



Core Values

Love: We believe teaching is an act of love; therefore, we work to liberate and empower participants for self-determination. Love is an inward development of compassion and the capacity to believe unconditionally in self and others. Such love transforms lives.

Emotional Wellness: We strive to take care of ourselves physically and mentally to teach and learn from a foundation of confidence and emotional strength. This leads to a lifestyle that is positive and balanced intellectually, physically, and emotionally.

Respect: Our community of students, parents, and staff practices mutual respect and will feel affirmed in spite of any differences in education, economic background, language, culture, age, learning style, and lifestyle on a deep level of friendship.

Collaboration: We are committed to nurturing an environment of respect and collaboration, which enriches teamwork, sharing of responsibilities, collective problem solving, and building on each other's strengths. We continue to build healthy and strong relationships through open dialogue.

Constructivist Learning: Since we believe teaching is an act of love, we meet our students where they are and differentiate our engagement with them accordingly. We will learn and build upon our student's prior knowledge and intuition.

Safe and Organized Learning Environment: We create a learning environment where equity is highly valued so participants feel safe to express themselves, take risks in learning, and trust that their voices will be heard. As equal participants, students and staff must take ownership in contributing to a school culture that is organized, responsive, and well prepared.

Success: Success is the short and long-term transformation of an individual's experience as they continually evolve into lifelong bilingual learners who achieve well-being for themselves, their families, and the community.



Key Learning Principles

Learning is purposeful and meaningful.

Therefore teachers should set clear goals and relate what is taught to students' experiences, enabling them to construct meaning in their lives. Meaningful feedback should be provided.

Learning involves organizing information, integrating, and applying knowledge to new and unfamiliar situations.

Therefore, teachers should be organized and consistent, with well-prepared lesson plans, use time effectively and efficiently, and provide opportunities for students to put their knowledge into practice.

New learning is built on prior knowledge that develops and deepens over time.

Therefore, teachers should use pre-assessments to discover students' prior knowledge, learning preferences, and interests. Teachers should also differentiate their instruction to address the diversity among learners, as they lead them to greater depth and complexity in their learning.

Learning involves using the intuitive and creative processes of the brain, making it possible for us to change ideas as well as create new ones.

Therefore, opportunities should be provided that would enable students to learn and practice the mental skills of creativity and develop the habits of mind that make creativity happen.

Learning is interactive and collaborative.

Therefore, all stakeholders: members of the board /staff, administration /staff, teacher/teacher, teacher /student, and student/student will operate within structures that promote interaction and collaboration. This should include whole groups, small groups, and one-on-one activities.

Learning involves the acquisition and use of critical thinking skills.

Therefore, students will engage in higher order thinking skills, using analysis, synthesis, inquiry, and evaluation to solve a range of complex problems.

Learning is influenced by our culture, life experiences, and our perceptions of the world.

Therefore, teachers and students should make their attitudes and values explicit to understand how they influence learning. The learning environment should encourage and reflect an appreciation for listening, questioning, and respect with patience.