

The Power of One: perceptions of instrumental and vocal music teachers of their role in health promotion

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Background: Instrumental and vocal music teachers impart not only musical knowledge, but also influence their students' physical and psychological approach to musical learning. Norton has called for music teachers to be "allies of prevention", exercising oversight of their students' performance health (Norton, 2019). However, to best equip teachers to take on this responsibility, greater understanding is needed about how they themselves perceive their role in relation to student health and wellbeing. **Aim:** This paper will present results from a study of international instrumental and vocal music teachers' perceptions of their role in relation to their students' health and their sources of health knowledge. **Methods:** A reflexive thematic analysis of qualitative data from text responses in a survey of 120 international instrumental and vocal music teachers and 35 semi-structured interviews was carried out (Braun & Clarke, 2012). **Results:** Key themes were identified. **Personal experience as primary motivator:** Participants' past experience was central in motivating teachers to care for their students' wellbeing, and the health information they chose to access or provide. **Cultural credibility:** Teachers' prioritisation of type and source of information and treatment was often based on personal experience and/or credibility amongst other musicians. **Blurred boundaries:** Teachers were divided about the boundaries between the musical and health oversight aspects of their teaching with some assuming responsibility to provide specific health guidance to students, and others providing healthcare referrals. **Musicalizing medicine:** While many teachers expressed awareness of the importance reliable health information underpinning their teaching, teachers preferred this information to be translated into an accessible "musicalised" form. **Conclusion:** Analysis of the data in this study shows that the multifaceted role of instrumental and vocal music teachers and impact of personal experience strongly influenced the way that this cohort of teachers perceived their role in overseeing their students' performance health. As teachers impart personal musical knowledge to their pupils, so too do they assert the "power of one" when exercising health oversight in their pedagogy.