CHOICE: From the beginning, learner choice infuses the work teachers and learners do together to fulfill curricula. Learners are invited to consider choice in topics of study, choice in scheduling and timing of work, choice in what to share and when, and choice in how to exhibit learning.

COLLABORATION: All learning is social. Collaborative strategies are intentionally co-created before and during all learning immersions, where the teacher serves as collaborator. Learners are also collaborators with other learners and with the facilitators in all learning lessons.

CONNECTION: Whenever possible, learners are invited to connect to things they already know and spiral their learning into new areas. Learning should connect to the land, community and place. The work teachers and learners do together enables learners to make connections with each other, between classroom work, the surrounding communities, and the world beyond their classroom.

CLIMATE: Active learning, in an atmosphere of trust and equity, characterizes the teaching and learning climate. The learning process grows in a climate of imagination and creativity, where living with disruption and uncertainty is encouraged and welcomed. All responses are accepted, and learners are encouraged to look for patterns and perspectives.

CRITICAL REFLECTION: Critical reflection invites students to make meaning from their learning and experiences. Learners need time to process their experiences, articulate their learning, and consider what difference their work is making. In critical reflection, students examine and question their experiences within the broader learning and community environment.

COMMUNITY: Community is the foundation for all aspects of the Foxfire Approach. Building bonds and interacting with the community engages the students in a sphere beyond the classroom, and encourages them to explore the applications of academic study. Working with local communities incorporates service-learning practices, place-based studies, and real-life consequences. Weaving community into classroom learning builds a reciprocal relationship with stakeholders and diversifies the educational experience, creating lasting impact on both the student and the public.