COMADRES OF THE PLANET

Education for people and planeta.

WHO WE ARE

Beyond Sustainability
Mission and Vision
Key Pillars
Bienvenido a Xochimilco
Meet our Team

LEARNING AT COPLA

Dual Language Program
Assessment
Interdisciplinary Inquiry
Mathematics at CoPla
Holistic Outdoor x Health Program
Student Support

Un dia in the life

FOR PEOPLE AND PLANETA

Nuestro Campus
Mutual Aid
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Chinampa Program
Community Care

JOINING LA COMUNIDAD

Media
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Glossary and FAQ

NAVIGATING NUESTRO WEBSITE

Click on the logo in the upper left corner to return to the home page.

Interactions between educational practice and our key pillars are highighted with colour. Learn more about each pillar here.

Our website is intentionally designed with multiple modes of representation to increase access to our course. You will find a number of podcasts, videos and additional materials to support your understanding of our CARE philosophy on our media page here.

Our dual language program integrates itself naturally. Spanish vocabulary is interwoven, and if you find any unfamiliar vocabulary, please consult the glossary here.

As our learning activities are intertwined, you will find several hyperlinks between them towards the bottom of the page.Try exploring through the mind map here.

Nuestras Conexiones

BEYOND SUSTAINABILITY:
RETURN TO NATURE AND ECO-CONSCIOUSNESS

sustainability
Meeting the needs of the present without compromising the ability of future generations to meet their own needs.(United Nations Brundtland Commission, 1987)

At CoPla, we envision an ecological future, one where humans and planet Earth live in harmony. Modern day sustainability efforts often overlook this connection, as definitions of sustainability are still limited to how the planet serves people.

As noted by Solomonian & Di Ruggiero (2021), principles which guide an "interdisciplinary approach to planetary healing" (p.3) reflect a core aspect of most Indigenous traditions: to honour all parts of nature beyond how they benefit us economically (Solomonian & Di Ruggiero, 2021). We honour these pre-colonial values by teaching children about our interdependence with nature.

Comadre loosely translates to 'friend', but it is a deeper bond than being amigos. This reflects the solidarity we hope to foster in our community's relationship with the planet.

eco-consciousness
Ecological consciousness (Panov, 2013) is a quality of consciousness which is "developed in collaboration with the environment" and that "allows people to feel and experience directly the unity with nature and the world around her own nature" (p.381).

For education to be eco-conscious, we believe you must CARE. Learn more about our key pillars and principles here.

OUR VISION

What does an eco-conscious world look like?

At CoPla, we foster the whole child as an eco-conscious individual and community member that understands our shared responsibilities as human beings on Earth.

We believe that building a more sustainable and just world requires the capacity to work together alongside being able to critically evaluate the systems of power we live under.

Learning at CoPla empowers students with holistic life skills that will allow them thrive autonomously, including attending to their emotional wellbeing and expression.

C

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OUR MISSION

How do we foster eco-conscious children?

- **We are collaborative**: Problems can only be solved when we work together. At CoPla, we develop the skills needed for teamwork and conflict resolution through project-based curricular (IB-PYP and mutual aid) activities.
- **We are aware and reflective**: We accept ourselves as learners with challenges and strengths, and as humans with both negative and positive emotions. At CoPla, we recognize our biases and we strive to challenge them.
- **We are equitable**: We interact with each other on the basis of an asset-based mindset, where everyone grows at their own pace. Our multicultural environment celebrates differences. Culturally responsive teaching fosters deep connections with our unique understanding of the world.

KEY PILLARS

Environmental justice is social justice.

The core of our vision is based on a shared understanding that "in order to effectively mitigate future planetary harm, it is necessary to challenge systems of oppression and power" (Rouf & Wainwright, 2020).

Read this page to learn more about how the critical intersection between environmental and social justice, as commentated by Solomonian & Di Ruggiero (2021), is central to the core pillars of educational practice at CoPla.

Elaborations of our pillars were generated by community input, to foster authentic responsibility. As outlined by Chatelier & Van Dermijnsbrugge (2022) we strive to ensure our principles are explicit to exert solidarity with our vision. Our pillars are interwoven, you often cannot achieve one without the other.

Awareness and Reflection

To dismantle existing narratives that natural and human resources exist for exploitation and control (Pratt, 2019), we believe it is vital that children understand their relationship with nature and have practical experiences which anchor values of belonging in and stewardship of nature.

We also understand how the perpetuation of those narratives is what has resulted in the oppression and marginalization of groups of people. (Klinsky et al., 2017) Children must be literate in identifying these systems of power.

Collaboration

As awareness should propel action, we believe that children must practice the spirit of collaboration which is necessary to collectively mitigate these harmful systems (Ikeme, 2003). This involves being able to elevate voices of others where necessary and exposure to areas which require more representation.

Equity

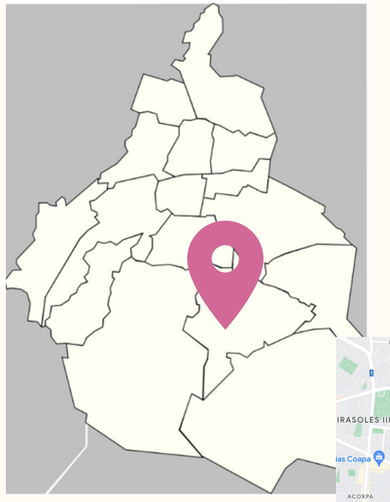
We believe our education must sit in direct opposition to the marginalization which enables modern ecological crises.
Knowledge is not held by a few, but something which exists richly throughout the local community. We work to provide means for which learning is made accessible to all, fostering autonomy with our students.

Distributive leadership structures are intentionally based on a shared understanding of our vision and the values which underpin it.

See how learners are empowered across these pillars by our mastery transcript model for assessment.

BIENVENIDO A XOCHIMILCO

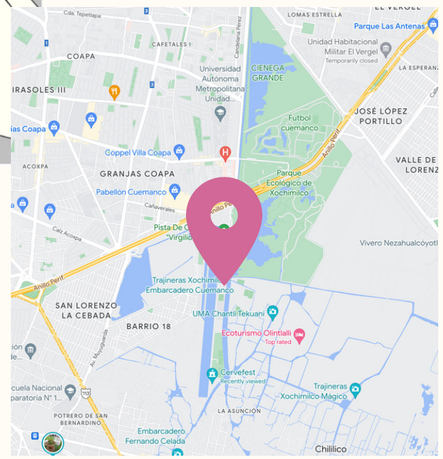
Xochimilco is one of the 16 districts (alcaldias) in Mexico City.
It is located in the south of the city and it is made of 14 Pueblos and 17 Barrios.



Phósphoros. (2010). Mexican Federal District. Wikimedia Commons. Retrieved from https://commons.wikimedia.org/wiki/File:Mexican_Federal_District.svg.

Learn more about our ecological campus .

Our campus is located by the waterways of a chinampa. Learn about our chinampa project here.



[Google Maps screenshot]. https://www.google.com/maps/search/google+maps+xochimilco/@19.2794653,-99.1165337,14.08z?entry=ttu

Click on the image to listen to this short podcast episode about Xohcimilco or use the link here.

La Historia

[History of Xochimilco]. https://www.trajinerasxochimilco.com.mx/historia/

Xochimilco was created in the fifth century by the Xochimilcas, who fought against other tribes to defend their land. Later on, the Spanish conquistadores arrived and they started evangelizing México city. The legend says that because the Xochimilcas didn't resist, they were allowed to keep some of their traditions.

Meinguer, S. (2015). Acueducto en fuente de Glorieta de Vaqueritos. photograph, Mexico City.

As the Mexican society started to develop, so did Xochimilco and its inhabitants. During Porfirio Diaz's presidency, a large aqueduct was built in Xochimilco to provide water to the whole city. In 1929, after going through negative and positive changes, Xochimilco was declared a district.

[UNESCO Logo]. https://pixabay.com/vectors/unesco-symbols-organization-26856/

In 1986, Xochimilco was designated the title of World Heritage Site by UNESCO. Up to this day, many organizations are working to restore the water of Xochimilco and at the same time promote tourism in the area.

Click here to keep learning about the history of Xochimilco and its culture.

QUE ES 'MUTUAL AID'?

"Mutual aid is the radical act of caring for each other while working to change the world". (Spade, 2020)

Find an overview of Mutual Aid and how it looks in practice aqui.

Learn about the differences between Apoyo Mutuo and NGO's here.

Caregivers can learn more about mutual aid in practice through our learning circles.

The concept of Mutual Aid was created by the Russian anarchist, Peter Kropotkin (1902). It challenges Darwin's idea of the fittest will survive. Mutual Aid highlights that in order to survive and evolve, cooperation with each other is key.

It recognizes the unjust power systems we live under and challenges them by supporting each other's survival needs (Spade, 2020). Mutual Aid addresses the root cause of the problem and finds possible solutions for it.

Main Characteristics of Mutual Aid (Spade,2020)

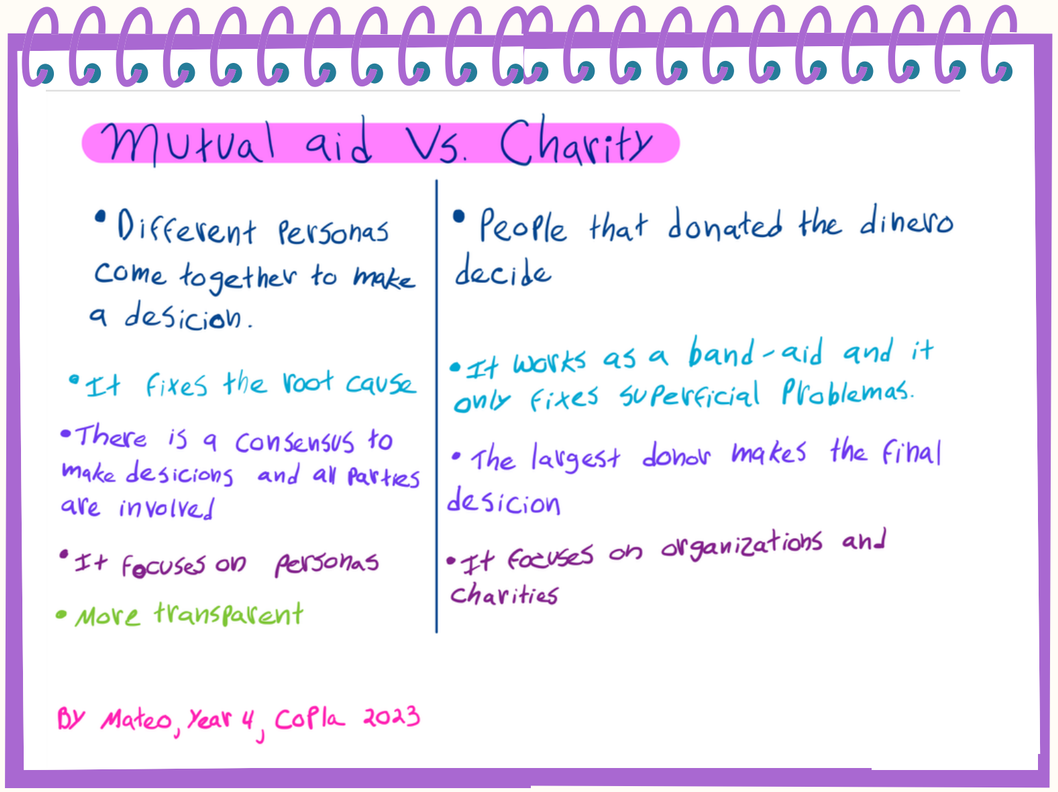
The projects target survival needs and look to understand the reasons people do not have what they need.

The projects are participatory, solving problems through collective action rather than waiting for saviors.

The projects mobilize people, expand solidarity, and build movements.

HOW DOES MUTUAL AID WORK AT COPLA?

Student description of Mutual Aid vs Charity



Mutual aid Vs. Charity

- Different personas come together to make a desicion.
- It fixes the root cause
- There is a consensus to make desicions and all parties are involved
- It focuses on personas
- More transparent

- People that donated the dinero decide
- It works as a band-aid and it only fixes superficial Problemas.
- The largest donor makes the final desicion
- It focuses on organizations and charities

BY Mateo, Year 4, CoPla 2023

See more on our Chinampa Program here.

Guias and learners ask:

Why does this problem exist?
What is the history?
Who is affected by this problem?
How can we work together?

At CoPla, we follow the principles of Mutual Aid by giving the students the necessary tools to question the structures of power and understand why they are there. When students critically evaluate these systems, they can come up with practical solutions on how to fix the root problems starting with the community around them.

Core aspects of our Chinampa Program

Land ownership is shared
Everyone grows food together
Everyone takes home seasonal produce

NUESTRO PROYECTO DE LA CHINAMPA

To support learners in practing our core principles regarding mutual aid and eco-consciousness, we partner with the Xochimilco-based NGO Chinampas en Movimiento. Chinampas are a form of ancestral agriculture, allowing our students to connect with the host country's culture.

Listen to this podcast to learn more about what a chinampa is.

Chinampas en Movimiento is an NGO that promotes tourism through sustainable practices. They own a chinampa where they fairly employ local chinamperos (farmers) who use ecological practices to grow food and restore the waters of the canals. They also host tours around the chinampa. where people learn how the chinampa works and enjoy a meal made of the food grown in the chinampa.

Images and logo provided with consent from Chinampas en Movimiento

Student Led Tours

At CoPla we want to make sure the students learn about the importance of the chinampa and the effect it has in their lives.

Every few weeks, small groups of our student ambassadors host a tour around the chinampa for locals and tourists.

This encourages students in practicing both their English and Spanish. Hosting a tour requires collaboration with the chinamperos and a deep understanding of our mutual aid practice. This gives the students a sense of autonomy and self-efficacy.

CARING FOR OUR COMMUNITY

Community Care Time

Successful teacher collaboration requires adequate planning time. Once a week, the students have community care time, while the guías, experts, learning support teachers and the well-being coach meet to discuss currciular planning and interdisciplinary activities.

Ecological Resource Wall

To support hands on learning and ecological practices, CoPla has a large collection of recycled materials that can be used for projects through the year. During community care, the students take care of the resource wall and make sure materials are not missing, that they are recycled and taken from each classroom.

Apprenticeship around Campus

CoPla was created for the students and this is why we believe that time should be dedicated to life skills. Students will be apprentices of the school's location support staff help keep the school running. Some of the tasks the students do involve helping in cleaning the facilities, making inventory for school supplies, taking care of the community garden, helping in the kitchen, etc.

Student Ambassadors

Image by Chinampas en Movimiento

We believe that international schools should not be isolated from the host country they are in, they should be open to the public.

Two students ambassadors from each grade level host tours around the school once a week. The tours can be in English, Spanish or both. During the tours, the students show the facilities and some of the classes that are taking place in that moment. They have to make prior research and be prepared in case the visitors have questions. CoPla is for the students and their voice is valued every step of the way.

Click the links to explore and click on the green box to return to this page.

LEARNING AT COPLA

Dual Language Program

Mathematics at CoPla

Assessment

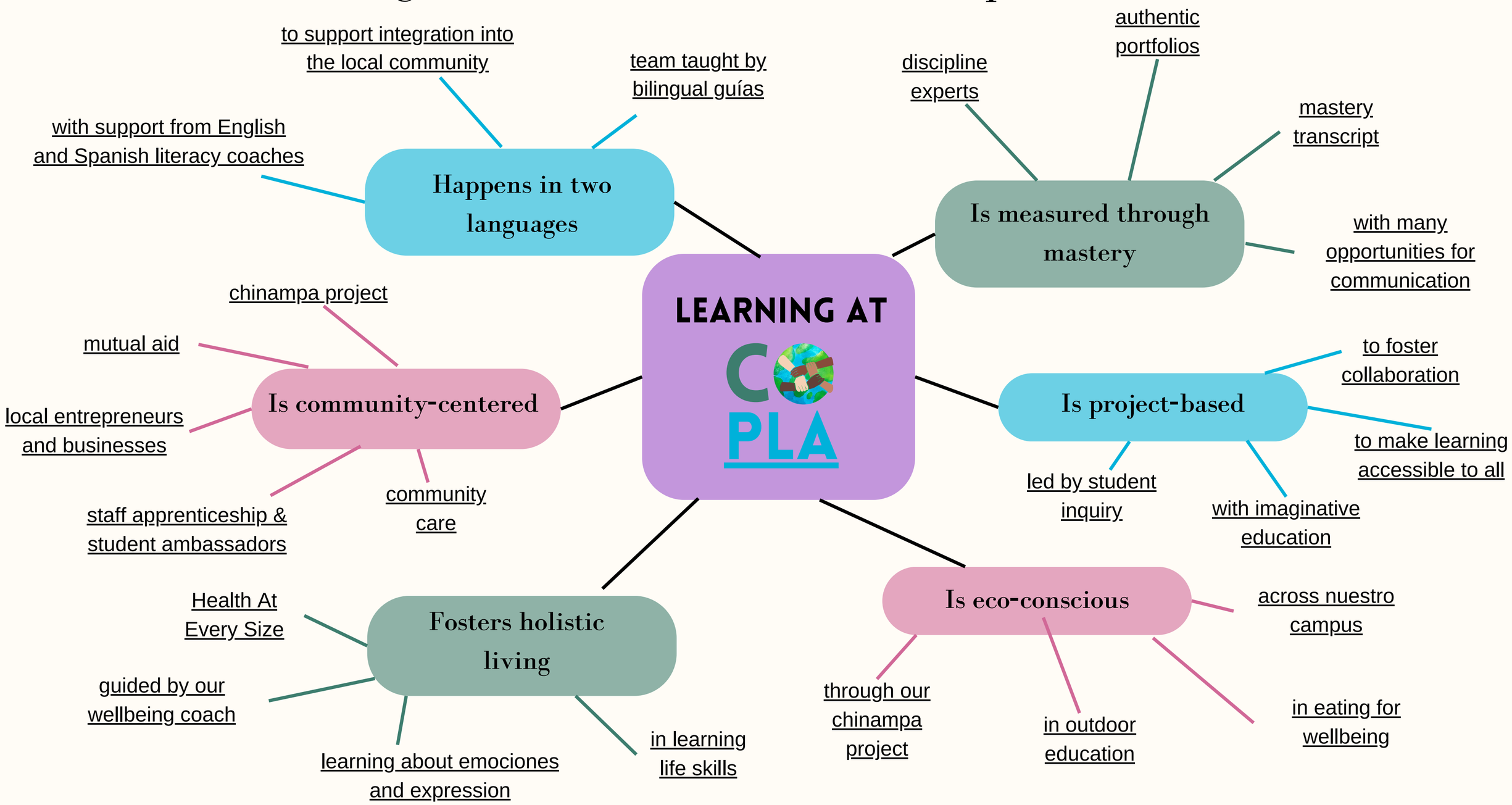
Holistic Outdoor x Health Program

Interdisciplinary Inquiry

Student Support

Un dia in the life

Learning is interwoven. Click on each aspect to learn more.



UN DIA IN THE LIFE

Who's learning at CoPla?

Bilinguals, emerging bilinguals and polyglots

Local and international families

8:1
Student to teacher ratio

Learn more about our staff here.

Follow along un dia in the life of a CoPla student.

Click on the image for the video or follow this link.

HOW WE LEARN

Learning happens everywhere, including in your local tiendita.

At CoPla, school is a microcosm of society. Not a separate entity where children are incubated before they go out into the world, but a place from which learning extends out into the local community and autonomous life. Our **school-based curriculum** is grounded in **interdisciplinary project-based inquiry**.

Learning centers life skills and depth of understanding.

At CoPla, learning is not divided along subjects, but **explored through disciplines**. In Sir Ken Robinson and Lou Aronica's *Creative Schools*, a discpline is described "a mixture of theory and practice" (p.142). We do not simply learn scientific facts and processes, for example, but at CoPla we learn to think like scientists. Coupled with **life skills** (activities which are commonly referred to as 'home economics') CoPla students do not only leave with an understanding of how our world works, but of how to autonomously and ecologically function in it.

Our homeroom teachers - known as **guías** or guides - are closely supported by our pedagogically experienced team of disciplinary experts.

Learn more about our interdisciplinary projects here.

Guias and learners ask:

What expertise could we develop? About ourselves? About each other? About the planet?

Who's an expert about this in our community?

What skills do we need to live autonomously?

Masterful learning is for everyone.

Learn more about our mastery transcript here and inclusion models here.

Language is a means for connection and communication, which are central to learning.

Learn more about the philosophy behind our dual language program.

WHAT WE LEARN

Learning across the year at CoPla is spread across 6 interdisciplinary themes assigned by the IB-PYP. We have expanded certain themes to fit our vision of life skills, creativity and eco consciousness.

[IB Primary Years Program Logo]
https://www.ibo.org/programmes/primary-years-programme/

Who we are: Inquiry into one's identity (including cultural identity), human relationships, rights and responsibilities as members of a diverse society

Where we are in place and time: Anthropological perspective on history to understand our orientation in time, interconnectedness on a local and global level

How we express ourselves: Inquiry into how we express ourselves across cultural perspectives and how creativity is a tool to expand our lives

How the world works: Inquiry into the natural world and scientific investigation, underpinned by life skills needed to function in society

How we organise ourselves: Interconnectedness of human-made systems with communities, their impact on the environment, soceital decision making

Sharing the planet: Our responsibilities to relate to one another and find solutions to problems together, access to equal opportunities

Adapted from the International Baccalaureate Primary Years Programme. We explore these themes through the concepts prescribed by the IB in our interdisciplinary project-based curriculum.

Learn more about how mutual aid practices allow us to question human-made systems.

ASSESSMENT THROUGH MASTERY TRANSCRIPTS

Assessment at CoPla reflects what we value in learning: mastery and the skills that come with understanding something deeply.

Inspired by the Mastery Transcript Consortium in the United States, guías work with students to track development along competencies inspired by our CARE principles. No matter what educational path a CoPla student continues on, they leave with an authentic portfolio and repertoire of transferable skills.

Core competencies at CoPla

Definitions for each competency are cocreated by staff, caregivers and students and refined each academic year.

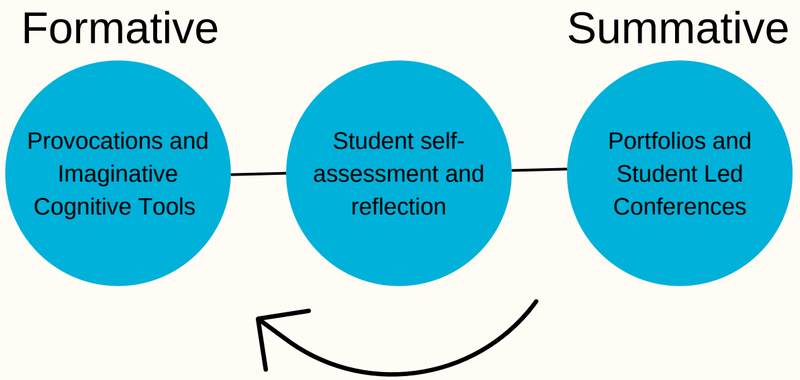
- Collaborative
- Critical Thinker
- Competent Communicator
- Interculturally Competent
- Learning Mindset

Adapted from the Mastery Transcript Consortium (2021)

Transcripts feature personalised comments from guías, peer feedback and student self-reflections

Assessment is a tool for learner empowerment.

Assessment allows guías to make sure learning suits the individual and empowers learners to challenge themselves. Therefore, assessments happen at key moments in the learning process.



Learning must be celebrated and shared.

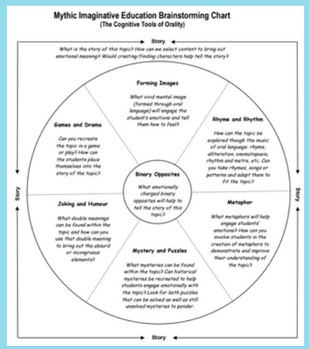
Through the vast network of stakeholders who play a role in educating CoPla students, we host public learning celebrations at the end of each trimester. Our dual language program allows students to interact with community members in a way that often inspires the next project for inquiry.

FORMATIVE ROLE OF IMAGINATIVE EDUCATION

"IE is focused on how people acquire lasting understandings of the world." (CIRCE, 2023)

Imaginative education (IE) is an approach to teaching and learning which allows students to make sense of the world through imagination (CIRCE,2023).

Through close collaboration with the Center for Imagination in Research, Culture and Education (CIRCE) at Simon Fraser University in Canada, personal connections propel learning at CoPla. Guías assist learners in tapping into how they think, feel about and perceive a topic.



IE uses cognitive tools to guide exploration into the imagination. Learn more about them here.

Our Touch Grass program also taps into the imagination. Learn more here.

[CIRCE Logo] https://circe-sfu.ca/

Imaginative education in space!
To connect to the topic of space exploration, guías ask students to imagine the experience of the Mars Curiosity Rover in this engaging video.

OUR DUAL LANGUAGE PROGRAM

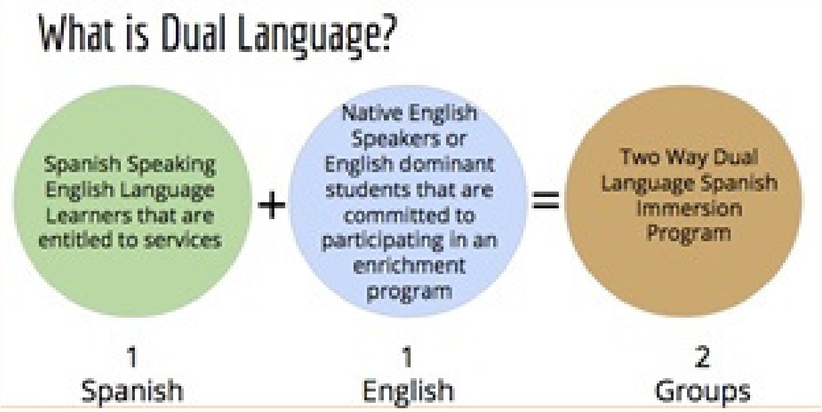
Dual Language vs. Bilingual Programs

Dual language programs are in charge of providing literacy and content instruction to students in two languages, their native language (L1) and their second language (L2) (Howard et. Al, 2017).

Bilingual programs involve that all students in the classroom speak the same native language and instruction in a second language is given. The goal of bilingualism is to be more proficient in the second language and dual language programs foster proficiency in both languages (Martinez, 2011).

At CoPla we believe it is crucial for students to speak the language of the country they are living in. This will open more doors to them, as they engage with the community in a more personal level. Our program is designed to enrich and embrace multilingual identities.

Listen to this podcast to learn more about our language philosophy and how it is linked to our core pillar of equity.

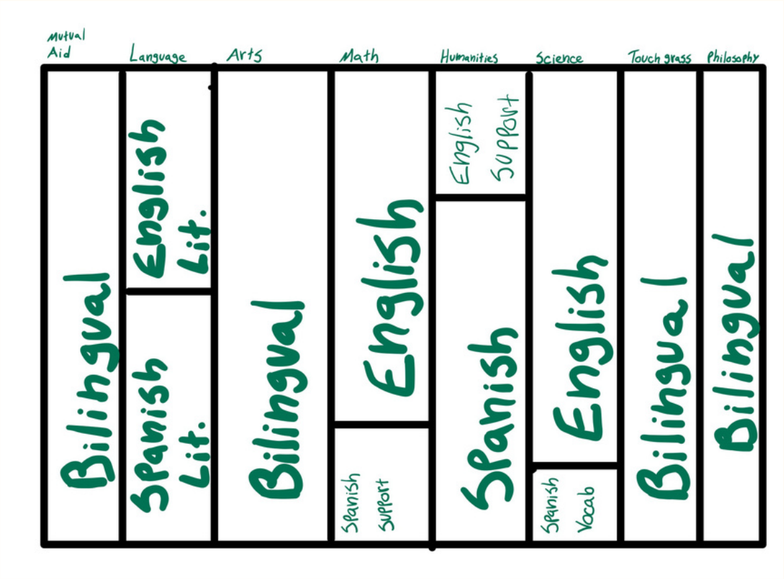


WOODLAND SCHOOL DISTRICT 50. (n.d.). Dual language / dual language program. Dual Language Program. https://www.dist50.net/Page/439

HOW DUAL LANGUAGE WORKS AT COPLA

Our goal: For students to be able to communicate key concepts in both Spanish and English across disciplines.

To accomplish this, each class has two learning guides (guias) who work together to build a **language community**. They each have different language expertise but can both speak Spanish and English.



Depending on the discipline, guías may choose one of the following approaches suggested by Cook and Friend (2017):

- Parallel teaching - content is taught in both languages to the class split in half.
- Station teaching - different content in each langauge is taught to small rotation groups.
- Alternative teaching - one langauge leads the content and the other provides support.

This collaborative practice is developed during weekly planning time.

To honour oral traditions, caregivers are welcome as models of language. Our tight caregiver community organizes class read alouds and support student literacy activities. Learn more about how caregivers are involved at CoPla here.

*Our **interdisciplinary curriculum** is central to our success in fostering an inclusive language program.*

Project based learning supports...

- Opportunities for communication
- Multi-modal Multi-lingual Information Sources
- Using both languages to show learning

(Lam, 2022)

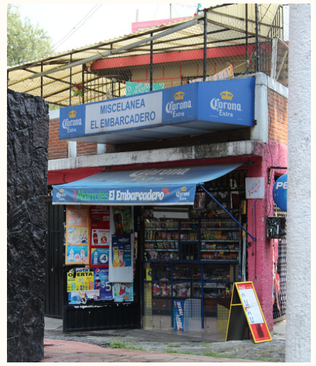
Individualised Language Goals

Students are supported in designing **personalised goals** for each language, so that they can receive scaffolding in our immersive environment.

Guías build on students' existing literacy strengths to foster second language learning.

PROJECT BASED INQUIRY

Local entrepreneurship and heritage inspire our project based inquiry.



Px-lga. (2013). Tiendita El Embarcadero. photograph, Mexico City.

Local conexiÓn

Our neighbourhood of Barrio 18 receives our students frequently, as we encourage teachers to engage local experts who can be reached by foot. Our dual language programme allows students ask questions and learn about how local businesses run. They are compensated financially, as our curricular funds are allocated to purchasing local materials to bring back to the classroom for further investigation. Lunches at CoPla often come with stories of the local tortilleria or nopal fields.

Entrepreneurs and future teachers

Since our founding, we have collaborated closely with a group entrepreneurs from Universidad Anhuac. They run Cicloop, a platform that hopes to bring circular systems to food delivery packaging. Working with students of pedagogy from the same university, they deliver workshops about circular economy and sustainable consumption.

Images provided with consent from Cicloop

ProtoplasmaKid. (2014). Trajinera en el Canal de Nativitas, Xochimilco, Mexico City. photograph, Mexico City.

STEAM with Trajineras

An unmissable sight in Xochimilco, trajineras are boats that carry chinamperos and tourists around the canals of Xochimilco. Their characteristic shape allows for explorations of math and physics. Our visual arts program invites students to engage with local materials and colorful designs.

Learn more about our chinampa project here.

STUDENT WORK

Field Trip Reflections

After a field trip to the city center students noticed that the national monuments were “vandalized”, mostly by protestors. They started to question whether this could be considered art and they inquired about the reasons this happened with our anthropologist.

05 de marzo 2023

¿ES vandalizmo o es arte?

El día de hoy hicimos un field trip al centro histórico para ver los monumentos nacionales y conocer su history. Lo que no sabíamos es que los monumentos habían sido "vandalizados" por grupos de mujeres que exigen justice. Nuestros guías nos explicaron el problema principal y las causas actuales de la injusticia.

I learned que la violencia a las mujeres y la falta de equidad, es un problema que afecta a la sociedad mexicana de distintas maneras. Aprendí que el vandalizmo es una forma de expresión y protesta. Some people think of it as art.

Questions for the anthropologist:

* ¿Qué es equidad de género?
* How can we fix it?
* ¿Cómo podemos expresar nuestra arte sin dañar a otros?
* Is vandalizing monuments a good thing?

-Karla, YS student at CoPla

Alvaz, L. (2021). Glorieta de las mujeres que luchan en el Paseo de la Reforma 14. photograph, Mexico City.

Learn more about a day in the life of a CoPla student here.

Pen Pals from Berlin

Querido Anton:

How are you?

My name es Carlota Linares y tengo 7 years.

My favorito color is Pink and you?

Today I had touch grass lesson and we had a yoga lesson and I learned to love myself.

Adiós!

At CoPla we believe in a mutual exchange of knowledge with different cultures. This is why we partnered with the Artful Readers school in Berlin and created a pen pal program between the students. Each student gets a pen pal from, Berlin and vice versa. Once a week they get some time to write to their pen pals about the things they have been learning. This will allow the students to get to know different cultures across the world, to learn from them and to teach them what they have learned.

MATHEMATICAL MINDSETS

Thinking like Mathematicians

We want our students to see how math can be useful for our everyday lives and how it is present everywhere.

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY — Australian CURRICULUM

Numeracy learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Estimating and calculating with whole numbers element							
Understand and use numbers in context	demonstrate concepts of counting using every day experiences	connect and order number names, numerals and groups of objects using numbers up to two digits	model, represent, order and use numbers up to four digits	model, represent, order and use numbers up to five digits	identify, describe and use numbers larger than one million	compare, order and use positive and negative numbers to solve everyday problems	use different ways to represent very large and very small numbers including scientific notation
Estimate and calculate	recognise the effects of adding to and taking away from a collection of objects	solve everyday addition and share stories	estimate the solution to a problem and then calculate the answer	estimate a solution to a problem and then check the solution by recalling addition, subtraction, multiplication and division facts	solve problems and check calculations using efficient mental and written strategies	solve complex problems by estimating and calculating using efficient mental, written and digital strategies	solve and model problems involving complex data by estimating and calculating using a variety of efficient mental, written and digital strategies
Use money	identify situations that involve the use of money	recognise the different value of coins and notes in the Australian monetary system	identify and use combinations of coins and notes for simple purchases	estimate the change from simple purchases	create simple financial plans, budgets and cost predictions	identify and justify 'best value for money' decisions	evaluate financial plans to support specific financial goals
Recognise and using patterns and relationships element							
Recognise and use patterns and relationships	recognise simple patterns in everyday contexts	describe and continue patterns	identify, describe and create everyday patterns	identify and describe trends in everyday patterns	identify and describe pattern rules and relationships that help to identify trends	identify trends using number rules and relationships	explain how the practical application of patterns can be used to identify trends

We use the conceptual standards of the Australian curriculum as a foundation of the knowledge we want the students to develop. Click on the image to learn more.

To give the students a wider education and understanding of mathematics, we base our teaching on Jo Boaler's book, "Mathematical Mindsets". With this book the students are learning to understand Math, instead of just memorizing formulas.

Math is fun!

Math at CoPla is...

- intertwined with other disciplines
- hands on
- low floor (accessible to everyone) high ceiling (with no limit to growth!)
- individualised
- about mastery, not speed

LIFE SKILLS EDUCATION

Montessori-Inspired

At CoPla, students learn life skills based on the method created by Maria Montessori (1909), where they develop basic motor skills. We believe that these skills are necessary to function in our current society.

cocinar

cleaning dishes

caring for plantas

Many of these skills are learned in collaboration with the chinamperos and chefs at the school. They are practiced during community care time.

Comunicación y Emociones

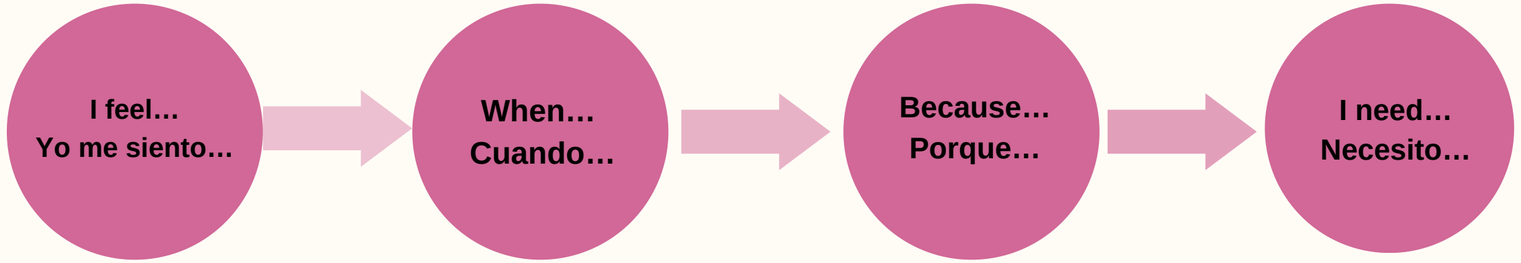
Part of autonomous living also involves understanding one's emociones and communicating them. (Elder, 1997) At CoPla we learn to share our emociones and understand them.

We think it is crucial to learn how to communicate assertively from a young age and to use our emociones as tools. Expressing emociones is a part of holistic living. (Rudge, 2016)

Our class guías and our well-being coach act as a support system for students, working closely with caregivers.

Our staff are trained in assertive communication and emotional well-being. They are encouraged to use the I-message technique in the classroom.

Learn more about inclusion and wellbeing at CoPla here.



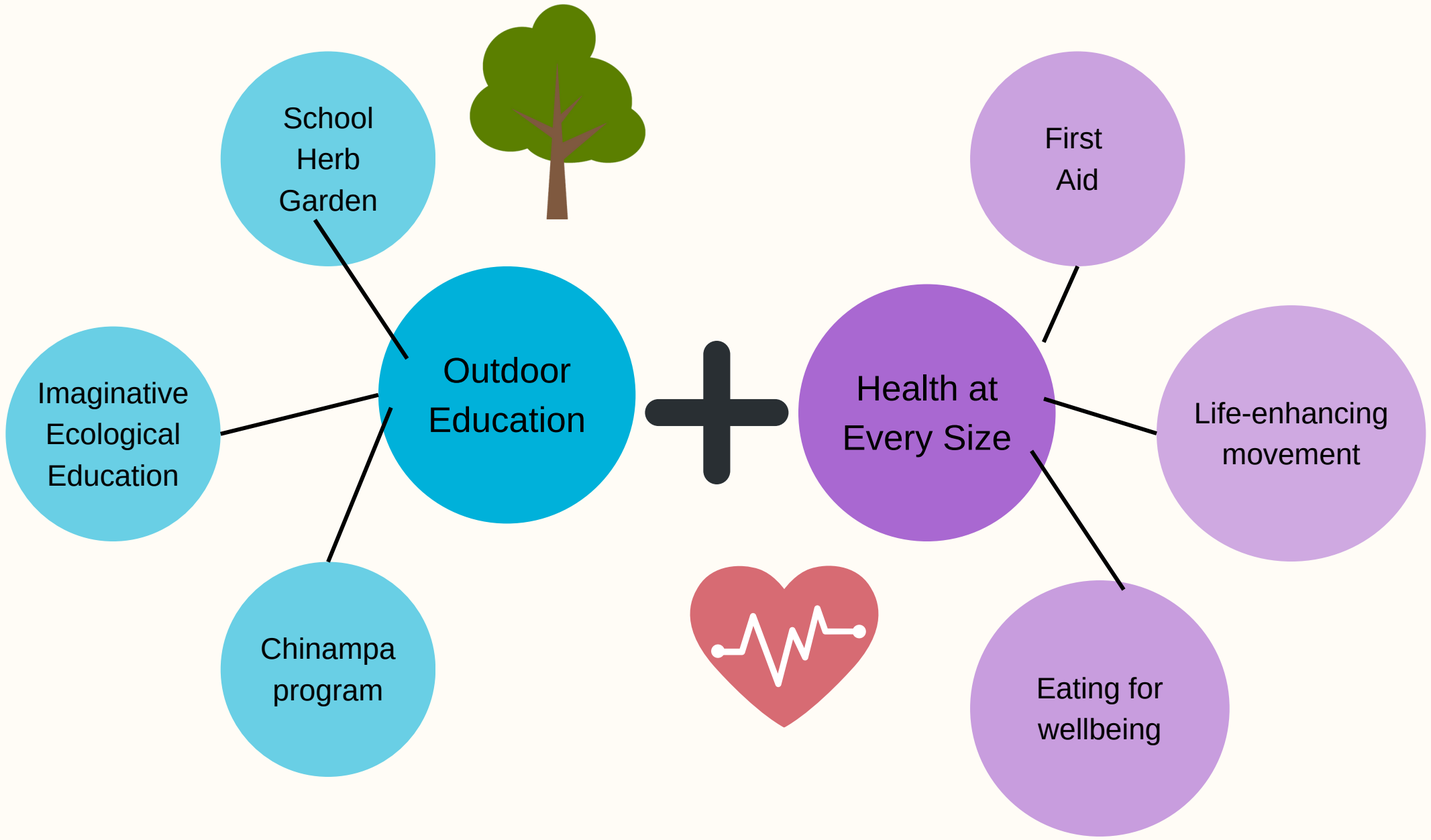
I-message model of communication (Gordon, 1960)

HOLISTIC HEALTH X OUTDOOR EDUCATION

Wellbeing grounded in nature.

Touch Grass (TG) is a comprehensive program where nature is our classroom for health, science, community building and personal resilience.

All grade levels receive 45 minutes of TG time every day. They rotate between time with our outdoor education specialists and our inclusive health teachers.



OUTDOOR EDUCATION

Forest School Program

[Forest School Association Logo]
https://forestschoolassociation.org/

Our outdoor education program follows the principles of the British Forest Schools Association, where our teachers have been trained.

Highlights include:

- Fostering resilient, confident, independent and creative learners
- Building on an individual's innate motivation, positive attitudes and/or interests
- A learner-centred pedagogical approach where play and choice are integral

(FSA, 2011)

Chinampas are often the site of our outdoor education activities. Learn more here.

Imaginative Ecological Education

Eco-consciousness involves tapping into the imagination.

Several of our guías have also spent a semester at Simon Fraser University in Canada to explore applications of the principles of Imaginative Ecological Education from Dr.Gillian Judson. Learn more about IEE here.

Our chinampa project has been featured on Dr,Judson's Imaginative Education blog here.

HEALTH AT EVERY SIZE

Our holistic health program encompasses both physical and mental health. We affirm definitions which treat health as a resource available to all, not something that should be used to "judge, oppress, or determine the value of an individual". (Association for Size Diversity and Health- ASDA)

Therefore we do not prescribe a singular image of health to our students, but focus on fostering health equity through the following Health at Every Size Principles.

Learn more about how we ecologically practice eating for wellbeing here.

Caregivers can learn more about these weight inclusive practices through our community learning circles here.

Health At Every Size Principles

Weight Inclusivity
Accept and respect the inherent diversity of body shapes and sizes

Respectful Care
Acknowledge our biases, and work to end weight discrimination. Provide information and services from an understanding that socio-economic status, race, gender, and other identities impact weight stigma, and support environments that address these inequities.

Health Enhancement
Support health policies that improve and equalize access to information and services, and attending to individual physical, economic, social, spiritual, emotional and other needs.

Eating for Wellbeing
Promote flexible, individualized eating based on hunger, satiety, nutritional needs, and pleasure, rather than any externally regulated eating plan focused on weight control.

Life-enhancing Movement
Support physical activities that allow people of all sizes, abilities, and interests to engage in enjoyable movement, to the degree that they choose.

(ASDAH, 2003)

STUDENT SUPPORT

Push In Support

Our project based curriculum is designed with the principles of Universal Design for Learning (UDL) (CAST, 2018) in mind. These means that learning activities are inclusive as they:

- Allow students to progress at their own pace
- Support multiple modes of representation
- Support multiple modes of expression
- Build in reflective practices across learning

For students with learning challenges, we also provide support via our push-in model. Each two grade levels share a learning support (LS) teacher who joins classes at various periods to provide individualized support with curricular tasks.

This involves working closely with guías, so the LS teacher is naturally a part of teacher planning time. All students meet with our wellbeing coach when they are in the admissions process to ensure that CoPla can adequately support them.

Learn more about our staff here.

Wellbeing Coach

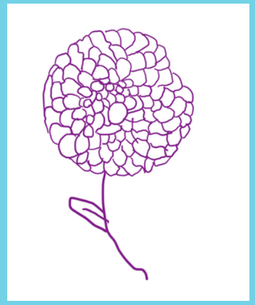
Our students always have access to our wellbeing coach, who is trained in restorative practices aligned with Anti-Bias Anti-Racism (ABAR) Principles. (learn more by clicking the link to the NAEYC website)

They also join classrooms for SafeTouch workshops regarding consent and work closely with guías to respond to the social emotional needs of their class community. Therefore, their coaching role supports both staff and students.

Learn more about emotional wellbeing as a life skill at CoPla.

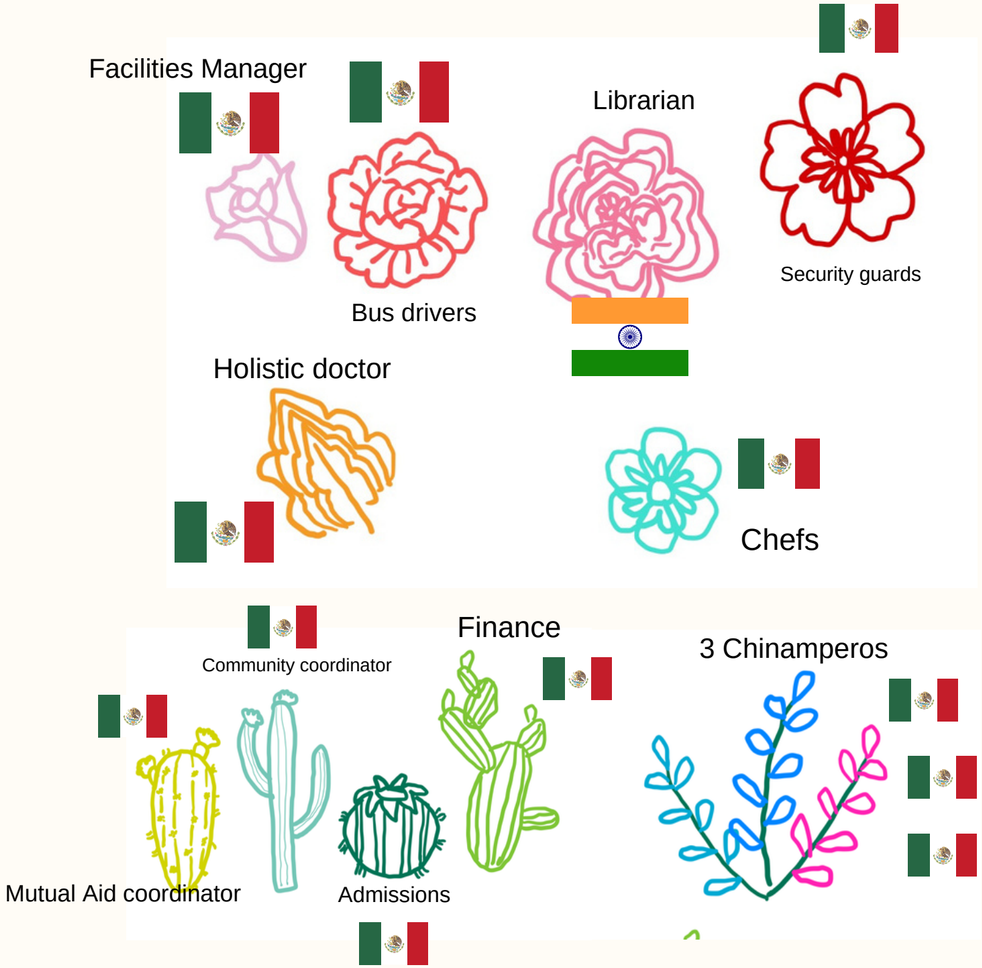
MEET OUR TEAM

Director



Sofia Suarez

"Our distributive leadership model is supported by my role as a coach for our various teams and focus groups. This bottom-up approach allows me to focus on relating to these teams through our guiding principles and supporting each team's autonomy."



Location support

Facilities Manager **Rosa Contreras**
Bus drivers **Antonio Palacios, Adrian Cuevas, Fermin Real y Marcos Castania**
Librarian **Kabir Sharma**
Security Guards **Diego Leon y Javier Lazcano**
Holistic Doctor **Aurora Fernandez**
Chefs **Ana Garcia y Martin Sosa**

Administration

Community Coordinator- **Nicolas Rhoads**
Chinampa Coordinator- **Ana Paula Margain**
Admissions- **Ines Duran**
Finance- **Liliana Beltran**
Chinamperos- **Esteban Ruiz, Jorge Herrera y Asucena del Mar**

We asked our students what native plants and flowers represent their teachers best, this is what they drew!

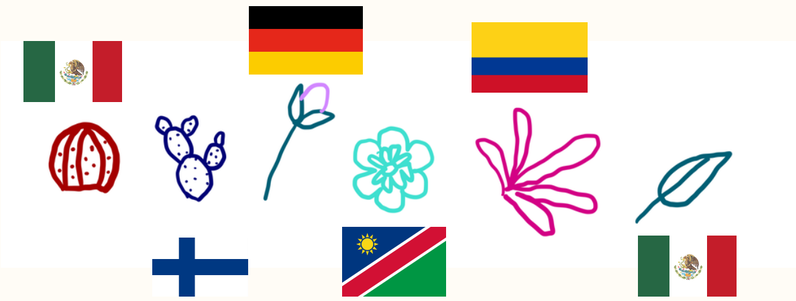
MEET OUR TEAM

Collaborative Planning at CoPla

Teacher collaboration is at the core of successful delivery of our interdisciplinary programs. Our guías work together for the ongoing inquiry and wellbeing of their classes, and are closely supported by our disciplinary experts and coaches.

Our teams are small by intention (Chatelier & Van Dermijnsbrugge, 2022), so that a structured self-governing approach can be applied.

Lower Primary Team



K-G.2 Guías

Susana del Monte
Onni Laine
Otto Müller
Mihai Johannes
Mariana Cuevas
Beatriz del Valle

Upper Primary Team

G.3-G.5 Guías

Somchai Bunprakong
Effia Mensah
Eduardo Portillo
Anesa Neuss
Teresa Romero
Elena Morales

Learning Support Staff

Each 2 grade levels share a Learning Support (LS) teacher.

Alejandro Gomez
Ayako Chen
Xochitl Bracho

We asked our students what native plants and flowers represent their teachers best, this is what they drew!

MEET OUR TEAM

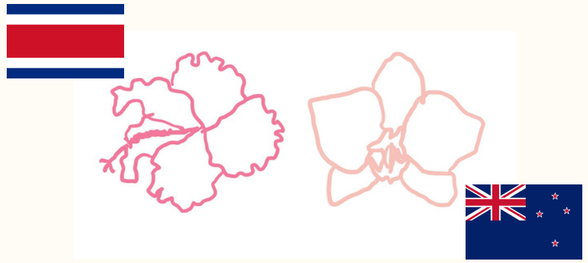
Our specialists make up focus groups around student wellbeing, community care and curricular continuity.

They are concerned with providing a high quality of education with integrity to our principles and vision.

Our international staff fly home on a carbon neutral scheme that reforests their home countries. Many already have roots in Mexico.

Literacy Coaches

Spanish Literacy Coach **Nicole Rosales**
English Literacy Coach **Isaiah Smith**



Disciplinary Experts

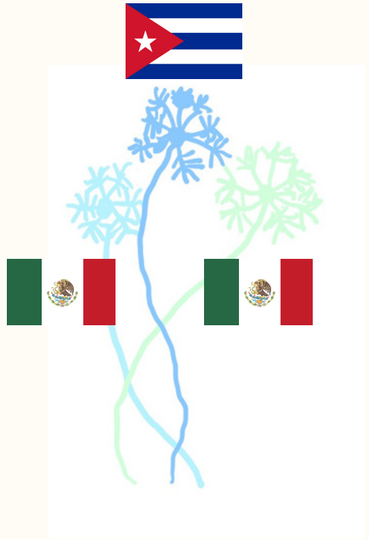
Math Specialist **Ilesh Clarke**
Science and Technology Specialist **Juana Muñoz**
Anthropologist **Pedro Aguilar**

Art Teachers

Performing Arts Teacher **Edurne Caminos**
Visual Arts Teacher **Dario Castellanos**
Music Teacher **Yalitzia Suarez**

Touch Grass and Wellbeing Team

Outdoor Education Specialist **Paulina Pereira**
Health and Sports teacher **Alondra Cruz**
Well-being coach **Vanessa de la Asunción**



We asked our students what native plants and flowers represent their teachers best, this is what they drew!

Click the links to explore

FOR PEOPLE AND PLANETA

Nuestro Campus

Mutual Aid

Eating for Wellbeing

Chinampa Program

Community Care

NUESTRO CAMPUS

CoPla is a green school meaning that all of our facilities are zero/low waste. We have solar panels that we rent, avoiding high expenses. We separate trash into 7 containers: Organic (food waste), Paper and Carton, E-waste (electronics), Plastic, Metal, Glass and Mixed Waste (tampons and pads and other sanitary waste, things that can't be recycled). The trash that can be recycled gets divided amongst the families and they take it to collection center like ECOSIA. In these centers they get vales de comida in exchange of trash.

Students carpool to get to school and then they embark in a cayuco to get to the chinampa. The cayuco doesn't have a motor so the students, caregivers or guias row together. There is also the option of riding in the school bus, that picks up students from different areas of Mexico City.

We have a resource wall where we collect of materials from the student projects and 'waste' from the classrooms (pieces of paper, fabric, wrapping of food or school supplies, etc.)
If you want to learn about how the students are involved in helping run the school's facilities, check our community care page

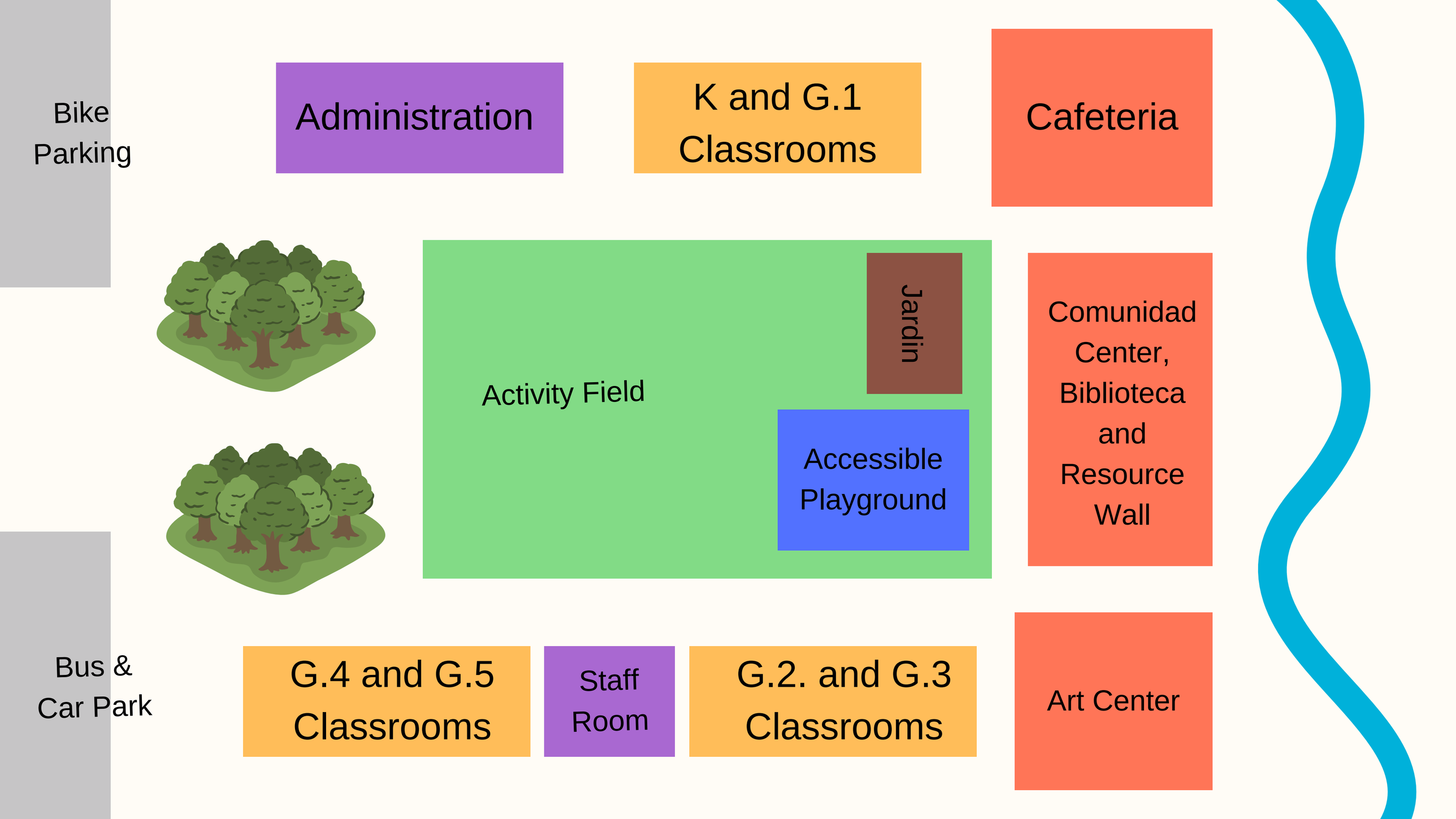
CoPla runs on solar energy.

Bunprakong, D. (2022). Solar Panels in Mexico City. photograph, Mexico City.

Our herb garden, tended by students.

One Drop (2009) *Nicaragua School Garden* [Photograph]. Flickr. https://www.flickr.com/photos/35812956@N08/3309694052

On the next page, you will find the layout of our school. It is an open concept made of single story buildings and plenty of green space.


Bike Parking
Administration
K and G.1 Classrooms
Cafeteria
Activity Field
Jardin
Accessible Playground
Comunidad Center, Biblioteca and Resource Wall
Bus & Car Park
G.4 and G.5 Classrooms
Staff Room
G.2. and G.3 Classrooms
Art Center

NUESTRO INCLUSIVE CAMPUS

"Inclusive schools ensure that all students, regardless of background, ability or identity, are engaged and achieving by being present, participating and learning (UNESCO, 2020)."

Leho76. (2021). Sanitario seco colombia.jpg. Wikimedia commons. photograph. Retrieved June 11, 2023, from https://commons.wikimedia.org/wiki/File:Sanitario_seco_Colombia.jpg.

CoPla is an inclusive school that has inclusive facilities. We have ramps next to all of our stairs, in our classrooms, buses, cayucos and chinampa, that are easily accessible for students, caregivers and staff with and without mobility restrictions.

All the bathrooms at CoPla are gender neutral and adapted to fit the American ADA (ADA.gov, 2023) accessibility guidelines. Each bathroom contains sanitary products (pads and tampons) free to use by any student, caregiver and staff member. All of our bathrooms have dry toilets.

Our classrooms do not have doors to make sure they are ventilated at all times and to allow access to every student, caregiver and member of staff. Inside the classrooms we provide flexible seating options like wobble chairs, mats, movable desks, etc.

EATING FOR WELLBEING

In line with our inclusive health practices, the only limitations to foods that CoPla students can bring to school depend on class allergens and what our students like to eat!

Image by Chinampas en Movimiento

It is not a rare sight to see CoPla students in the kitchen preparing food for members of their community. Our life skills program teaches cooking skills that focus on local and seasonal sources while limiting food waste. To encourage HAES and intuitive eating practices, we want to involve students in the meals they eat.

Once a month, caregivers from different grades come to teach our students about various cultural dishes.

Image by Chinampas en Movimiento

Our cafeteria is farm-to-table, featuring produce harvested fresh from our partnering chinampa.

In recognising the environmental impacts of mass meat production, meat-based dishes are only served once a week at CoPla. We source from ethical meat producers who utilise all elements of the animal. We believe that to sustain sovereignty and respect cultural practices, meat should not be eiminated entirely.

Click the links to explore

JOINING LA COMUNIDAD

Media

Caregiver Comunidad

Learning Circles

Raising multilingual children

Glossary and FAQ

MEDIA

Find all videos, podcasts and blogs created and compiled to help you learn more about CoPla by clicking on the text.

Introducing Xochimilco Podcast

Chinampa Program Podcast

Un Dia in the Life

Imaginative Education Space Provocation

Article on the Imaginative Education blog

Our Dual Language Philosophy

CAREGIVER COMUNIDAD

Education at CoPla is delivered by a tight network of chinamperos, caregivers, guías, support staff and disciplinary experts. We understand that this bond needs to be fostered through quality time and mutual collaboration.

We believe in the exchange of knowledge and skills. We do this by fostering language lessons between the different caregivers (chinamperos, caregivers, guías, etc.)
Each week a different caregiver can teach one of their life skills to the other caregivers, ensuring mutual cooperation and knowledge.

Image by Chinampas en Movimiento

We ensure mutual aid and collaboration when the caregivers learn about growing food in the chinampa, harvest it and cook a meal with it to eat together.

LEARNING CIRCLES

We believe that learning is a lifelong process. We facilitate caregiver learning circles where they host workshops for each other, sharing books with guías and practice language with each other. During these learning circles, they exchange previously acquired knowledge (mending clothes, cooking, eco-home practices, etc.) and as a result, they gain new information.

Book Clubs

Clothes Mending

Language Lessons

Ecological home practices

RAISING MULTILINGUAL CHILDREN

Hola!

Watch this video to learn more about the benefits of a bilingual brain

hello

Ve este video para aprender mas sobre los beneficios de un cerebro bilingüe

GLOSSARY & FAQ

Click on the terms to find their definition.

Mastery transcript

Tiendita: a corner store.

Touch Grass

Assertive communication

Chinampa

Dual language

Eco-conscious

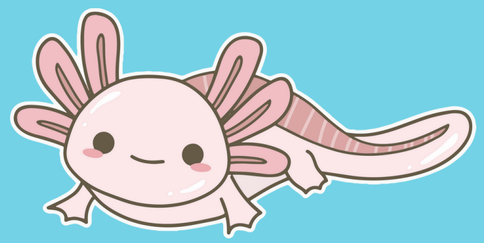
Guías

Health at Every Size

Imaginative education

Mutual aid

What is the school's mascot?



"The axolotl is the Aztec god of fire and lightning, Xolotl, which disguised himself as a salamander to avoid being sacrificed. But these Mexican amphibians are impressive enough on their own, with the ability to regenerate lost limbs and stay "young" throughout their lives" (National Geographic Society, 2015).

Is this a cult?

Cults	CoPla
Have charistmatic and extremist leaders	Has a charismatic and un poco radical director
Are for money-making purposes	CoPla requires money to run, but its main purpose is education for a just and sustainable world.
Recruit people with love bombing	We do not recruit people. It is a free choice to go to CoPla.

Where are the words 'growth mindset'?

At CoPla, we apply an asset based mindset to our students, but to not frame their challenges based soley on a lack of growth mindset and grit. Learn more about why these principles may marginalise students of color here.

Image Sources

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Alicia Dienfenbach *for Artful Readers*
Rianne Havik

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