Biography
Dr Jane Southcott is an Associate Professor in the Faculty of Education, Monash University. Her research foci are twofold. She explores community music, culture, ageing and engagement in the arts employing both a qualitative, phenomenological approach and quantitative strategies. Her other research field is historical, particularly concerning the development of the music curriculum in Australia, America and Europe. She is a narrative historian and much of her research is biographical.

Qualifications

Employment
Associate Professor
Globalization Leadership & Policy
MONASH UNIVERSITY
20 May 2000 → present

Research output
Heritage and adaption: Greek Australian musicians in Melbourne

Kick start–martial arts as a non-traditional school sport: an Australian case study of Taekwondo for Years 7–12 students

Egalitarian music education in the nineteenth century: Joseph Mainzer and Singing for the Million
Southcott, J., 10 May 2019, (Accepted/In press) In : Journal of Historical Research in Music Education. 17 p.

"If you can breathe, you can dance": fine lines contemporary dance for mature bodies in Melbourne, Australia

In Jen’s shoes - looking back to look forward: an autoethnographic account

Resilient senior Russian-Australian voices: “we live to sing and sing to live”

Meanings of leisure for older people: an Australian study of line dancing

A Sikh boy’s exclusion in Australian school: a phenomenological study of parent’s response

Effecting epiphanous change in teacher practice: a teacher’s autoethnography

Examinations in the life of studio music teachers in Australia prior to 1920
Elliott, F. & Southcott, J., 2019, (Accepted/In press) In : Journal of Historical Research in Music Education. 20 p.
Gender identity and Facebook: social conservatism and saving face

Music participation for older people: five choirs in Victoria, Australia

Evaluation of a pilot personalised professional coaching program: report produced for Mentone Grammar School

Inclusion for a student with vision impairment: "They accept me, like, as in I am there, but they just won't talk to me."

"Something to live for": Weekly singing classes at a Chinese university for retirees

A bit of ripping and tearing: an interpretative study of Indigenous Engagement Officers' perceptions regarding their community and workplace roles

An action research case study of the development of a personalized professional learning project

The very perplexed stepmother: Step motherhood and developing a healthy self-identity

Building critically reflective practice in higher education students: Employing auto-ethnography and educational connoisseurship in assessment

Parental influence on career choices of Indian-Australian women

Sparking ideas: English teacher use of online tools for professional learning

Exploring childrens' hybrid identities in culturally diverse settings

Older people in a community gospel choir: Musical engagement and social connection

Learning and changing: The shaping of a teacher's identity through time, across spaces and in different contexts

"It helps if you are a loud person": Listening to the voice of a school student with a vision impairment

"You have to be like everyone else": Support for students with vision impairment in mainstream secondary schools
Curriculum stasis: The disconnect between music and technology in the Australian curriculum

Australia: Recurring problems and unresolved issues

Australian children’s drawings of a hybrid Greek identity

Changing the world one voice at a time: Philanthropy and community choirs in Australia

Examining Australia: The activities of four examiners of the associated board for the royal schools of music in 1923

Exploring mature-aged student’s motives for doctoral study and their challenges: A cross border research collaboration

The "Bitter sweetness" of hybridity: Being a bicultural Greek Australian musician

When I see a note I like, I play it: Musical identity enacted in a community orchestra

No fuss, all forgiveness: Finding musical identity in a community orchestra

Early days of recorder teaching in South Australian schools: A personal history

Establishing equity and quality: The experience of schooling from the perspective of a student with vision impairment

Improving students’ intrinsic e motivation in piano learning: Expert teacher voices

Preserving, Transmitting, and Developing Cultural Heritage: Senior Sri Lankan Arts Practitioners In Australia

Musical identity enacted in a community orchestra
Jenkins, L. & Southcott, J. E., 24 Sep 2015.

A juggling act: Supervisor/candidate partnership in a doctoral thesis by publication

A case study of a Greek Australian traditional dancer: Embodying identity through musicking
Drawing 'Music and Me': Children's images of musical engagement

Schooling through the eyes of a student with vision impairment

Singing and companionship in the Hawthorn University of the Third Age Choir, Australia

Singing in La Voce Della Luna Italian women's choir in Melbourne, Australia

Six Greek musicians discuss jazz

The meaning of learning piano keyboard in the lives of older Chinese people

Using wikispaces in the training of paraprofessional community languages teachers in a university education faculty

'The show must go on': older entertainers making music in the community in Melbourne, Australia

Froebel's gifts to early childhood music education

Introduction to historical research in music education

Multiple musical identities: An autoethnographic study of a Greek-Australian popular and traditional musician and teacher

One hundred years of 'Anglo-Saxondom' in the south: the Children's Demonstration Pageant of Empire, South Australia 1936

Personal, musical and social benefits of singing in a community ensemble: Three case studies in Melbourne (Australia)

Starting from scratch: Forming a community of practice in an Australian late starters' wind band
Southcott, J. E., 2014, In : Journal of Arts and Communities. 6, 1, p. 45 - 61 17 p.

The presence of traditional Greek songs in Australian school music classrooms: from Psaropoula to (Greek: Psaropoula)

By the time I understood how to study, my course was over: international Indian students in Australian universities
Community, commitment and the ten 'commandments': singing in the Coro Fulan, Melbourne, Australia

Crafts and successful ageing: the Decoupage Guild Australia

Lanterns and drums: changing representations of Chinese songs in Australian school music

So much more than just the music: Australian pre-service music teacher education students' attitudes to artists-in-schools

"It all begins with the beat of a drum": Early Australian encounters with Orff Schulwerk

A place for singing: Active music engagement by older Chinese Australians

An 'attunement for change': R. Murray Schafer and the introduction of creative music teaching in Australia

Nationalism and school music in Australia

Retaining a frisson of the 'other': Imperialism, assimilation, integration and multiculturalism in Australia

Stage fright and joy: Performers in relation to the troupe, audience, and beyond

The presence of traditional Greek songs in Australian school music classrooms

Well-being and ageing in Australia: Building relationships through community choirs

Embracing cultural diversity in Australian music teacher education

Music, positive ageing and older Australians

The intersections of curriculum development: Music, ICT and Australian music education

Engaging, Exploring, and Experiencing Multicultural Music in Australian Music Teacher Education: The Changing Landscape of Multicultural Music Education
‘Getting the certificate’: Student understanding of the Australian Music Examination Board ‘Cello Syllabus

Australia: Recurring problems and unresolved issues

Different sounds, different musics, different teaching: An Australian case study in multicultural teaching and learning

Experiences and understandings: Student teachers’ beliefs about multicultural practice in music education

Learning from each other: Australian State and Territory curricula in technology, arts and music

Many layers of meaning: Multicultural music education in Victoria, Australia

Music education and national identity: Australian perspectives

Older adults’ perceptions of the benefits of music making: Community, coping and connectedness

Sharing community through singing: The Bosnian Behar choir in Victoria, Australia

‘And as I go, I love to sing’: the Happy Wanderers, music and positive aging

‘Opening the doors to multiculturalism’: Australian pre-service music teacher education students' understandings of cultural diversity

Belonging to a Victorian community choir: Ageing, music and culture

Book review of Music in Educational Thought and Practice by Bernarr Rainbow with Gordon Cox

Interrupted cadence: the mismatch of the school music curriculum and the intercultural understanding of pre-service teachers in Victoria, Australia

Making it real: pre-service music teacher education students ideas about artists-in-schools
Pre-service Australian music educators: an umbrella of cultural understandings  

The Melbourne UNESCO seminar, 1956: A watershed in Australian music education  

The history of a common idea in music education: The vertical ladder of the Solfa syllables and hand signs from Glover to Curwen to Kodaly  

The seeking attitude: Ideas that influenced Satis N. Coleman  

Breaking the cycle: Creating multicultural musical generations  

Giving and receiving: music and positive ageing  

Missionaries and tonic sol-fa music pedagogy in 19th-century China  

Music, Well-being and Ageing  

Performance anxiety and the inner critic: A case study  

Proceedings of the XXXth Annual Conference - Australian and New Zealand Association for Research in Music Education - (Editor)  

Relating to the audience and the group/troupe: Performance tension perceived in relationship  

Early 19th century music pedagogy – german and english connections  

"It goes to where you live": psychological and physiological manifestations of performance anxiety  

'Everything was different': experiencing music pedagogies in an unfamiliar context  

'Putting on a show': engaging and authentic learning in experiential music education  
Dalcroze Eurhythmics from a Distance. A miscellany of current research

Early 19th century music pedagogy - German and English connections

Experiential education: a new 'perspective' on tertiary music education

From Empire to filmi: A fusion of western and Indian cultural practices in Australian music education

Multiculturalism in arts education: Engaging schools in effective and authentic pedagogies

Orff, values and experience

Perceptions of multiculturalism in music education: what matters and why

Retaining a frisson of the 'other': imperialism, assimilation, integration and multiculturalism in Australian schools

So much to do, so little time: Multicultural practices in Australian school music

Someone is always listening: Performance anxiety and the perception of audience

A case study in performance tension: responding to the vulnerable child

Bright and breezy: past and present practices in pre-school music education

Changing the voices of teachers and children: singing and elocution in South Australia in the nineteenth and early-twentieth century

Review of 'More than a musician: a life of E. Harold Davies', by Doreen Bridges
The blind men and the elephant: music education in a changing world

More than a musician: A life of E. Harold Davies

'Much ado about teaching': Music theatre, authenticity and experiential learning in music education

Drums, fifes and drill: patriotism and militaristic practices in 19th century Australian school music

Empowering Australian students in African music: experiential education in primary teacher training

Integration and multiculturalism in music in Australian schools: Has/can/should the leopard change its spots?

Nationalism and School Music in Australia

Other musics in the classroom: from assimilation to multiculturalism in Australian school music

Primary teacher training at Deakin University: an Australian experience learning another kind of music

Removing the "Australian twang and slang": Vocal health, singing tone and enunciation in school music in South Australia in the 19th and early 20th centuries

Six ways at once: effective curriculum change in primary music education. An historical model

States of change: A comparison of school music curricula initiatives in Queensland and Victoria, 2006

Seeing the Big Picture: Experiential Education in Tertiary Music Education

"Dear Madam" - the letters of Sarah Glover and John Curwen
Changing sound worlds - the development of Australian songs for children

Essential learning in music education: teaching music in schools in South Australia during the 1950s

The effect of policy change on the Australian music curriculum: Inclusivity or de-skilling?

The first Tonic Sol-fa missionary: Reverend Robert Toy in Madagascar

The missionaries’ helpmeet: Tonic Sol-fa in Madagascar

The singing by-ways: origins of class music education in South Australia

‘A Knight of Song’: F.L. Gratton

Experiential education: a new "perspective" on tertiary music education

Experiential learning in European pedagogies: the value of structured responses in reflective journals

Imperialism in School Music: Common Experiences in Two Different Cultures

The origins of colonial class music education in South Australia: a Sunday school was established

A flexible approach to educating Music teachers: developing strategies for on-line teacher education

A tale of two brothers: E. Harold and H. Walford Davies
Now the labourer's task is o'er: Alexander Clark and the foundation of school music in South Australia

Reflection and inspiration: understanding music pedagogies through journal writing

Songs for young Australians

Sarah Glover: music educator and theoretician

Curriculum Stasis: Gratton in South Australia

Evaluating music education: the role and processes of historical inquiry

Daniel Batchellor and the American Tonic Sol-fa Movement

The Establishment of the Music Curriculum in South Australia: The Role of Alexander Clark

The Percussion Band – Mere Noise or Music?

A Music Education Pioneer – Dr Satis Naronna Barton Coleman