



NOT My Prairie Spirit Classroom

is a narrow worldview that sees all learners as the same, and that we learn best in isolation.

In my classroom, the teacher does the majority of the talking. Students are meant to be seen and not heard. No value comes from having students talk about their learning.

My students rarely (or ideally never) connect with me about their learning. I strive not to provide feedback or support students in being reflective about their own learning.

My instruction is a one-size fits all approach and I teach from the book. Students are empty vessels that need to be filled up with the facts.

Learning opportunities focus on some of the students only. These opportunities are characterized by low expectations (fluff), lack of purpose or application (irrelevance), disconnected learning environments (isolated), playing it safe and maintaining the status quo (stagnation) and teacher-mandated environment (compliance).

Formative assessment and opportunities for feedback (e.g., self, peer, adult, parents) weaken and provide little to no information to me in decision making about classroom practices nor do they support students in their progress towards their learning goals.

My teaching begins with planning activities, keeping my plans a secret from students so as to keep them guessing about what is really important. Students generally cannot talk about or show evidence of their learning.

Opportunities to talk about next steps in my personal learning are rare. Teaching is a profession to be practiced in isolation with limited opportunities to reflect, collaborate, or learn with colleagues.