

MUSIC TEACHER QUIT TALK

Impetus

- I am a leaver.
- #teacherquittok & other **pessimistic** mass media narratives about **teaching**.

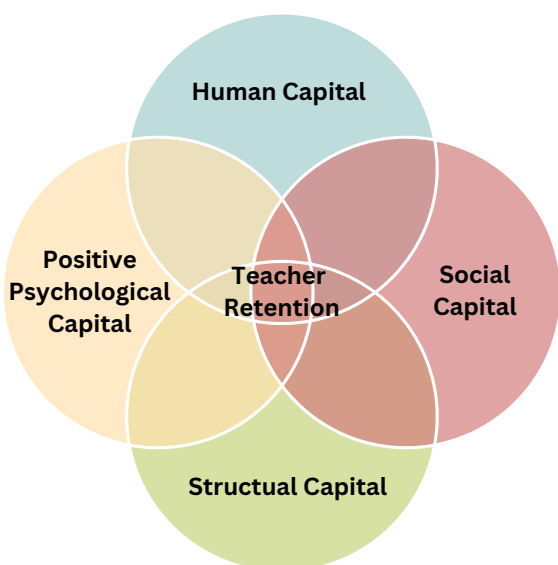


Literature

- Economic Policy Review (Schmitt & deCourcy 2022)
- Predictors of Migration & Attrition (Hancock 2008; Hancock 2009; Gardner 2010)
- Why Music Teachers Stay (Lindeman 2004)
- Theory (Scheib 2006)
- Factors Unique to Music Teaching (Scheib 2004)

Need for Study

- The **pervasive** & **pessimistic** mass media narratives about **teaching** draw on **human experience** with **great effect**.
- Add **nuance** to the **quantitative work** on teacher attrition.



Theory

- The four-capital theory of teacher retention (Mason and Poyatos Matas 2015).
- Australian Journal of Teacher Education.
- Four established theories of non-economic capital.

Research Questions

- How do former music teachers **describe** their decision to leave the profession?
- How is the four-capital theoretical model **helpful** in **further understanding** the retention and attrition of music teachers?



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Method

- Multiple case study (Stake 2006).
- Two semi-structured interviews with each participant.
- Within-case & cross-case analysis.



Participants

- **Edward**
 - High school choir, 8 years, became an assistant principal.
- **Alexandra**
 - Fifth grade general music, 9 years, left to start own jewelry business.
- **Lucy**
 - K-5 general music, 12 years, became an assistant principal.

Findings

- Captured a **nuanced narrative**.
- **Structural capital** was the main reason for attrition in all three cases.



Implications

- Use of framework to **choose** a music teaching position.
- Use framework to **evaluate** current position - helps organize/highlight what the teacher can/should ask for.
- Possible framework to be used by scholars in music education to **guide** aspects of the attrition discussion.

Future Research

- “Struggling teaching” narrative and its effect on teacher recruitment.
- Music teacher to administration position phenomenon.

