

REWILD SCHOOL

360-TRIBAL REVIEWS

A lot of rewilding focuses on the individual student—their liberation and transformation into a change-making animal; however, beyond the pursuit of personal excellence, our ability to work together as an inter-generational tribe served as a foundation for success.

Cohesively working together included encouraging and holding one another accountable. Concerning the latter, once at mid-semester and once at the conclusion of the semester, I asked my students to score the performance of all of their classmates via an anonymous survey.

As an example, let's consider one of my students named Alli. To evaluate Alli's performance (and that of her other classmates), I asked the tribe:

- On a scale of 1 to 5, what do you think of Alli's contribution to the tribe?

They could assign Alli a "1" (which was designated as "invisible"), a "5" (which was designated as "indispensable"), or something in between. However, before scoring Alli's performance (and the performance of their other classmates), I asked my students to review our "11 Promises" and consider the following questions concerning Alli:

- How does she contribute inside of class?
- Is she meeting our cultural expectations?
- Does she expand our agency?

In addition to assigning Alli a score, I asked them to tell me one thing that Alli could improve upon and one that Alli did very well. And when it came

to this kind of feedback, I told them to be tough-minded but warm-hearted and leave comments that they believed would move Alli forward. I averaged Alli's scores, screened the comments she received and shared them both with her during her mid-semester and final sit-down with me. I did the same for all her classmates. Alli averaged a five on both occasions. She was indispensable!

PS This check-in is not original to me. I picked it up from my friend Kelley Gary who was at Acton Academy at the time: actionacademy.org