



Wildflower Open Classroom

K-8 Tuition-Free, Public Charter School

Constructivist Learning

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

In the Classrooms

- Reflections
- Project based learning
- Inquiry based learning-student driven inquiry
- Risk-taking (personal & academic)
- Immersive experience (Field trips, Immersion trips, internships, gardening, cooking)
- Discovery learning (Hands -on labs, Field trips, spontaneous learning)
- Guiding questions (student-teacher generated) – “Arch Types”
- Learning in the context of social interaction (small or large group)
- Natural Consequences as learning opportunities
- Mistakes as learning opportunities
- Reading Zone

Between the Larger Community & WOC

- Student led (sparked) community inquiries
- Community based research

The Webbing Way

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

In Classrooms

- Thematic Units (including all subjects)-See Webbing Way
- Project based learning
- Inquiry based learning
- Thematic “Writers workshop”
- Thematic LA- different genres/story writing (not just mechanics)

Between the Classrooms

- Teachers collaboration across classes on Thematic Units

Within the WOC Community

- Communicate themes to the WOC Community to allow for additional ideas & support from parents and other community members.
- Consider the connections in community that can help with thematic unit.

Between the Larger Community & WOC

- Consider the connections in community that can help with thematic unit.

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