https://prairiesongacademy.com
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CEEB Code: 000274

PORTRAIT OF A GUIDE

Our goal as guides is to help students become confident, competent, compassionate, and creative thinkers who will help create a more just and inclusive society.

To achieve this goal, we believe that we as guides must consistently exhibit these same qualities, in addition to having extensive content and pedagogical knowledge.

Prairie Song guides have two main roles:

Content Guides

The primary roles of the content guide are to observe students to discern their level of knowledge and experience; to use their own deep content knowledge to develop lessons to guide the student into both broader and deeper knowledge and critical thinking; to personalize these lessons for students; to monitor students progress toward Prairie Song's goals for graduates and toward their best versions of themselves; and to make adjustments as needed so that we are serving our students academically at the highest level possible.

Interpersonal Guides

The primary roles of the interpersonal guide are to observe students; to manage the classroom environment so that it is safe and productive for every student; to help students build strong relationships within their learning community; to help students learn to know themselves better; and to help students stay on task as they work, which often involves identifying multiple strategies for them to use.

All of our guides:

- work as a team to find the best strategies to assist individual students
- are creative and flexible so that they are able to serve the needs of all students, including and especially neurodivergent students
- are curious, lifelong learners who are constantly expanding their own knowledge and experience
- are readers, allowing them to expand their experiences beyond their geographical location
- are committed to Prairie Song's stated values, and do explicit individual work to embody those values in their personal lives
- treat their colleagues with respect and care
- recognize the essential role of student caregivers in students' development, communicating regularly as they request input and provide feedback
- are aware of systemic inequalities that may affect students personally and interpersonally, and work to identify and mitigate these effects
- are reflective, making adjustments based on their careful and thoughtful reflection as well as input from students, colleagues, and caregivers
- are able to address conflict as it arises, acknowledging harm caused and working to repair it
- always follow the child