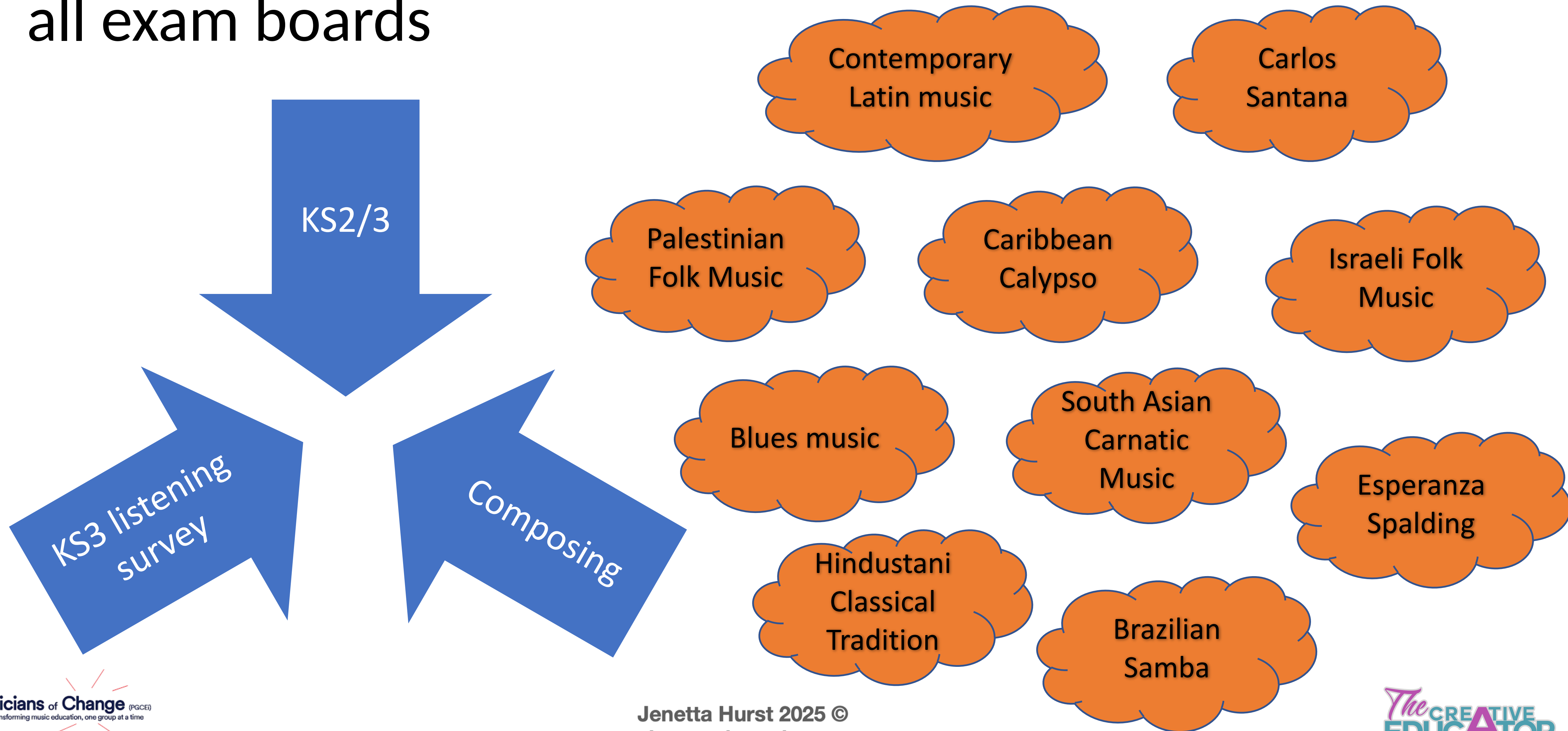
BBC News online, 21.01.24



- Record number of women conductors
- Female-fronted Last Night of the Proms
- Diverse genres and artists welcomed
- (“Non-classical”)
- Global majority composer focus
- 50/50 gender split for new commissions
- First overnight prom, increasing reach and accessibility



Diverse Listening: Links to KS4 Music Curriculum across all exam boards



Practical ways to support diverse communities...

Mindset

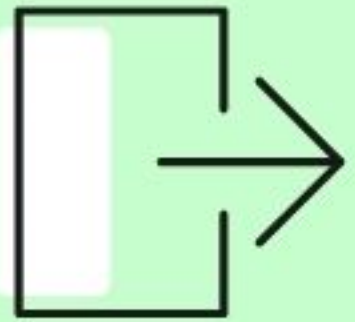
People

Access

Repertoire Choices



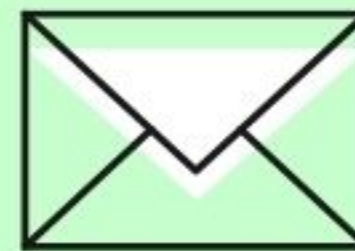
The Bottomline



Diversity means engaging pupils from different demographics.



Inclusion is making all of them feel welcome and included.



Diverse and Inclusive learning environments have the potential to engage all children.



Inclusive practice begins with showing an awareness of our biases and stereotypes.



Great teaching begins with holding high expectations for all pupils.

Journalling Reflections:

Time for you...

Reading References

I Heard What You Said. Jeffrey Boakye, 2022
Educational Leadership And The Global Majority:
Decolonising Narratives. R Campbell-Stephens, 2021
Equitable Education. S Choudry, 2021
Living Whilst Black. G Kinouani, 2021

Journalling Prompts

- a. My own privileges, biases and stereotypes may be...
- b. The reasons for me being aware of, and challenging them would be...
- c. I can support diverse communities by...
- d. I can begin to create a new and inclusive space for everyone in my learning environment by...

Feedback via Microsoft Forms

Music Masters MoC DEIB Session 1: Privilege & Bias Session



Please take a few minutes to complete the Microsoft Forms feedback form by scanning this QR code.

Please complete the 4 short questions
Please remember to submit your responses!