

TEACHING AS COLLECTIVE LEADERSHIP

A Practitioner's Guide to Growing Students as Leaders of a Better Future



WHAT IS IT

Teaching As Collective Leadership is an actionable and locally customizable framework for teachers, teacher coaches and program designers to grow students as leaders of a better future for themselves, for their communities, and for all of us.

WHY WE NEED A NEW TEACHING AND LEARNING FRAMEWORK

Today's children will inherit a challenging world. To make a more just, equitable and sustainable society, they will need to navigate uncertainty, collaboratively solve complex problems, and create meaningful careers in a changing economy.

And yet, too many children experience education models that are

- designed to achieve narrowly defined academic goals, sometimes at the cost of other important student leadership outcomes;
- dismissive of the critical importance of community values and cultural identities to helping students realize their potential; and
- uninformed by a revolution in the science of learning and development.

Perfecting inherited, industrial-era ways of teaching and learning will not lead to an equitable, just, and sustainable future on this planet.

But there is another way.

Transformational classrooms serving children in marginalized communities around the world are revealing a map for reimagining education.



COLLECTIVE DISCOVERY & DESIGN

So far, over **3500** students, teachers, teacher coaches, community members, program designers, CEOs, researchers, and policy makers from across and beyond our network of **60** partner organizations have contributed to our crowd-sourced studies of transformational classrooms.

JOIN US! We are seeking additional **COLLABORATORS** to create actionable, contextualized tools and resources for teachers, teacher coaches, and program designers.

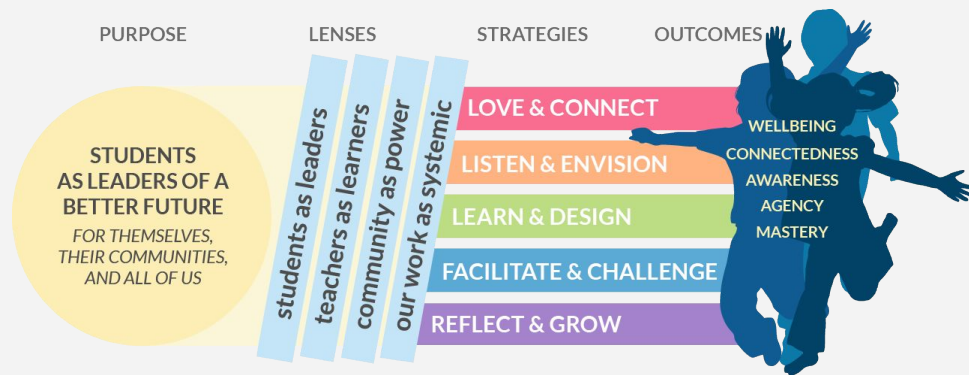
To explore classrooms that informed this model, visit: <https://learning.teachforall.org/tac/>



TEACHING AS COLLECTIVE LEADERSHIP

Too often and for too long, the aims of education have been imposed by powerful people and institutions rather than **co-constructed with students, families, and communities**. Too often and for too long, education systems have defined education equity as “all students receiving the same resources” or as “all students attaining the same assessment scores.”

What if . . . we define education equity as all students realizing their potential as **leaders of a better future** for themselves, for their communities, and for all of us?



Teaching As Collective Leadership is a framework built from co-discovered global patterns in transformational classrooms. It is not a prescriptive checklist but is intended to provoke productive, critical reflection and to foster **locally contextualized innovations** in teacher recruitment, selection, training and support.

PURPOSE

Transformational teachers collectively explore the purpose of education with students, families, and community members. These teachers align their daily efforts to a locally rooted and globally informed vision of student leadership emerging from those conversations.

LENSES

Transformational teachers “see” their students, themselves, their communities, and their challenges in ways that are *different* from conventional perspectives. By bringing into focus the internalized assumptions we may need to “unlearn” to become great teachers, these lenses have radical implications for pre-service training, teacher coaching, and on-going support.

STRATEGIES

Transformational teachers design and facilitate collective, discovery-based learning in their classrooms. They foster mastery of rigorous content by connecting with students, families, and peers, listening in order to collectively develop vision, and investing in their own learning and development. To support local, contextualized innovations, we are developing prototypes of training and support tools.

OUTCOMES

Students and teachers in transformational classrooms tend to value several indicators of student leadership development: well-being, connectedness, awareness, agency, and mastery. While these broader outcomes are rarely embraced by education systems, they have extensive support in education research. To foster local innovation, we are building a bank of assessments that help measure and monitor progress on these student leadership outcomes.

PLEASE JOIN the us to co-create Teaching As Collective Leadership **tools & resources** for new & veteran teachers, teacher coaches, and program designers.

GROWING COLLECTIVE LEADERSHIP

Through our studies of transformational classrooms, we are also learning a lot *about learning*. Changing the way we make meaning of the world around us is often catalyzed through (sometimes disorienting) experiences and reflection. Shifting perspectives sometimes requires “unlearning” internalized assumptions. By contrast, building new skills often starts with new knowledge that we then try out and practice.

We grow both lenses and skills most effectively through learning experiences that are collective, constructive, holistic, iterative, and relevant.

