

they fail to live up to our expectations, we self-righteously depose them. By finding balance and owning our own realities, we move from the old paradigm to the new.

THE TEACHER-STUDENT RELATIONSHIP IN THE NEW PARADIGM

In the old paradigm the teacher was venerated, and the students projected their power and authority onto the teacher, abdicating their own responsibility. The relationship was characterized by a superior-inferior dynamic in which the teacher assumed the role of the powerful, all-knowing authority, while the students were required to be obedient, passive and sponge-like. The path of learning was rigid, linear and formulaic. It trapped us in a limited paradigm, encouraging conformity and a disempowered, myopic worldview. Because of this imbalanced dynamic, the word *teacher* has taken on negative connotations, and some have thrown the baby out with the bathwater by rejecting the need for any teacher at all. This is an unfortunate and short-sighted reaction because it is the nature of, rather than the notion of, teaching that needs changing.

In the new paradigm the teacher-student relationship is more balanced, reciprocal and egalitarian in nature. It is more about sharing information, encouraging students' leadership and empowering their personal authority. Teachers and students walk the path together, acknowledging that we are all learning and growing. The journey is dynamic, fluid and circular. It is a *process of becoming* rather than a *destination or a goal*. While teachers have a certain level of subject mastery enabling them to speak with authority, they are not perfect and don't have all the answers. At times it is okay for everyone to be together in the unknown, in uncertainty and in formlessness. This fosters humility and wisdom in the teacher and empowerment in the students. As soon as the teachings become dogmatic, rigid or predictable, they lose their value.

In the new paradigm there is no rulebook. The rigid rules have changed into flexible principles that keep responding to a changing reality in search of a dynamic balance. Teachers can point the way and offer tools, guidance and inspiration, but students think for themselves, listen to their hearts and follow their own inner truth. In this new form of the relationship, we are all moving towards the knowledge of who we truly are—our own authentic Self.

THE NEW PARADIGM OF THE HEART

There are many names for this Great Turning. Some call it shifting from the third dimension (or third density) into the fourth dimension (or fourth density). Astrologers call it the end of the Age of Pisces and the dawning of the Age of Aquarius. For the purposes of this book, it will primarily be referred to as moving out of the system of separation (or duality) into a new paradigm of heart-centered consciousness.

This is not a swinging of the pendulum to bring about ascendancy of one side of a polarity; it is a balancing between the masculine and feminine, between the mind and the heart and between spirit and matter.

When we begin to live in balance, we birth a new world inside us—a world characterized by unity consciousness. Qualities of the heart, such as tolerance, respect, compassion, love, forgiveness, peace, non-violence, generosity, gratitude and wisdom, are genuinely valued. This is true power—the power of the Self.

In this new paradigm of the heart, we use power in a non-polarized way. We do not project it onto authority figures and indulge in power games with tyrants, saviors, rebels and victims. Those games have brought us to where we are now—corralled at a cliff edge.