

The Condition of Leadership & Responsibility means being able to express ideas and demonstrate a willingness to accept the consequences of our actions. It cultivates accountability for the classroom environment and school community. When students believe they have a voice they are 37% more likely to report having Purpose.

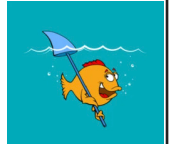
Cultivating Collaboration



Students at **United School** are deeply involved in their learning. Their input and insights into curriculum, assessment, and classroom pedagogy are used to inform teaching and learning decisions. Students are routinely seen working side by side collaborating with teachers, rather than facing the front of the room listening to teachers. The school prides itself on minimizing lecture time in all classes, and for several years has dedicated intentional professional learning time towards supporting all teachers in utilizing strategies that deeply engage all students in the learning process.

How does student voice influence Balanced Models of Instruction? What is the relationship between how teachers teach and how students learn? (Note: think about *how*—in addition to *what*—teachers teach.)

Looks Can Be Deceiving



Total Participation Techniques at **All In School** are designed and implemented by teachers. Most students appear to enjoy learning, and walk-throughs indicate that students are actively involved in their learning. However, even with the deep commitment of teachers, one challenge is determining if any students are passively complying with activities rather than being truly engaged in their learning.

How do students take responsibility for their learning in your school? How do you determine if all students are truly engaged? Consider the instructional strategies provided in the Framework to support teachers in engaging all students. How do these strategies help students understand their role and ways to drive their own learning? (Grades should not be used as a sole measure of student responsibility.)

Myth Busters



Staff at **Debunking School** spend a lot of time discussing leadership with their students. The school strives to provide leadership education and opportunities for all students. However, during a recent student focus group, students shared some of their beliefs related to leadership. These included:

Only extroverts can be good leaders.

People are born leaders or they're not.

Being famous is the same as being a leader.

Leaders are always front and center.

Leadership is getting others to do what you tell them to do.

Discuss these student beliefs. Why might students believe these leadership myths? What conditions of learning does your school have in place to counter these myths and help grow students' understanding of leadership? What leadership opportunities are available for students at your school—both at a schoolwide level and in the classroom learning environment?