

Vision for the IG Model/Schools: Getting Back to Our Roots

We believe that learning is a lifelong, developmental process (each at their own pace), and that we learn best through relationships. Within all three of our K-8 public schools:

- Every student will receive an excellent individualized education in a vibrant multi-age and intergenerational setting.
- Students will become active drivers of their own learning, and will be inspired, interested, and engaged authentically.
- The Social Emotional dimensions of student learning are AS important as the academic dimension.
- Students are seen as individual learners (and sometimes teachers), on their own unique developmental path towards mastery.
- Students have opportunities to share and connect with their peers on their learning progress, learn from and ask each other, and also use classroom resources to independently support their work.
- Students see themselves as readers, writers, mathematicians, scientists, artists, and activists standing up for what is right.
- Teachers meet every student where they are and provide what they need next to move forward in meaningful ways.
- Every teacher sees the opportunities of a multi-age classroom for their students and understands how to group/partner strategically around interest, need, etc.
- Every teacher sees the potential in each student and wants to know them personally as learners.
- Every teacher sees the opportunities within intergenerational programming, inviting community members into their classrooms (including families), and taking their students out to the community.

What this looks and feels like	What we do less or none of
Teacher as Guide on the Side	Teacher as Sage on the Stage
Short whole group lessons followed by student work time which might be individual, partner, or small group while the teacher moves around to students	Lots of time in whole group direct instruction, with the teacher at the head of the class
Students authentically engaging, making choices and driving their learning process	Straight compliance, students just doing what is assigned or asked of them by the adult
Aiming for students expressing themselves and (excitedly) discussing what they are learning about with each other	Aiming for Quiet, passive learning
Students spending lots of time practicing being readers, writers, mathematicians, etc.	Students spend lots of time listening to the teacher tell them things, or on electronic exercise apps, or doing worksheets.
Using our curriculums as resources to guide teaching and learning	Using our curriculums to read word for word, providing a 'script' to deliver and follow
Allowing more advanced students (regardless of age) to assist other students in various areas (not just academic)	Fostering competition between students, only highlighting "A+" academic work and not highlighting skills like empathy and kindness.

