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### Editorial Volume 44

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**Joseph Michael Abramo**

Senior Editor

## Editorial Volume 44

The articles in Volume 44 of *Visions* cover critical pedagogy COVID-19 and classroom management, teacher mental health, and pedagogical strategies in modern band. In the article “Critical pedagogy in school music programs: Examining the connections and disconnections between teacher preparation and active teaching,” Isabelle Harkopf and Kelly Bylica report on a qualitative case study that examines the experiences of early career music educators and the ways they engage or do not engage in socially just practices in their music classrooms. As they note, this project has the potential to inform how we can best incorporate a more inclusive and critical pedagogy in ways that are practical for teachers as they enter their first year of teaching. The phenomenon of praxis shock—or the feelings of shock and defeat sometimes felt by early career teachers of trying to put into practice the ideals learned in preservice—can be particularly acute around issues of social justice. Work toward equity is hard, there are many challenges as the hope of making a better world meet the challenges of practice. Isabelle Harkopf and Kelly Bylica provide some ways forward.

Warren Gramm, in his article, “Hey, teacher, leave them kids alone: Facilitation in modern band,” examines a single modern band to discover how an ensemble director/facilitator implemented a student-centered pedagogical approach. I personally bridge the worlds of “traditional” and modern band, first as a middle and high school teacher teaching concert band and popular music ensembles, and later as an instructor of instrumental methods courses and courses on popular music. In these roles, the strategies and approaches of the educator he studied resonate with my own experiences. As Gramm notes, there is much to learn for all music educators from these approaches that include student voice and democratic approaches.

The next two articles explore COVID-19’s continued effect on music educators. In “Classroom Management and Student Behavior After the COVID-19 Pandemic: Perspectives from Five Elementary General Music Teachers,” Jennifer Gee examines elementary general music teachers’ experiences and perspectives with classroom management within the context of the COVID-19 pandemic. The findings of this study highlighted participants’ positive perceptions of classroom management, the importance of building relationships, students’ social and emotional struggles, and

unique challenges the participants faced in their role as elementary general music teachers. These themes are of concern for teachers today. As teacher educator Carla Shalaby noted in her keynote address to the Society for Music Education's biannual conference this year in Salt Lake City, we are amidst a "social crisis" of student engagement and behavior. A host of factors to this crisis, which are still yet to be examined empirically, might include the COVID-19 pandemic, new technologies, changing expectations of education among others. Gee's article provides insights into how elementary general music teachers are dealing with this post-COVID landscape.

Abigail Van Klompenberg conducted a collective case study to examine elementary music teachers' mental health and well-being during the COVID-19 pandemic. Findings from this study revealed the negative effects of the pandemic, particularly on educators' levels of anxiety. Music educators' well-being and mental health suffered during the pandemic. Van Klompenberg found that engaged in self-care and found support which contributed to these educators' resiliency during the pandemic.

As a final note, there also continue to be changes at the journal. We welcome Whitney Mayo, assistant professor of music education at the University of North Dakota to the board.