

TEACHING AS COLLECTIVE LEADERSHIP

A Framework for Growing Students as Leaders of a Better Future

Exploring Lens Polarities

In this exercise, we reflect on where we are on a full spectrum of perspectives related to this lens. And we consider what other “spectra” of perspectives are related to this lens.



1. If you wish to engage in this exercise, please make a copy of this deck
2. Before answering the questions on slide 3, please self-assess where you're usually at on each spectrum

Exploring Lens Polarities

Our work as symptoms

I see my role as getting students to work extra hard to overcome their deficits to succeed in the system around them.



Our work as systemic

I see our work as challenging the root causes of injustices that inhibit students' potential - systemic barriers around us, and limiting beliefs inside us.

Individual effort

Much can be accomplished through hard work. I try to shape a better future by working with courage, urgency, and perseverance and encouraging the people around me to do the same.



Systemic change

The realities of power and privilege can undermine individual effort. I try to shape a better future by understanding and influencing the complex layers of systems that affect us.

Linear thinking

Challenges can be clear and predictable. I try to define the solution and backward plan to reach it. I manage change with measurable goals for influencing key levers.



Systems thinking

Challenges can be complex and unpredictable. I try to have a long-term vision and stay flexible in my approach. I manage change by joining a critical mass of others working to create "tipping points" within systems.

1. Where am I usually on the spectrum and what influences my position on the spectrum?

2. How has my usual position on this spectrum shifted over time and why?

3. Where do I *want* to usually be on the spectrum and what/who will help me get there?

Click for [sample reflections](#)