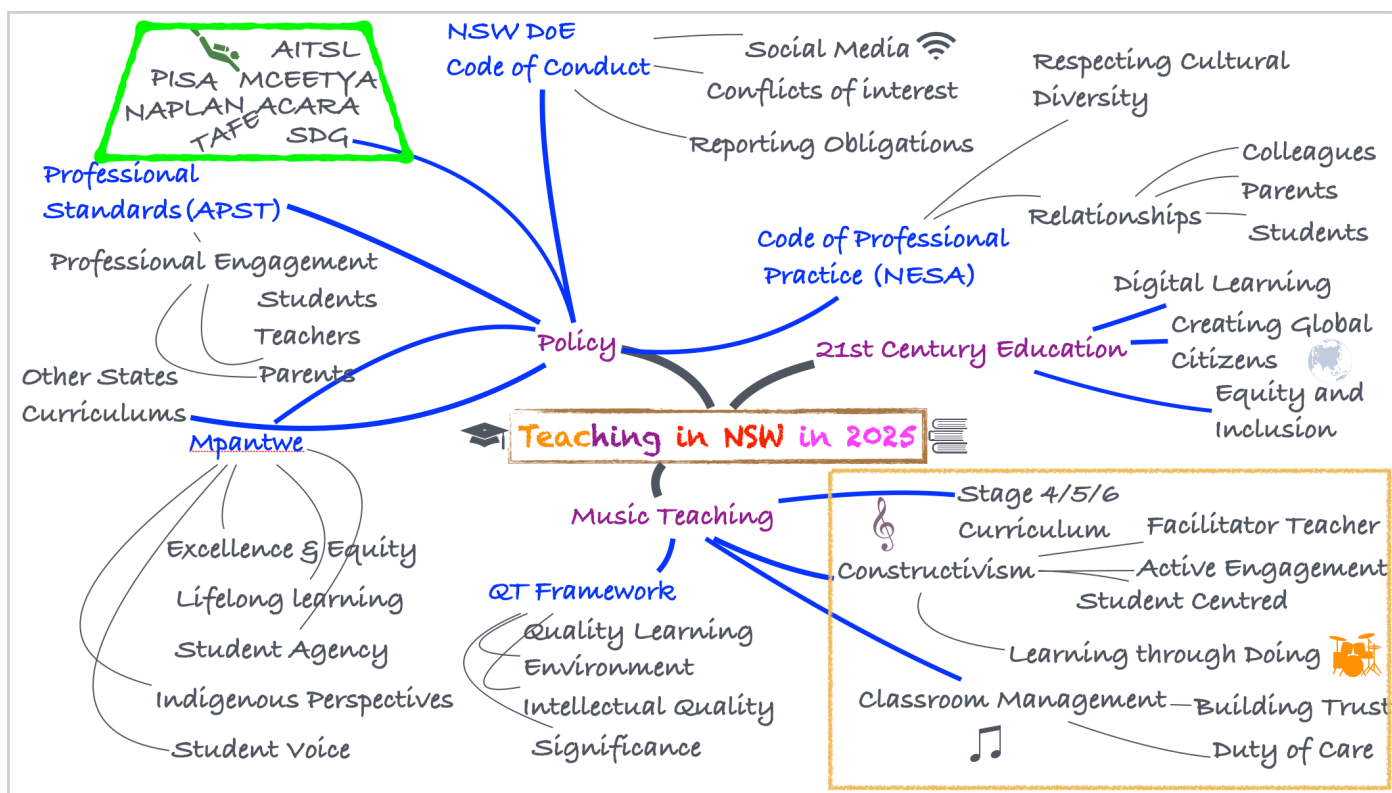


## Assessment 1: Mind map and critical reflection

### **Mind Map**



### **Mind Map Reflection**

The mind map I have created expresses three key ideas: education related policies, teaching in a 21st century context, and teaching music. Collectively, each of these have acted as key challenges to how my understanding has changed and developed since starting this program.

The biggest challenge to my understanding has arisen as I have attempted to come to terms with myriad of educational policies. The policy documents, frameworks, and standards involved in delivery of education in NSW (through bodies such as NESA, PISA, MCEETYA, NAPLAN, SDG, AITSL and TAFE) paint a highly complex picture. While it is certainly possible to find some sense of a clear purpose within these (such the goals outlined in Mparntwe (Education Council, 2019) and strong consensus across many issues (such as the the adoption of the Quality Teaching Model), this body of information still cumulatively demonstrates that the delivery of education exists in a highly complicated environment with competing philosophies, underpinned by a history of unresolved debate (Sharp, 2021)

Although this is indeed challenging as a new student, I have also found being exposed to this quite powerful. For it reflects a very different approach to that of my own high school educational experience more than thirty years ago. The role and delivery of education in NSW has become more deeply informed by dynamic shared values of our society, and the purpose of education has been reframed as an ongoing conversation rather than a set of standards for students to meet. (Connell, 2009). The school itself is no longer a static place from which to equip students with arbitrary skills, but a far more layered construct, a text that reflects the complexities of the society in which it is located (Ewing et al., 2019), highlighting that education is multifaceted and has

different kinds of stakeholders (engaged in both learning and teaching) who can approach it in many ways.

As I have navigated further into this complexity, I have also gained a better understanding of the fragile place that education occupies within our society. Education is delivered within the context of a largely market driven environment with a strongly neoliberal framework (Gore, 2007), where the battle for attention and commoditisation of knowledge has never been more ferocious (Mockeler & Connell, 2017). Aspirations of life long learning is forced to compete with far more banal activities such as corporate messaging (Cloues, 2016), I have been given a keener understanding of how the delivery of effective education to multiple stakeholders needs to be underpinned by an ethical stance that challenges traditional sites of knowledge and power to support students in their learning.

My understanding has been further challenged and developed by hearing and reading about the lived experience of teachers at different stages of their careers. Teaching is not a formula to be learnt and delivered, but an ongoing process of learning and professional development (Smith, 1997), a constant process of becoming. I have started to gain more depth in my understanding, that teaching is not just about content delivery, but about acting as role model where needed, supporting nuanced cognitive needs, and finding creative ways to deliver learning experiences (Wellborn, 2005).

Finally, the very thing I assumed would be quite simple, my grasp on the knowledge underpinning my main teaching area, has also been challenged. I have realised that delivering music education in Stages 4/5/6 of the curriculum is not just about delivering the content that I am so conformable with. I will need to develop proven strategies that can target students at different levels, and draw from approaches of constructivism and take a more holistic approach to my delivery of content by using the Quality Teaching Model. My view of effective music pedagogy has really been challenged, and I look forward to rethinking how best to deliver music education to high school students, to move toward teaching with students, not teaching at them (Forster, 2019).

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