



KAMM SOLUTIONS
Educators • Researchers • Presenters

Welcome to Leaders of a Thriving Future

“If we teach today as we taught yesterday, we
rob our children of tomorrow”

– John Dewey (1859-1952)



Leaders of a Thriving Future



Welcome to *Leaders of a Thriving Future*. This dynamic and interactive series provides a rich tapestry of evidence-based learning opportunities for educators and their supporting communities. *Leaders of a Thriving Future* celebrates and showcases district and school programs that have intentionally implemented the following *Growth Continuum for a Thriving Future*. Together, we strategically transform teaching, learning, and leading to prepare students to become the next generation of visionary leaders.






Growth Continuum for a Thriving Future

Navigating the complex shift toward future-oriented teaching, learning, and leading can be daunting. Consider the following growth continuum that offers seven of the many priority areas included in the *Leaders of a Thriving Future* series. As you rate your district/school on the continuum, reflect on the following questions: "Where are we seeing success?" "What are our goals and strategies for transforming our school(s) in the immediate future?" "Where do we need support?"

Priority Areas	FROM: Approach Based on Past Practices	Growth Continuum	TO: Approach Focused on the Emerging Future
1. LEADERSHIP APPROACH 	Hierarchical top-down decision-making that is authority-based with limited collaboration.	1----2----3----4----5	Shared leadership empowered by a collaborative, trust-based culture focused on leading, teaching, and learning for the emerging future.
2. TEACHING APPROACH 	Formal teacher-led instruction and standardized assessments that are often one size fits all with limited differentiation, interactivity, and exploration.	1----2----3----4----5	Student-centered, personalized instruction and assessment that support and measure multiple pathways to success. Students experience hands-on learning, integrated technology, and authentic connections that inspire curiosity, innovation, compassion, critical thinking, and collaboration.

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The Growth Continuum (Continued)

Priority Areas	FROM: Approach Based on Past Practices	Growth Continuum	TO: Approach Focused on the Emerging Future
3. STUDENT ENGAGEMENT 	Passive receivers of information who have limited choice about how, what, and when they learn and demonstrate limited interest in content, concepts, and skills being presented.	1----2----3----4----5	Active participants who demonstrate self-reflection, intrinsic motivation, emotional resilience, and collaboration skills, and who connect learning to real-world experiences with curiosity, creativity, empathy, and critical thinking.
4. EDUCATOR COLLABORATION 	Limited collaboration where teachers mainly work in isolation with occasional meetings following prescribed protocols focused primarily on assessment results.	1----2----3----4----5	Inquiry-based collaboration that is inclusive and purposeful where team members feel psychologically safe, experience growth, and realize the positive impact of their work in terms of improved student learning.
5. CURRICULUM DESIGN 	Preset standards-based curriculum often centered on publisher programs with linear progressions through subjects and grade levels.	1----2----3----4----5	Flexible, standards-aligned curriculum supporting equity, hands-on learning, community involvement, cultural responsiveness, interdisciplinary connections, and student-driven inquiry.
6. PROFESSIONAL LEARNING 	Focused on traditional teaching methods and subject-specific training and presents information to all staff members without input or differentiation.	1----2----3----4----5	Prioritized differentiated professional learning that is responsive to staff needs and requests and accompanied by multiple opportunities for work-based practice, feedback, implementation, and action research.
7. COMMUNITY CONNECTIONS 	Learning is bound by physical classroom confines with limited chance for community interaction; resources are constrained to curriculum materials primarily available within the district/school; and communication with parents, guardians, and community members largely occurs during formally scheduled events.	1----2----3----4----5	Learning experiences are extended beyond classroom boundaries with community groups expanding student/staff opportunities; community and global connections among educators, parents, guardians, and experts are fostered (forums, webinars, and collaborative projects); and fluid communication with parents/guardians is emphasized.



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