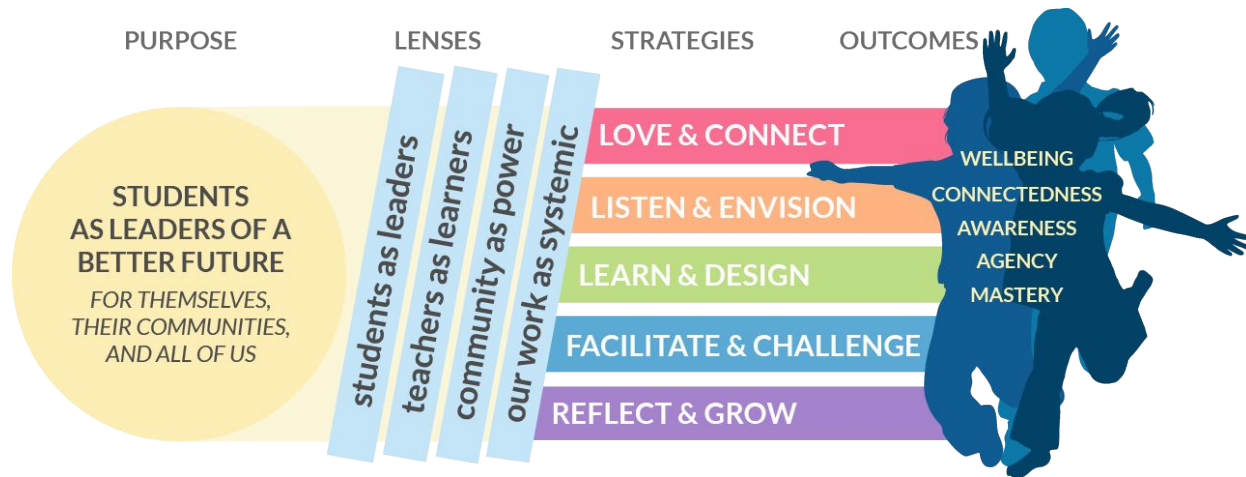


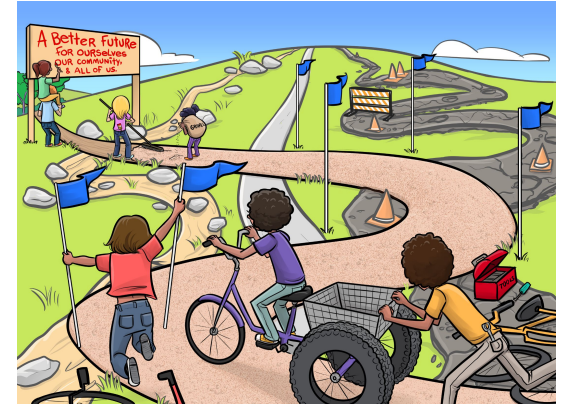
# Reflecting on the purposes behind our education systems

*An introduction to*

## TEACHING AS COLLECTIVE LEADERSHIP



Look carefully at these three drawings. For now, do not think about what the pictures represent, just think about what you see? What is happening in each picture? What differences are there among the pictures?



Having studied the pictures, in what ways do you think they serve as metaphors for education systems around the world? What do various elements of the pictures represent in those metaphors?

Read the commentary that's been added around the pictures. What about that commentary resonates for you? What would you challenge and change?

### Equity as equal inputs

Some education systems define success as all children receiving the same resources—the same books, or computers, or schools, or teachers, or curriculum.



*In this imperfect metaphor, the kids have the same bike, regardless of whether it fits them or their path.*

### Equity as equal outcomes

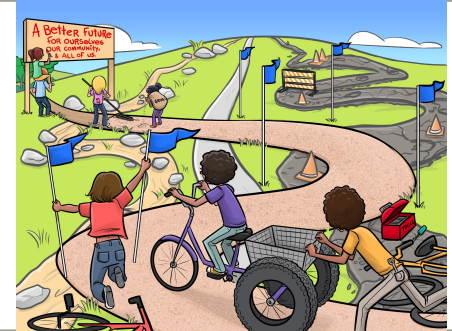
Many education systems define success as “closing achievement gaps” so that all children, regardless of their background and context, read, write, and do math at the same high level.



*All the kids reach the same finish line, even if we need to give them different bikes to get there.*

### Equity as student leadership

But what if the purpose of education was growing students as leaders of a better future, for themselves, their communities, and all of us? How would teaching and learning change?



*Students are discovering and learning together, collaboratively shaping their aims and paths.*

Which of these paradigms did you experience as a student? Which of these paradigms are you working in now? Which of these paradigms do you aspire to help create for all children? Why?

What assumptions might we internalize if we live and work in an education systems represented by the the first or second picture? How do we see the role of students, teachers, families, schools?

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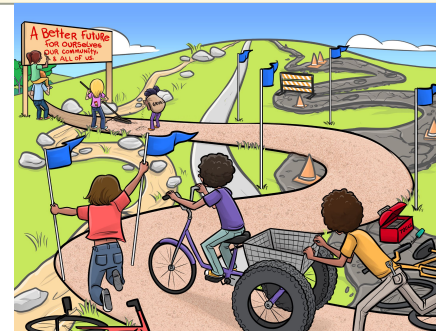
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How would those assumptions need to change to realize an education system aligned to the ideas in the third picture?

## What differences would you expect to see between a classroom aligned to the second paradigm and a classroom aligned to the third?

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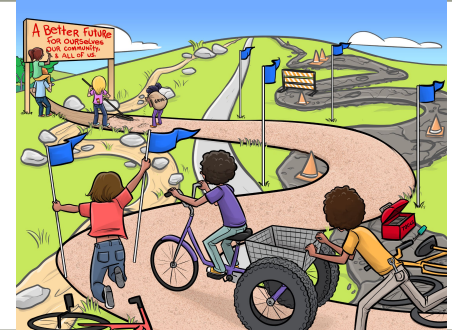
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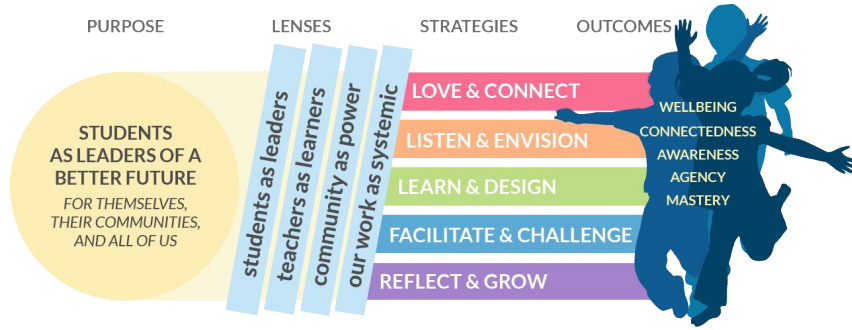
**Teaching As Collective Leadership** is an attempt to “crowdsource” the question “What would it take to teach and learn in ways that grows students as leaders of a better future?”



# TEACHING AS COLLECTIVE LEADERSHIP

*The whole model in 5 min, overview*

TACL is an actionable and locally customizable framework for teachers, teacher coaches and program designers to grow students as leaders of a better future



TACL is not a prescriptive rubric, but is collection of global patterns in transformational classrooms that may inspire locally contextualized tools and resources



To explore TACL's purpose, sources, insights & implications [watch this 5-min video](#)

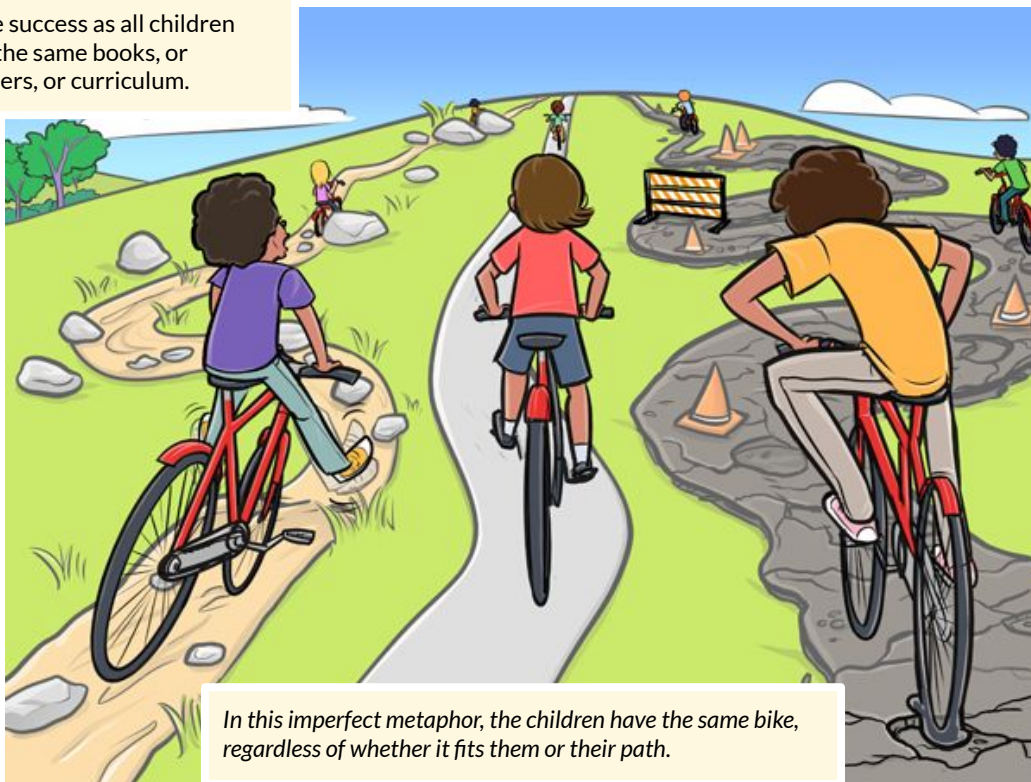
**A successful classroom  
is one that . . .**





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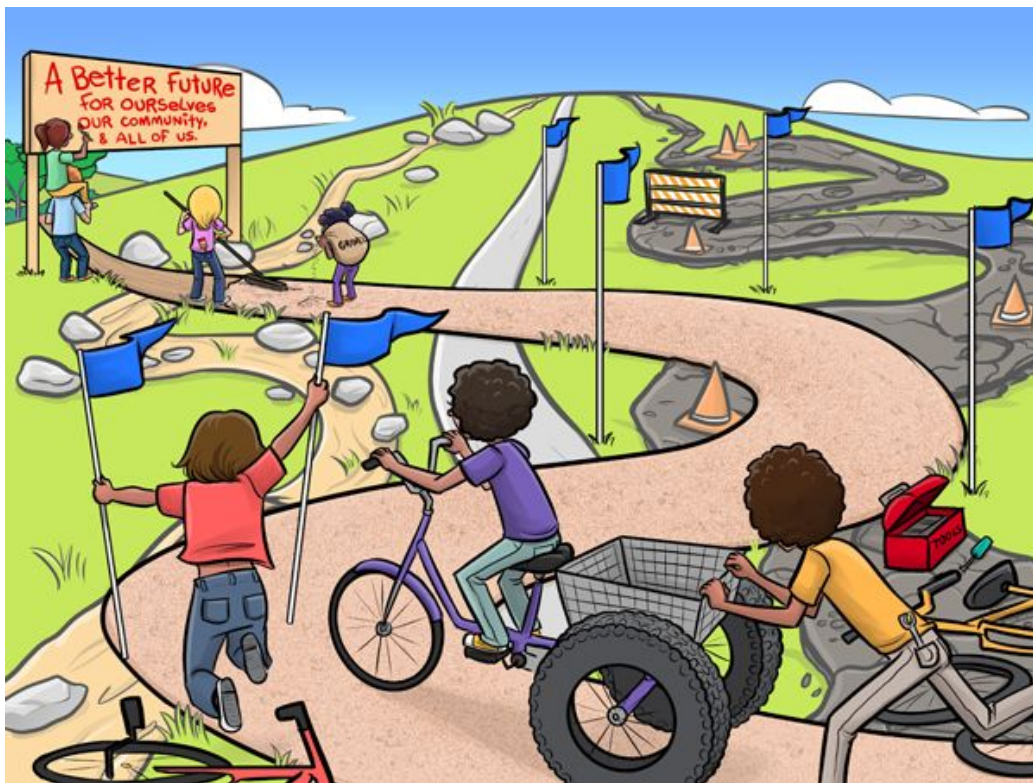


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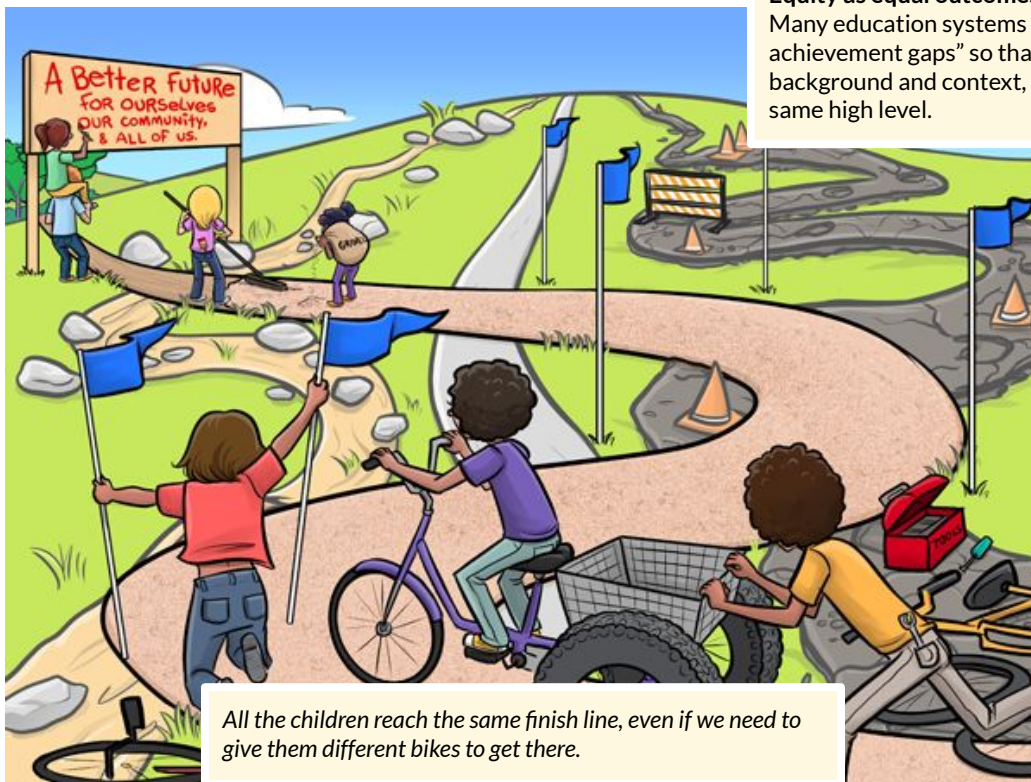
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