

Group 1:

Task: Describe a 'school' where students have significant control over their learning- both content and process.

Features you might describe:

- What does the physical 'school' look like?- where would it be? How would learning be organized physically?
- What do students learn? How is this determined?
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- Who are the teachers? How do they teach? What qualities do they need? training?
- How are students assessed?
- What are the rules? How are they determined? What happens if rules are broken?
- Describe the learning community?

1 thing to share with the big group:

idea, excitement, next step, recommendation, etc..... Student centered - students get a lot of choice about how they spend their time learning. Examples include Montessori, Waldorf, Skippers

- outside in nature, tangible and relevant, Montessori informed, no bad weather, just bad clothes
- greater community support, connections for networking and expertise, every student having the family, staff, and community support they need
- curiosity when students are in their chosen environment, learning what you want to learn and when you want to learn it
- long work periods (not popcorn learning), time to wander, tactile exploration and engaging, making choices
- discovery - organic or prepared - and choice, based on student interests
- technology used to create global connections, we're on the verge of student-centered schools
- Skippers - self-selected topics connected to the ocean - theme for the next two years - 'Choose your own fishery' - high value not high volume - aquaculture and traditional fisheries, overcoming family and industry bias, keeping an open mind
- how to foster curiosity for the unfamiliar?
- close observation of student interests to build choice and curiosity
- intergenerational - all different learners are present, not just a subject but a group of varied learners
- librarian - lifelong learner
- teacher as guide to encourage students to try new things, explore different areas, everyone doing their own thing, but it is organized, not chaos, very structured - Montessori and Waldorf are both versions of child-led learning
- change in role of the teacher, teacher is the lead learner, but not the one with all the answers, observer - study your students, guide, we need to train differently and spend more time with mentoring - theory into practice
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Group 2: 7:25

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Where? Walkable, close to students' home.

Process- flipped classrooms. Decentralized. Students come in and do backwards planning, where it fits into curriculum, they are in charge.

Ask kids- a space with no bullies.

Fun!!

It's nice to have a store nearby to get snacks and candy. Freedom to move about. Trust.

Play! Lots of play!

Equity, with store close by, how to consider access within community itself. Mental barriers.

Uniforms do strip markers. No designer sneakers (hate to say uniform!), takes away that element of inequity.

Indoor and outdoor learning spaces, lots of plants.

Multi age learning community.

No standardized testing!

Students would want option to create but also options already set up. Ed camp model.

Community mentor program, apprenticeships, internships as part of learning process.

Dogs.

Lots of social opportunities. Talking about books they are reading. Working on projects together. Exploring in the woods together.

Community support- local, state, federal.

Restorative justice. Processing through issues, rebuilding relationships.

Not afraid to speak truth for fear of upsetting political balance.

A vision board vs rules on how we want to feel. Group norms. Small learning communities. Gets buy in.

What we teach- how much more important it feels to teach students HOW to be in the world vs. what they need to know.

How to work through conflict. Find solutions, set goals, what is important to them in relation to others. More individualized learning however that works for them.

Who is teaching? Certification... less around content more from life experience, parents, more diverse representation of who is in your community. Mentorship models.

Global classroom. Experts - connecting all over the world, wider community. Everyone- accessible all over in some way shape or form.

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Community mentorships aligned to a vision board for norms- every kid has one, feels very doable.

Group 3: 7:25

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- Control over workload - teachers being willing to offer heavier or lighter workload, based on students' input and other commitments or schedules.
 - Maybe no homework - this would address equity issues in the amount of parent support
 - Choosing what you want to learn - what classes to take (perhaps no required classes) - more freedom in what you get to learn
 - Choice of studies - giving students more choice in what they're learning
 - Community based education - schools should look like their community
 - Students on the school board
 - Many versions of "school" - they should look different based on who makes up the schools, what community they are in
 - Outdoor classrooms and learning = learning about nature while doing that - as a regular thing
 - Taking advantage of the resources in the community - use those as classrooms
 - All classes / courses could be held outside - not just a science thing
 - Going for walks - using nature as social-emotional health as part of school
 - Restorative practices and restorative justice as a regular practice
 - Ok to miss a class and not have an excuse - mental health can be a satisfactory reason and not have to have an appointment or dr note (mental health would be an excused absence)
 - Project based learning as the primary learning process - e.g., math in context
 - All students feel really smart in school - every single one of them
 - Students have lines of communication so they understand what the rules are - students - all adults too (teachers, parents) would know what they need to know about the rules, etc. - communication would be key
 - Students are able to develop really close relationships with teachers
 - Leadership of school - everyone understands what it feels like to be a student in that school
 - Students are able to be with who they like and feel super safe and comfortable with
 - Intentionally fostering an environment where students feel safe and comfortable and smart ... ability to learn and grow
 - Defining "smart" in a new way - what does it really mean to be "smart" - capable? Feel good

1 thing to share with the big group:

idea, excitement, next step, recommendation, etc.....

- Intentionally fostering an environment where students feel safe and comfortable, not inferior to their peers, and smart ... ability to learn and grow
- Defining "smart" in a new way - what does it really mean to be "smart" - capable?

Group 4

Task: Describe a 'school' where students have significant control over their learning- both content and process.

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Small size

Outside - taking advantage of the beauty outdoors

Playground

Space for academics and a focus on emotional growth

Deep relationships in the community

Learning whatever they want to learn

Hard to separate from the larger governing structures

Having every student be successful in whatever way is meaningful to them

What is the community they are living in and what skills do they need to have to live happy and healthy lives

Letting go of the goals of making loads of money or finding the perfect job

Letting go of expectations

Project/place-based education

Students care, there is some accountability and reality to the process of learning

Kids take ownership of their learning to elevate their learning

PBL - working on vital skills, planning, communicating, negotiating - developing emotional maturity

More invested if they get to decide

Self-assessment - learn how to do it well, build self-reflection skill

Having community and mentors to provide structure for kids who need structure - having options for kids

Options for accountability

What determines what they want to learn about?

Looking at what has influenced them, the culture around them

Desocialization from some sort of things - scares me to think about that

Education is hard work - sometimes students cannot see the benefit when you are young

Force exploration and exposure a little bit

Put an emphasis on process - learning is not instantaneous

Free from comparing and contrasting between students - we are all at the place where we need to be

Homeroom teacher who stays with you, becomes your mentor, really gets to know you - pull students into "needing to learn" something

Autonomy of learning has to begin when the student starts learning - learn why pieces of information are valuable

Teachers trained in a different way

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Push against biases that students may have

The challenge of creating student autonomy

Central characteristic

Mentorship, physical environment encompassing community

Student autonomy and excitement, blended with community engagement

Group 5: 7:25 Introductions in your group

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Muiltage approach, ages are intermixed

One room school house, old house

Lots of field trips and hands on

Outdoors

Lots of different adults with different expertise

- Expertise - cultural, experiences, age and vocational
- Adults who learn differently and teach differently

Curriculum would define itself through student curiosity and community resources

Life long learner philosophy

Creation opportunities to be exposed to different 'things' in hopes of sparking passion

Teachers shift to be observing to leverage learning moments, observer of the self-directed learning

Teachers are guides, not directors, but learn about what someone is interested them - conductors of an orchestra - opening up the space and inviting people into that space - question asker

Young people to produce information, to experience the generation of new knowledge - agency over producing know

Curiosity is the natural response, sometimes we need to get out of the way

What excites the young people? (and adults)!

Learning happens parallel to each other, and with one another

Building upon foundational skills - like reading, empathy

School should be an engaging place that supports young people to find meaning on a daily basis through civic and social responsibility while promoting intergenerational learning.

Features you might describe:

- What does the physical 'school' look like?- where would it be? How would learning be organized physically?
 - Doesn't matter, programs first and then design space that meets that
 - Protection from the elements
 - Tables that change in height
 - Student autonomy over physical space
- What do students learn? How is this determined?
 - Everything
 - Defined by what you need to be a global citizen, which is a dynamic and nebulous
 - Understanding systems and cultural differences now and between time
 - Civics
- How do students learn? How is this determined?
- Who are the teachers? How do they teach? What qualities do they need? Training?
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