

**FACILITATING CO-CURRICULAR LEADERSHIP:  
FOSTERING VEHICLES OF PROFESSIONAL DEVELOPMENT FOR PRE-  
SERVICE MUSIC EDUCATORS**

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“One learns to teach by teaching.” “Teachers, like leaders, are born, not made.” Many common statements describing the development of teachers indicate differences in understanding, and an underlying complexity, surrounding the preparation of the professional educator. Although these statements may be inconsistent with the present direction of teacher preparation, they may contain catalysts for inquiry that music teacher educators should consider. While teaching licensure and accrediting agencies often focus on the coursework included in a pre-service teacher preparation program, there has been an increasing acknowledgement of the importance of the breadth of experiences provided in the development of young teachers. Examples of these experiences may often include peer teaching moments and on-site teaching events that play a valued role in the teacher development program. From this same perspective, effective teachers often possess personal and professional traits commonly referred to as “leadership.” These traits are often sought out and evaluated during the recruitment or induction process. However, there are rarely formal components of the teacher education program that deal specifically with building the skills or attributes of leadership.

As those who have completed a degree in music education know, the life of a music education major is a busy one. The formal and informal activities expected of the music education student are varied and demanding. This unusually rich combination of in-class and out-of-class activity may serve as a unique advantage to pre-service music educators. According to the findings of researchers in the area of Student Involvement Theory and also in the broader academic, personal, and professional development of undergraduates, this situation may serve to benefit the student in many ways after graduation (Astin, 1984, 1993; Pascarella & Terezini, 1991). For optimal growth and potential for later success, these findings support the importance of a balanced intensity of academic and non-academic activities throughout the undergraduate program. Specifically, in addition to formal curricular experiences, students benefit, both academically and affectively, from co-curricular leadership experiences related to their interests and areas of study (Huang, 2004).

Co-curricular experiences may hold a valuable place in the preservice teacher development program. The opportunities available through student and professional organizations, community partnerships, and service learning activities are rich and varied. While a common and consistent part of a music education student’s life, they are usually unguided, and even discouraged as a distraction. However, they may be an untapped resource of student growth. If these events are formalized, they provide student-driven, developmentally appropriate, and authentic points of synthesis for students to actively

transcend artificial boundaries in areas of academic, musical, and personal growth. Through multi-media presentation, examples of student-driven activities will guide a discussion of potentials for co-curricular events. This presentation will offer a model and series of strategies for the effective facilitation of co-curricular leadership activities to promote comprehensive development of the pre-service music educator. In addition, suggestions for student-driven goal development and activity self-assessment will be offered.