## Constructivist Learning

**ELEMENTS/COMPONENTS WHICH MUST OCCUR/EXIST/BE INCLUDED:**

<table>
<thead>
<tr>
<th>In the Classrooms</th>
<th>Between the Larger Community &amp; WOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections</td>
<td>Student led (sparked) community inquiries</td>
</tr>
<tr>
<td>Project based learning</td>
<td>Community based research</td>
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<tr>
<td>Inquiry based learning-student driven inquiry</td>
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<tr>
<td>Risk-taking (personal &amp; academic)</td>
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<tr>
<td>Immersive experience (Field trips, Immersion trips, internships, gardening, cooking)</td>
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<tr>
<td>Discovery learning (Hands-on labs, Field trips, spontaneous learning)</td>
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<tr>
<td>Guiding questions (student-teacher generated) - “Arch Types”</td>
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<tr>
<td>Learning in the context of social interaction (small or large group)</td>
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<tr>
<td>Natural Consequences as learning opportunities</td>
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<tr>
<td>Mistakes as learning opportunities</td>
<td></td>
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<tr>
<td>Reading Zone</td>
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</tbody>
</table>

## The Webbing Way

**ELEMENTS/COMPONENTS WHICH MUST OCCUR/EXIST/BE INCLUDED:**

<table>
<thead>
<tr>
<th>In Classrooms</th>
<th>Between the Classrooms</th>
<th>Within the WOC Community</th>
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<tbody>
<tr>
<td>Thematic Units (including all subjects)-See Webbing Way</td>
<td>Teachers collaboration across classes on Thematic Units</td>
<td>Communicate themes to the WOC Community to allow for additional ideas &amp; support from parents and other community members.</td>
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<tr>
<td>Project based learning</td>
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<tr>
<td>Inquiry based learning</td>
<td></td>
<td>Consider the connections in community that can help with thematic unit.</td>
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<tr>
<td>Thematic “Writers workshop”</td>
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<td>Thematic LA- different genres/story writing (not just mechanics)</td>
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</tbody>
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### Ownership and Personal Responsibility

**ELEMENTS/COMPONENTS WHICH MUST OCCUR/EXIST/BE INCLUDED:**

#### In the Classrooms
- Accountability
- Seed Conferences (teacher & student)
- Annual Evaluations completion (teacher)
- Class meetings (teacher & student led)
- Commitments
- Reflection
- Ownership
- Choice (Student, Parent & Teacher)
- Voice (Student, Parent & Teacher collaboration)
- Self-Agency
- Respectful Communication
- Alternative work spaces (student & teacher vision)

#### Between the Larger Community & WOC
- Accountability
- Annual school climate survey
- Use of pillars to make decisions
- Annual Town Hall & Stakeholders Mtg. (for consideration)
- Annual Board Retreat
- Wildflower Community Council
- Respectful communication
- Choice (Student, Parent & Teacher)
- Voice (Student, Parent & Teacher collaboration)
- Parent Co-oping
- Leadership League
- Communication Plan (have conversations once in one place)
- Parent Education re: risk taking (educating parents about technique)
- Adhere to School Charter

### The Whole Child

**ELEMENTS/COMPONENTS WHICH MUST OCCUR/EXIST/BE INCLUDED:**

#### In the Classrooms
- Personal world (emotional education) reflection
- Ensure an abundance of learning opportunities utilizing a variety of subjects (e.g., math, science, theatre, music, language arts, P.E. etc.)
- Balancing the individual needs of the child with the needs of the community (e.g., physical, cognitive, emotional, etc.)
- Include character development on SEEDS
- Play
- Responsive teaching
- Individuality celebrated
- Using a variety of diverse teaching techniques to reach different learning styles/needs
- Consider diverse sensory needs when designing classroom environments

#### Between the Classrooms
- Socio-emotional program

#### Within the WOC Community
- Parent education (working w/ students-socio-emotional)
- Play
### Community of Learners

**ELEMENTS/COMPONENTS WHICH MUST OCCUR/EXIST/BE INCLUDED:**

#### In the Classrooms
- Multi-age Classrooms
- Individual, small, large group learning (use all modes of learning)
- Parents & students as teachers (multi-generational)
- Respectful communication
- Teachers use first name
- Kid co-oping (could be “super projects” or presentations but more interactive)
- Parent co-oping
- Community co-oping
- Students as mentors/tutors
- Student involvement in planning (curriculum & experiential)

#### Between the Classrooms
- Buddies
- Kid co-oping across grades (kids teach via project interaction)
- Leadership League
- Schedule days to allow for more interaction between grades (teacher level)
- Collaborative planning for transitioning across grades (teacher)
- Mixers (project & inquiry based)
- Mentoring/tutoring across grades

#### Within the WOC Community
- Respectful communication
- Education co-oping is more than “volunteering”
- Co-oping across classrooms
- Traditions: All School Campout, Snowball (winter all school performance); end-of-year celebration; weekly community gathering (all school + music)

#### Between the Larger Community & WOC
- Community co-oping (guest speakers; leading projects, etc.)
- Experiential learning (see Constructivist Learning)

### The Bigger Picture

**ELEMENTS/COMPONENTS WHICH MUST OCCUR/EXIST/BE INCLUDED:**

#### In the Classrooms; Between Classrooms; Within the WOC Community; Between the Larger Community & WOC
- Applied experiential learning that includes reflection on “big picture” (Projects based on real events in world/community connected to “units”; Supporting Philanthropic projects; Immersion/Internships/Field Trips; Advocacy (letters to the editor, etc.))
- Sustainability Education & Practice (financial and environmental; refer to School Charter)
- Engage in issues of Social Justice (Classroom Meetings)
- Mutual Respect
- Understanding & Celebrating Diversity
- Supporting “Change Agent” process
- Citizens of the world, Advocates for the world
- Decision making using equity frame