

DISRUPT

(CRITICAL ECONOMIC LITERACY)

recover sight

Teacher Reflection Toolkit

A companion to the
DISRUPT CEL Thinking Routine



See

what has been normalized

Developing awareness of assumptions, narratives, and systems that have become invisible through familiarity.



Question

what has been taken
for granted

Examining the roots of ideas, practices, and structures often accepted as natural, inevitable, or neutral.



Re-member

what competition
has pulled apart

Restoring relationships, reciprocity, and collective responsibility in a world shaped by individualism and competition.



wonder 悟
Education Reimagined 德

DISRUPT

recover sight

Teacher Reflection Toolkit

Use these reflections to notice, question and reimagine the **economic narratives**, practices and systems shaping education.

START

What could I start doing?

STOP

What might I stop doing?

CONTINUE

What am I already doing that I want to keep doing?

D

DEFINITION

- Do I question how key terms (success, growth, efficiency, development) are defined?
- Whose definitions shape my lessons or school culture?
- How might I introduce alternative definitions from different contexts?

I

INCOHERENCE

- Do I notice contradictions between what I teach and what I value?
- How can I surface these tensions rather than avoid them?
- What hidden inconsistencies might students already see?

S

SILVER BULLET

- Do I rely on one-size-fits-all explanations?
- What complexities might be hidden beneath simple solutions?
- How can I encourage students to embrace uncertainty and nuance?

R

REFUTATION

- Which long-standing assumptions or narratives in my teaching deserve re-examination?
- How can I create space for students to respectfully challenge accepted truths?
- What evidence or perspectives might disrupt dominant narratives?

U

UNINTENDED CONSEQUENCES

- What hidden trade-offs or unintended consequences might emerge from my decisions?
- Could my teaching practices unintentionally reinforce inequities?
- Who benefits and who may be disadvantaged?



wonder 悟
Education Reimagined 德

DISRUPT

recover sight

Teacher Reflection Toolkit

Use these reflections to notice, question and reimagine the **economic narratives**, practices and systems shaping education.

P

POSITIONALITY

Examine context and perspective.

Reflect

- Whose voices, perspectives, and experiences are centred in my curriculum and teaching?
- Whose perspectives are absent, marginalised, or tokenised?
- How does my own social, cultural, and economic positioning influence what I notice, value, or overlook?

START

What could I start doing?

STOP

What might I stop doing?

CONTINUE

What am I already doing that I want to keep doing?

T

THEORY'S ASSUMPTIONS

Expose underlying assumptions in education.

Reflect

- What assumptions about intelligence, achievement, and success shape my teaching?
- How do ideas such as meritocracy, competition, and individual responsibility influence what I value in learners?
- What forms of knowledge, wisdom, and ways of being are privileged in my classroom—and which are marginalised?
- If education is not simply preparation for the labour market, what might its deeper purpose be?

START

What could I start doing?

STOP

What might I stop doing?

CONTINUE

What am I already doing that I want to keep doing?

“

Socially Sanctioned Ignorance

“Bound to the pleasures of this uneven global imaginary and its by-products (nationalism, exceptionalism, consumerism, materialism and individualism) as we enjoy the (false) sense of stability, fulfilment and satisfaction that they provide (belonging, community, togetherness, prestige, heroism and pride)....the result is a modern subject who uncritically celebrates the progress and evolution that they represent, and who believes and affirms their own neutrality and innocence in the face of injustice.”

(Andreotti, *The Educational Challenges of Imagining the World Differently*, p.105)

”



My Commitments



What am I beginning to see that I previously overlooked?



What practices, assumptions, or habits will I commit to changing?



What relationships, perspectives, or possibilities need to be re-membered?



Join the DISRUPTors Community

Continue the conversation, share classroom practice, and collaborate with educators exploring Critical Economic Literacy.



DISRUPTors LinkedIn Community

<https://www.linkedin.com/groups/17456035/>



wonder 悟德
Education Reimagined