

CURRICULUM VITAE

Dr Bradley Merrick

Educational Qualifications

- PhD - Doctor of Philosophy – Music Education (2006)
- Graduate Diploma of Education (1999).
- Master of Education - The Arts (1992-93)
- Bachelor of Education – Secondary Music (1988-1989)
- Diploma of Teaching – (1986)

Leadership and Career Summary

2022 - Present: Senior Lecturer (Music and Arts Education)

- Arts Humanities Education Research Lead
- Melbourne Graduate School of Education - The University of Melbourne

2019 – 2021: Senior Lecturer in Music & Head of Area (Performance Teaching)

- (Master of Music – Performance Teaching)
- The University of Melbourne – Melbourne Conservatorium – Faculty of Fine Arts and Music

2008 – 2018: Director of Research in Learning and the Barker Institute. Barker College, Sydney

1999 - 2018: Music teacher at Barker College, Sydney.

1989-1998: Head of Music – Oakhill College, Sydney

1987-1988: Secondary Music teacher – Colyton High School, NSW.

ISME Leadership

2022-2024 (ISME Board Member)

2023-present (Membership Committee member)

2020-2022 (Scientific Committee theme leader- *Music Teacher Education and Professional Development*)

2020-2022 (MISTEC Commission Chair)

2016-2022 (MISTEC committee)

2020-2022 (ISME Conference Organising Committee)

Dr. Brad Merrick completed his PhD in Music Education at the University of New South Wales in 2006 and is known as a passionate educator and leader, who possesses a wide range of teaching experience, having worked in some of Australia's largest secondary music and instrumental programs. He is a Past National President of the *Australian Society for Music Education (ASME)* where he was a recipient of the Fellowship Award in 2017. He draws on his extensive experience, preparing undergraduate teachers to enter music education as a profession. Brad has performed professionally as a guitarist- bassist for many years, while developing a strong connection with music teachers nationally and internationally, striving to develop partnerships and a shared vision for music education. Brad has published more than 40 peer-reviewed articles and chapters, having contributed to the *Oxford Handbook of Music Education* and the *Routledge Companion to Music, Technology and Education*. He has published in areas related to motivation, performance, self-regulation, technology, online learning, and curriculum. He has been actively involved in developing curriculum reform and advocacy around Australia and regularly presents workshops and keynote addresses across different settings, to both students and teachers.

