TEACHING AS COLLECTIVE LEADERSHIP
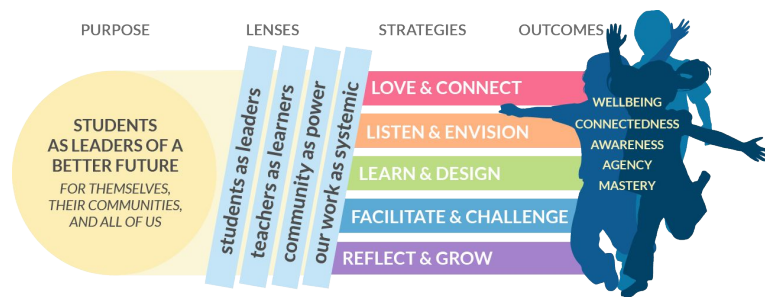
Reference guide for teachers, teacher coaches and program designers
[prototype v1.1]

	Wellbeing	Connectedness	Awareness	Agency	Mastery
Student Leadership Outcomes	Students feel secure and loved, empowering them to be themselves and take risks in ways that foster learning.	Students seek and value the perspectives and experiences of others as they work collaboratively toward a common good.	Students are aware of inequity, celebrate their unique strengths and identities as assets for navigating challenges in pursuit of their growing sense of purpose.	Students take independent or collective action toward shared goals to cause positive change in their own life or the lives of others.	Students attain higher order command of knowledge and skills as a means to create new opportunities and solutions to challenges.
	In class, students are joyfully taking risks and learning together.	*In class, students are working collectively, helping peers feel welcome and learn new content.*	*In class, students are exploring their own assets, strengths and identities, as well as systemic injustices that may devalue or inhibit them.*	*In class, students are finding their voice, leading learning and connecting daily efforts to their aspirations.*	*In class, students are eagerly and productively struggling with challenging and relevant content, at the edge of their abilities.*

Our crowd-sourced studies suggest LENSES are even more foundational than teacher actions (as what we do flows from these ways of being and seeing). By focusing us on what internalized assumptions we may need to "unlearn" to become a great teachers, these lenses have radical implications for training and supporting teachers.

Lenses	**Students as leaders** The teacher sees **students** as whole and intelligent people who are capable of shaping their own lives and the world around them.	**Teachers as learners** The teacher sees him/ her/ their self as lifelong learners who respond to challenges with curiosity, humility and creativity.	**Community as power** The teacher sees **communities** as sources of power and wisdom and recognize that lasting change requires authentic partnership with students, families and other educators.	**Our work as systemic** The teacher sees our **work** as challenging the root causes of injustices that inhibit students' potential - systemic barriers around us, and limiting beliefs inside us.

Strategies	**Love & connect** to build culture *Caring and authentic relationships foster the trust, understanding and honesty necessary for my students, their families, my colleagues and I to work together toward meaningful aims.*	**Listen & envision** to co-create purpose *Perfecting current ways of learning and teaching will not fulfill my students' potential as leaders of a better future, so we collectively question and reimagine the purpose of our classroom, building sustainable coalitions for change.*	**Learn & design** to plan learning experiences *Careful planning ensures that learning experiences are aligned with our vision of students as leaders, students' needs, and how students best learn.*	**Facilitate & challenge** to inspire learning *Our classroom creates opportunities for students (and me) to joyfully struggle with rigorous challenges and content at the frontiers of our knowledge and abilities.*	**Reflect & grow** to fulfill potential *Learning is a life-long journey fueled by humility and curiosity, as we improve our knowledge, skills and grow our capacity for understanding ourselves, each other and the world.*

Foundational actions	**Build relationships** We take time to nurture authentic connections with & among all (including marginalized) students, families, colleagues, and others.	**Broaden perspectives** We seek insights and wisdom from multiple perspectives in diverse contexts to grow a collective sense of possibility.	**Build critical knowledge** We develop expertise on the subjects we are teaching, content pedagogy, and child development.	**Facilitate effectively** We communicate clearly, listen actively, question strategically to build collective learning.	**Take care of self** We commit to a sustainable plan of daily practices that support our wellbeing and growth.

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Foundational actions				
Foster belonging We co-create with students an environment in which their identities, experiences, communities, and cultures are welcome and celebrated.	**Host dialogue & discussion** We hold space for authentic dialogue and discussion, by being fully present, listening deeply, and exhibiting curiosity over judgment.	**Plan backwards** We design and sequence lesson and unit plans with "the end in mind," ensuring that teacher and student efforts lead to classroom vision and goals.	**Manage norms & rituals** We co-create and uphold rituals and systems that minimize inefficient distractions and maximize productive engagement.	**Pause & reflect** We commit to a regular practice of pausing to reflect on our purpose, practice and progress.

Additional actions				
Nurture culture We co-create and foster inclusive and welcoming norms, values, and expectations that encourage students to lead their own learning and support each other's growth.	**Partner with families & community** We connect and collaborate with students' families and influencers and others in the community, engaging them in classroom purpose and practices.	**Value learner variability & ownership** We seek to understand our students' strengths, interests, experiences, and ways of learning to inform plans to maximize student growth and ownership of learning.	**Foster collective discovery** We create the conditions for collective student-led exploration by sharing responsibility and de-centering ourselves from the learning process.	**Find & foster allies** We seek and nurture relationships and networks that support and stretch us.
Know self We build awareness of our own perspectives, biases, socialized oppressions, motivations, traits, and strengths as a foundation for connecting with others.	**Critically examine history** We explore the systemic roots of inequality, listening closely to those with lived experience of inequity and seeking to understand the assets of the community.	**Expect higher-order thinking** We design lessons that build from students' understanding and application of new ideas to analysis, evaluation, and creation.	**Flexibly adjust course** We respond and adjust to students' needs while staying true to lesson objectives and purposes.	**Seek feedback** We welcome diverse sources of feedback and data from which to learn, and co-create a culture in which students are doing the same.
Be human We model vulnerability, honesty, and humility as co-learners on a shared journey with our students.	**Collectively envision success** We listen and contribute to conversations among students, families, and educators about the purpose of education.	**Leverage learning theory** Intentionally choose and metacognitively teach learning principles to design experiences that accelerate student growth.	**Monitor learning & progress** We check for learning during and after lessons, highlighting and celebrating progress while diagnosing root causes of learning challenges.	**Learn & unlearn** We set aside time to develop my knowledge and skills, and to shift ways of being and perspectives that may be inhibiting my growth.

1. **Here's our rationale for arranging the outcomes from well-being --> mastery. You're welcome to think of how the outcomes should be ordered differently.**

   The science of learning and development has highlighted that a sense of safety and belonging is an essential foundation for higher-order thinking. Ensuring students are physically, emotionally, and mentally well, fosters connectedness because only when one's individual needs are taken care of can they then hold space for another and connect more intentionally with another. When there's a sense of connectedness and belonging, it is easier to raise awareness about issues that are affecting the collective or a person. A sense of connectedness likely means that students are going to be more aware of what's going on for their peers because they care for each other. When awareness is raised and this awareness is coupled with connectedness, students are then more willing to take risks and believe that they have the agency to effect change in their lives and in their communities. This agency then promotes mastery where students are collectively using acquired skills, knowledge, and mindsets to drive excellence and be leaders of their future.

2. **Here's our rationale for choosing the selected 10 foundational techniques/actions. You are welcome to change them based on your context, and we encourage you to share the changes you're making and why with us.**

   We brought together people with a lot of experience working with new teachers and drew on their judgment about where they would start if they couldn't do all 25 at once. Which actions are a combination of

   a. foundations from which to build, and

   b. potential for quick progress to jump start new teachers

   These are the ten that surfaced, but it's not a precise science and we welcome people to choose others.