

PHYSICAL ENVIRONMENT

My Beliefs	In a virtual space...	In a distanced space...	In a blended space...
I believe	Therefore,	Therefore,	Therefore,
<p>Children should feel seen and capable wherever they are learning. The materials and spaces should be inclusive of diverse identities and learning preferences and foster a sense of belonging and agency.</p>	<p>I use materials such as read aloud books, shared reading books, and writing mentor pieces that reflect my students' identities and voices. As much as possible, I use platforms that are accessible, developmentally appropriate, and foster a sense of connection.</p> <p>I do not dictate how children participate in synchronous online learning. Snacks are not only fine but encouraged. Moving around is okay. Children may lay down, stand and walk or fidget in whatever way they need.</p>	<p>I set up the classroom with safety and spacing in mind, but also work to make it feel warm and inviting. Early in the school year, I invite students to create art such as self-portraits and family portraits to bring the space to life. Individual materials are provided for reasons of health, but students have agency over when and how they use them.</p> <p>I create distanced spaces that provide choice, not just desks. I provide clipboards and floor pillows, standing desks and seating options. Children make decisions about what they need for their bodies. We talk about ways to move to keep others safe and co-create "traffic patterns" so children can move with independence.</p>	<p>I help children draw connections between their homes and the classrooms and, as much as possible, help them brainstorm ways to set up spaces at home that work well for learning - but don't place any demands on what that space should look like.</p> <p>I encourage children to document learning that happens at home and then incorporate that into the classroom on bulletin boards and in co-created texts.</p>