



TEACHING IS LEADERSHIP

I would like for you to think about leadership and what that will look like in your classroom/rehearsal hall. That will be the greatest challenge. The rest is easy.

DAY #1

- There are many jobs that offer you the opportunity to work your way up the ladder to higher leadership positions—usually after several years of proving yourself as a strong individual.
- As a teacher you are in the driver's seat on Day 1, with the full responsibility of leading a class of 20-60 + students in various roles each day.

- **Leading is a natural progression as a teacher.**
- **Think about what you will do in the classroom/rehearsal hall.**
 - **Establish procedures to make sure learning will take place. (*community*)**
 - **Select literature that you believe your students should know in order to grow artistically. (*vision*)**
 - **Develop teaching strategies to help them realize the goal of learning this literature. (*motivate/implement*)**
 - **Bring to each lesson/rehearsal new and innovative ways for students to comprehend concepts. (*innovate*)**
 - **Inspire your students to grow daily as musicians. (*inspire*)**

WHAT WE DO

Typical classroom/rehearsal

- one adult in the room—the teacher.
- sometimes more than 40+ students per teacher
- The teacher is responsible for organizing the students in the room
- getting their attention
- inspiring them to engage
- assuring they are learning
- assessing their progress

Teaching is.....

- inspiring others
- motivating others
- providing a vision for the future
- acting as mentor
- building community
- implementing a vision
- (Bennis, 1986)
- **This is what leaders do!!**

YOU DON'T NEED A TITLE TO BE A LEADER

- True leadership can not be awarded, appointed, or assigned.
- Leadership is a result of your influence on others. You must earn it!
- The proof of leadership is found in the followers.
 - Are your students engaged?
 - Are they enthusiastic about learning?
 - Are they willing to take artistic risks?
 - Do parents willingly help students participate in additional activities of the program?
 - Are your students self motivated.
 - Do your students understand and appreciate the process as much as the product?
 - *Teach like your hair is on fire every day and this will happen!!*

WHAT DOES A SUCCESSFUL LEADER LOOK LIKE?

Successful leaders are:

- Disciplined
- Organized
- Punctual
- Persistent
- Have a strong work ethic
- Passionate
- Self-motivated

Successful teachers are:

- Disciplined
- Organized
- Punctual
- Persistent
- Have a strong work ethic
- Passionate
- Self-motivated

THREE BASIC THINGS.....FOR PERSONAL SUCCESS

1) Read

2) Seek the counsel of others (find a Mentor)

3) Serve others. By serving we value them.

HOW CAN I HELP?

- Dr. Fred Willman, Founders Professor of Music and Education at the University of Missouri–St. Louis
- Dr. Willman taught us to find and use multiple ways to **help** students understand concepts. Differentiated instruction. This made sense to me, so I applied it to my rehearsal as well.
- Ramona M. Wis, Mimi Rolland Endowed Professor in the Fine Arts, Professor of Music, and Director of Choral Activities at North Central College in Naperville, Illinois.
- Wis, Ramona M, (2007) *The Conductor as Leader, Principles of Leadership Applied to Life on the Podium*, GIA Publications.

WHAT DO THOSE I LEAD NEED?

As a teacher if our focus becomes serving those we lead everything changes. Now our thought process becomes:

- **What does the ensemble need to be successful? (strategy and lesson design)**
 - **What do my individual students need to grow as musicians? (process)**
 - **What do I need to do to help them achieve our goals?**
 - **Serving means I provide a path and a means for my students to grow.**
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- **True leadership goes beyond managing people to growing them.**
 - **True leadership recognizes authority as an opportunity to lead not a license to rule others.**

SERVANT LEADERSHIP

- Is a way of thinking about teaching/leading.
 - Servant leadership is reflective and engaging.
 - At its core is the desire to help others meet their significant needs, their need to grow and contribute meaningfully to music and community.
 - It guides your lesson structure and your rehearsal strategy.
 - It guides your responsibility for our profession.

“HOW CAN I HELP.....”

- **...individual musicians grow as artists?**
- **...my students become independent musical decision-makers?**
- **...my students turn symbols and words into beautiful sounds?**
- **...students and audience members grow and learn to appreciate all genres of music?**
- **...parents, administrators and public in general understand the importance of music in our lives?**
- **...advance music education in my community, region, state, nation?**

DEMONSTRATE LEADERSHIP IN YOUR TEACHING.

- Be creative and innovative with the first 10 – 15 minutes of your rehearsal to develop musicianship.
- Create warm-up and technical studies that are relevant to the music you are rehearsing.
- Don't just chase notes!
 - Historical and cultural context.
 - Theory concepts: modes, chord structure, tonality, etc.
 - Create a unit based around one composition per concert series centered around the above ideas.

Using the same warm up routine with little or no variation for the first part of a rehearsal is just managing the time allotted.

MANAGING VS. LEADING

A MANAGER....

- **...imitates**
- **..does things right**
- **..administers**
- **..is a copy**
- **..maintains**
- **..relies on control**

A LEADER.....

- **..originates**
- **..does the right thing**
- **..innovates**
- **..is an original**
- **..develops**
- **..inspires trust**

BEWARE OF CONDITIONING

- 4 feet 8- and one-half inches.
- Why do we teach the way we do?
 - Because someone else did it that way? (be careful of conditioning!)
 - Is this relevant for what my student's need? For the music we are learning?
- Richard Cangro

SERVICE BEYOND THE CLASSROOM

- Obligation to serve our profession and to advance the art form and music education in our classrooms, schools, community, districts, regions, state, nation.
- Challenging, time consuming and fun!
- I have had some great experiences sitting across the table from state and national congressional representative and senators while advocating for music education.

IDEAS HOW TO GROW LEADERSHIP OUTSIDE THE CLASSROOM

- School
 - Sponsor a Tri-M chapter
 - Encourage student leaders. Create jobs
- School District
 - Volunteer for curriculum committee
- Conference/county ensembles
 - Help organize band/choir/orchestra honor ensembles
- MEA District
 - Assist with events
 - Run for office
- State organizations
 - MCDA
 - MOASTA
 - MOPAS
 - MBA
 - MMEA
- National organizations
 - NBA
 - PAS
 - ASTA
 - NAFME
 - ACDA

CAUTION: OVER PROGRAMING YOUR SELF!

- The very nature of who we are means we will overextend ourselves!
- We see a need or have a concern and we volunteer because we want to make a difference.
- As our efforts are recognized we are appointed or elected to higher positions. Now we have a title and authority.
- Along the way we can become intrigued by the title and “believe our own press.”
- We lose sight of why we started this journey.
-”I want to help”

STAY CURRENT

- Leadership means staying on top of your game!
- Attend workshops and conferences.
- Attend clinic sessions about anything music related.
- Take a personal day and shadow someone whose program you admire.
- READ!
- PLAY & SING in community bands/orchestras/choirs.
- We can only teach to our personal level of musicianship!

**“LIFE SHOULD NOT BE A JOURNEY TO THE GRAVE WITH THE INTENTION OF ARRIVING SAFELY IN A PRETTY AND WELL-PRESERVED BODY, BUT RATHER TO SKID IN BROADSIDE IN A CLOUD OF DUST, THOROUGHLY USED UP, TOTALLY WORN OUT, AND LOUDLY PROCLAIMING “WOW! WHAT A RIDE!”
– HUNTER S. THOMPSON**

[The Proud Highway: Saga of a Desperate Southern Gentleman, 1955-1967](#)