CONTENTS

Editorial
Martin Fautley and Regina Murphy: Difficult questions in music education 119

Articles
Jennie Henley: Prisons and Primary Schools: using CHAT to analyse the relationship between developing identity, developing musicianship and transformative processes 123
Michele Biasutti, Sarah Hennessy and Ellen de Vugt-Jansen: Confidence development in non-music specialist trainee primary teachers after an intensive programme 143
Anna Ehrlin: Swedish preschool leadership – supportive of music or not? 163
Adele Teague and Gareth Dylan Smith: Portfolio careers and work-life balance among musicians: An initial study into implications for higher music education 177
Ken Rea: What classical musicians can learn from working with actors: Conceptual and pedagogic foundations and outcomes of bringing musicians to integrate in a drama training environment 195
Anne-Marie L. Czajkowski and Aline K. Creasely: Mindfulness for singers: The effects of a targeted mindfulness course on learning vocal technique 211

Book Reviews
Diana Harris: Hear, Listen, Play! How to Free Your Students’ Aural, Improvisation, and Performance Skills by Lucy Green 236
David Ireland: Music and Familiarity: Listening, Musicology and Performance edited by Elaine King and Helen M. Prior 239