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

Professor
Sch of Education Culture & Society
MONASH UNIVERSITY
20 May 2000 → present

Research output

Daughters of the diaspora: using autoethnography to interrogate impositions of cultural conformity

Advertising by four studio music teachers in early twentieth century Melbourne, Australia

Sign language usage of deaf or hard of hearing Sri Lankans

Dancing with Buber: an autoethnographic study of inclusion and disability and its ethical foundations

Guerrilla Music: Musicking as Resistance, Defiance, and Subversion

Music as provocation, resistance, sedition and rebellion

Re-positionings and reductions: a case of curriculum evolution in senior secondary music in Victoria, Australia

Remote possibilities: sermons as religious support during the COVID-19 pandemic

Reviewing the terrain, and further explorations

Surveying the Terrain
The sushi train of professional learning: teachers self-driving learning using a social networking website

"Everything seems to be the right eye in our family": intergenerational family living with facial eye disfigurement: an interpretative phenomenological analysis

An exploration of the possible educational opportunities and the challenges at the intersection of the physical and digital worlds occupied by 10–14 year-old students

Changing musical self-efficacy for Australian early childhood educators, teachers and carers

Self-transformation in an Australian teacher-trainer: framing musical process for vocal agency in early learning

"My mummy has a hole in her face": living with facial eye disfigurement

Practice and learning the piano: motivation and self-regulation

Sound Makers
Southcott, J. & Crawford, R., 7 Jun 2023

Lurking with intent: teacher purposeful learning using Facebook
Woodford, H., Southcott, J. & Gindidis, M., Jan 2023, In: Teaching and Teacher Education. 121, 12 p., 103913.

Dismantling methodological silos and normative confinements in qualitative research: a shared meal of knowledge in a postqualitative langar space

Fierce parenting: an autoethnographic study of disability, inclusion, and ‘othering’

Friends in music: the Chao Feng Chinese Orchestra, Melbourne, Australia

From our post qualitative kitchen: a Langar meal of knowledge

Introduction: redefining the field

Iranian Music Education: 120 Years of History, Pedagogy and Performance
Musical Ecologies: Instrumental Music Ensembles Around the World

Postlude

Training and retaining traditions: the Grainger Wind Symphony

"I'm his mum and it is my job to keep him safe": mothering a child living with facial eye disfigurement

Under the sword of Damocles: exploring the well-being of university academics during a crisis

Knowledge meals, research relationships, and postqualitative offerings: enacting Langar (a Sikh tradition of a shared meal) as pedagogy of doctoral supervision

A new typology of community music groups

An exploration of the lived experiences of a visual art teacher in a smart classroom

Being and becoming instrumental musicians and teachers: a post-qualitative exploration

Movable "Do," Sol-Fa and vertical ladders: Guido to Glover to Curwen to Kodály

Orff's Schulwerk: gestation, interruption, revival, and dissemination

Revolutions in Music Education: Historical and Social Explorations

Shinichi Suzuki and talent education: from beginnings in Japan to the United States and the World

Triggers, beginnings, and poetry making: the literacy practices of older Australian poetry writers

University teachers' well-being during a pandemic: the experiences of five academics
"Walking the doors—to be to become: an autoethnography of diasporic beings and multiple becomings"

"Problem and project-based learning through an investigation lesson: significant gains in creative thinking behaviour within the Australian foundation (preparatory) classroom"

"Examinations in the life of studio music teachers in Australia prior to 1920"

"Peak moments: a teacher-educator reflects (with colleagues) on the importance of heightened moments of teaching and learning"

"Academics' understandings of the literacy needs of international graduate students"

"Affirming strength-based practices in disability and inclusion: a shared autoethnographic study of the experiences of a teacher"

"Exploring family service providers perceptions of working with recoupled parents in stepfamilies"

"Fluctuating emotions and motivation: five stages of the rehearsal and performance process"

"Integrating dance and language education: a pedagogical epiphany"

Phenomenological Inquiry in Education: Theories, Practices, Provocations and Directions

"I can't do without my poetry*: a post-qualitative, phenomenological investigation of a poetry class of older Australians"

"If you don't change you get left behind*: Playing in the Banda Italiana Musicale Vincenzo Bellini in Melbourne, Australia"

"Attitudes of Iranian Community Parents in Australia towards their Children's Language Maintenance"

"Pencil or Keyboard? Boys' Preferences in Writing"

"Taking the most delicate care*: Beginnings of a mentoring relationship between teachers and coaches in an Australian school"
"Compassionate dictatorship": Leading old singers in community choirs in Australia

Community Languages Australia Parent Project
Gindidis, M., Southcott, J. & Yazdanpanah, L., Mar 2020, Melbourne Vic Australia: Community Languages Australia. 23 p.

'Prestissimo food for Agitato Musicians': the fundraising endeavour of the Victorian Music Teachers' Association

Dancing my way through life; embodying cultural diversity across time and space: an autoethnography

Developing perceived self-efficacy in later life through poetry writing. An analysis of a U3A poetry group of older Australians

Egalitarian music education in the nineteenth century: Joseph Mainzer and Singing for the Million

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

Sarah Anna Glover: Nineteenth-Century Music Education Pioneer

The ukulele experiences: leisure and positive ageing in Taiwan

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

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

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

Heritage and adaption: Greek Australian musicians in Melbourne

Note from the Editors

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

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

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

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

Navigating tensions: insights from a contracted teacher coaching initiative

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
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

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

Nationalism and school music in Australia

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
'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

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 1850s  

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