



# WOODLAND PARK COMMUNITY VALUES

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# WOODLAND PARK VALUES...



Helping kids find their way to being...

Curious

Confident

Collaborative

Creative

Reflective

Resilient

The driving values of Respect, Play and Community are not unique to Woodland Park. However, Woodland Park does have its own distinctive perspective on what each one entails which sets it apart from other schools.





# RESPECT

TRUST + ACCEPTANCE



# RESPECT AT WOODLAND PARK

**Respect** for children lies at the heart of the Woodland Park Philosophy. We treat children like people, we **trust** them to figure things out and we celebrate a truly childlike approach to the world. We **accept** children's varied experiences and reactions, encouraging them to come as they are; we are all learning together.



“ That’s what makes Woodland Park unique. The only adult agenda is to give kids the space to explore and be respected. ”

*If you’re going to come to understand yourself, it’s going to be messy- but it’s better to start doing that when you’re a kid.*

Woodland Park Parents

# RESPECT AT WOODLAND PARK

## What does RESPECT look like?

We encourage....	We try to avoid....
Thinking of children as capable and unique individuals, striving for a relationship of mutual respect <i>e.g. saying 'yes' when we can</i>	Thinking of children as people for whom we should make decisions because we know better <i>e.g. being dismissive of a child saying 'no'</i>
Speaking to children as people <i>e.g. in a warm and respectful tone, providing information, allowing time and space to think; in challenging situations saying 'I can't let you x'</i>	Speaking to children in ways we would never speak to an adult <i>e.g. aggressive, shaming, ordering; talking about children while they are present</i>
Celebrating children approaching challenges in their own way <i>e.g. observing and using 'descriptive commenting' of their own approach to an art project</i>	Imposing overly adult-centric agendas on how children approach tasks <i>e.g. always providing examples of how art projects should be done and what the product should look like</i>
Working to understand children as whole people, creating an environment in which they can be their 'at home' selves <i>e.g. having meaningful conversations with children, actively listening; foreseeing problems before they arise by understanding emotions, motivations, triggers</i>	Only seeing challenging behaviors as needing to be 'fixed' without a deeper understanding of child or context <i>e.g. measuring success in the mindless enactment of preferred behaviors</i>

# RESPECT AT WOODLAND PARK

## What does RESPECT look like?

We encourage....	We try to avoid....
<p>Working towards intrinsic motivation for safety, compassion and perseverance <i>e.g. allowing children to choose not to participate in activities, while encouraging and modelling participation; noticing the fun and work in the process rather than the product</i></p>	<p>Supporting dependence on external motivation for 'good' behaviors <i>e.g. constantly praising preferred behaviors or 'successful' art projects</i></p>
<p>Giving children the opportunity to explore and experience physical and social boundaries safely; accepting that struggle and tolerable physical/emotional injuries are part of childhood <i>e.g. helping a child with a puzzle only if he/she becomes very frustrated and then offering suggestions first</i></p>	<p>Jumping in and 'rescuing' children from uncomfortable (but not serious) situations before they occur <i>e.g. seeing that a child is approaching an unstable surface and preventing them from trying it out (instead, loudly 'noticing' that it is unstable and standing close)</i></p>
<p>A positive approach to discipline; helping children to learn self regulation through learning appropriate behavior <i>e.g. maintaining a kind but firm tone when disciplining, deploying consequences that are immediate, of short duration and related to the act, focusing on finding calm before problem solving</i></p>	<p>An authoritarian approach to discipline; forcing children to conform to adult standards of behavior <i>e.g. shouting, punishments that are long after or unrelated to an unsafe or disruptive behavior, based on developmentally inappropriate expectations</i></p>

# PLAY

FREEDOM + RISK TAKING





# PLAY AT WOODLAND PARK

At Woodland Park, **play** is not what happens in between learning; it is the space in which children internalize the most important lessons. Play is where children have the **freedom** to participate in natural social and physical experiments- exploring what they, those around them and the physical world can do. At Woodland Park, we believe this is impossible without allowing children to **take risks** and make mistakes.



“ The rules of the playground aren’t always the same for kids and adults. ”

To be true play, it has to be freely chosen.

Woodland Park Parents



# PLAY AT WOODLAND PARK

## What does PLAY look like?

We encourage...	We try to avoid...
Thinking of play as a productive way for children to learn	Thinking of play as a 'break' from learning
Allowing children to choose activities, to engage with the world creatively and imaginatively, solving problems through play	Overly curated activities/environments in which children must participate in wholly predetermined ways
Incorporating outside time whatever the weather; kids learning to adapt to a range of weather conditions <i>e.g. learning to dress appropriately for rain and cold</i>	Defaulting to inside time unless it's dry and mild; kids learning to unnecessarily limit their choice of activity to fit weather conditions
Guiding activities to be respectful of others and safe (but not too safe) <i>e.g. loudly noticing when children appear to not be enjoying a game or when risks are emerging</i>	Constraining play with a focus on the need to be constantly careful, nice, tidy, clean, dry, warm, slow <i>e.g. stopping games at the first sign of conflict</i>
Letting children learn to take physical risks, helping them learn their limits <i>e.g. running, jumping, climbing, building, getting dirty, getting wet</i>	Encouraging only activities that are orderly, formulaic, calm
Using 'grown up' tools with supervision, discovering new uses for man made items <i>e.g. using glue guns and trash to make sculptures</i>	Thinking of traditional 'toys' as the only things children will find fun and be able to play with safely
Finding joy in and learning from the natural world <i>e.g. having class gardeners, playing with compost</i>	Seeing the natural world as something separate from daily life

# PLAY AT WOODLAND PARK

## What does PLAY look like?

We encourage...	We try to avoid...
Messy experimentation with social boundaries. <i>e.g. allowing for rule making, arguments, noise, collaboration, compromise, exclusion of others and safe fighting</i>	Grownups managing interactions to keep things 'fun' and 'fair' as they see it
Enriching children's world with language <i>e.g. neutrally describing the colors, forms and feelings of how children are playing to build vocabulary for interacting with the world</i>	Being disengaged from or overly involved with children's play.
Being ok with some boredom; allowing room for child-driven creativity and resourcefulness	Constantly overly leading and engaging, posing few challenges to children's creativity and resourcefulness



## Our Playground

Our playground has dirt, climbing structures, a working pump, a boat, a windmill, a concrete slide, an edible garden, a stage....it embodies the Woodland Park approach to play. It is what we make it, and every day it is something new.



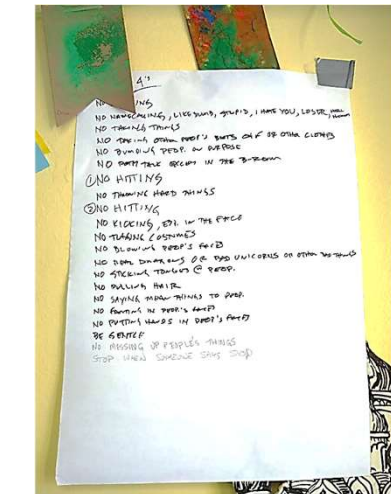
# COMMUNITY

COMPASSION + CONFLICT



## COMMUNITY AT WOODLAND PARK

Woodland Park takes pride in the strength and supportiveness of its own **community** of parent and child learners. Inside and outside the classroom, Woodland Park provides a safe space in which children can learn **compassion** for one another and play with the principles of democracy; **conflict**, negotiation and consensus building.



## 4s classroom rules

“ Each classroom is a community; we make choices together, not based on arbitrary rules determined by somebody else. ”

*The classroom is a great way to learn how to listen to your own child more and figure out the balance between what needs to be done and what is optional; where you can bend and find ways to a win-win for everyone.*

## Woodland Park Parents



# COMMUNITY AT WOODLAND PARK

What does COMMUNITY look like?

We encourage....	We try to avoid...
Children learning to make their own rules based on their own experiences; learning to <i>want</i> to look after the well-being of the group <i>e.g. circle time is thought of as 'class meeting' time, putting up children's own rules in the classroom</i>	Extensive imposition of rules and standards of fairness determined by adults
Embracing of negotiation and conflict as chances to experience how different interactions play out, learn how to build consensus <i>e.g. not ending arguments, but offering tools for how children can find consensus themselves; practicing voting in class</i>	Suppressing conflict <i>e.g. demanding calm, requiring apologies</i>
Parents proactively learning together how to be the parents they want to be <i>e.g. finding lessons to take from how others interact with children in the classroom, and in Parent Education sessions, back into their own homes</i>	Parents disconnectedly enforcing rules of safety and fairness

# COMMUNITY AT WOODLAND PARK

What does COMMUNITY look like?

We encourage....	We try to avoid...
Creating a bigger 'village' in which people can raise children <i>e.g. Parents supporting and connecting with one another, with teachers and parent educators when they can, creating a support network that endures outside of school, for years to come</i>	Seeing Woodland Park as place to take your kid to school and nothing more
Participating in school community parties and projects <i>e.g. working in the class community garden, classroom and playground improvement, Halloween party</i>	
Respecting and participating in the local and wider community <i>e.g. field trips to local points of interest, places of business, other local communities</i>	Seeing Woodland Park as an isolated community, uninterested in contributing to or forming relationships with the people around it

“Big friends and little friends”

*2s Student describing what they like about Woodland Park co-op*



*learn and play at the center of the universe*



# WOODLAND PARK *cooperative school*

PRESCHOOL | KINDERGARTEN | SUMMER

*seattle, washington*

