

# Our ultimate aim is that every child is consciously self-determining their life path

Students and teachers are growing in their awareness of self (who they are, who they want to be in the world, their assets and strengths, their fears and insecurities); in their understanding of how their self-awareness and beliefs are influenced by the conditions in broader society; and actively developing the resilience, consciousness, relationships, and skills to successfully navigate their and our future.

## INSTRUCTIONAL SKILLS

- Planning from pedagogical purpose
- Positioning students to build, create meaning & knowledge
- Continually assessing and planning from student understanding and student vision
- Using & evolving student vision to develop strong end-of-year goals
- Eliciting and respond to student ideas
- Cultivating partnership, interdependence and a sense of team among students in pursuit of classroom goals
- Differentiate plans for students' learning differences



## ACADEMIC SKILLS

Students demonstrate mastery of knowledge and skills that put them on pace to college- and employment-choice readiness by graduation. This looks like:

- Succeeding on door-opening assessments
- Monitoring their academic progress
- Analyzing and evaluating challenging concepts & real world problems
- Asking probing questions in rigorous discourse
- Fluently communicating & collaborating
- Reading, writing and problem solving on rigorous tasks

## SOCIAL, POLITICAL, & CULTURAL CONSCIOUSNESS

- Recognizing and interrupting moments of oppression with inclusive practices
- Recognizing and attend to institutional oppression and prejudice in the classroom
- Positioning students as competent and partners in their learning and goal-setting
- Recognizing and validate the multiple identities students hold
- Locating yourself within your students



## SOCIAL, POLITICAL, & CULTURAL CONSCIOUSNESS

Students demonstrate increased awareness of systemic injustices that perpetuate inequity of opportunity, pride in their cultural identity, and appreciation of their power to navigate and challenge the system. This looks like:

- Thinking, speaking, and writing with pride about their cultural identity
- Exploring systemic injustices and ways to navigate and challenge those systems, if they choose
- Positioning self to build, create meaning and knowledge

## IN CLASSROOMS THAT FOSTER EQUITY...

## SELF-AWARENESS & LEADERSHIP SKILLS

Students demonstrate awareness of and growth on mindsets and traits that will help their progress endure beyond this classroom. This looks like:

- Connecting daily efforts to short and long-term aims
- Viewing mistakes as opportunities to learn
- Supporting each other's growth
- Persisting when things get hard
- Driving their own learning
- Talking about using their personal strengths & assets



## SELF-AWARENESS & LEADERSHIP SKILLS

- Examining, clarifying and aligning actions to your most fundamental values
- Seeking actionable lessons and insights from progress and opportunities for growth
- Recognizing and celebrate the growth and progress of ourselves and others
- Addressing how power, privilege and identity is influencing our perspective and our engagements with others and the systems that shape our circumstances

## ACCESS & SOCIAL-RELATIONAL CAPITAL

Students are more connected to relationships, resources, and networks that will help sustain and accelerate their path to broader opportunities and leadership beyond this academic year. This looks like:

- Accessing new pathways to their vision
- Engaging new resources that foster those pathways
- Building relationships with lasting mentors, community leadership, and "gate keepers"



## RELATIONSHIPS & COMMUNITY NETWORKS

- Investigating local pathways to students' future opportunities
- Exploring local historical and economic assets and challenges
- Engaging with students', families', and the community's values, interests, strengths and aspirations
- Engaging in dialogue with other stakeholders around your own, as well as their values, aims, and beliefs