

March 5, 2026

Re: Letter of support for *Krista Bryson*

Dear Members of the Review Committee,

It is my pleasure to provide this letter of support for Krista's e-portfolio as part of her PhD program. I write from my perspective as Adjunct Faculty in the Bachelor of Education and Master of Education programs at Acadia University and as a long-time music educator who has worked extensively with pre-service and practicing teachers across Canada and internationally.

Krista's instructional presence is both compelling and deeply thoughtful. When she works with our pre-service music teachers, she immediately establishes a sense of curiosity and possibility in the room. Many of my students arrive with fairly traditional conceptions of what music education can look like in schools. Krista challenges those assumptions in the most productive way.

Through her presentations and discussions, she opens students' thinking to approaches that are creative, inclusive, and responsive to the diverse musical experiences that students bring with them. For many of my students, this is the first time they encounter the idea that music education can be designed in ways that extend well beyond the models they themselves experienced in school. Their response to Krista's sessions has been overwhelmingly enthusiastic; students consistently describe feeling both inspired and empowered by the possibilities she presents.

Indeed, Krista's sessions were so well received that she was subsequently invited to serve as a guest presenter in our Master of Education program in Curriculum Studies with a focus on Music Education. Working with practicing music educators at the graduate level requires both intellectual rigor and a strong grounding in professional practice. Krista brings both. She communicates complex ideas with clarity and precision while remaining deeply connected to the realities of classroom teaching.

One of Krista's greatest strengths as an instructor is the way she positions herself as a practitioner-researcher. This orientation allows her to bridge the worlds of scholarship and classroom practice in ways that are highly meaningful for both pre-service and in-service teachers. She draws on current research and contemporary conversations in music education while grounding those ideas in authentic classroom examples. As a result, her sessions move beyond theoretical discussion and provide educators with practical ways to rethink and expand their own teaching.

At a time when the field of music education is increasingly called to examine its assumptions, traditions, and practices through a critical lens, Krista's work is both timely and important. She encourages educators to thoughtfully reconsider how and what we teach in relation to the students who sit in front of us each day. Importantly, she does not stop at raising important questions.

Krista also offers concrete strategies and pedagogical approaches that allow educators to diversify their instructional and philosophical toolkits in meaningful and achievable ways.

In every setting in which I have observed her, Krista shares her passion, expertise, and insight in a manner that is engaging, articulate, and deeply respectful of her audience. She invites dialogue, reflection, and thoughtful questioning—qualities that are essential to effective teaching at the university level. Her ability to inspire both emerging and experienced educators speaks strongly to her instructional competencies and to the meaningful impact she is already having within the field.

For these reasons, I offer my strongest support for Krista's doctoral work and for the instructional contributions represented in this portfolio. She demonstrates the intellectual depth, pedagogical skill, and reflective practice that define exemplary university teaching, and I am confident her work will continue to influence both research and practice in music education.

Sincerely,



Adjunct Faculty Member, Music Education Lead
Acadia University

