# Foxfire Core Practices
*2019*

**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.