THEORY OF CHANGE

Wildflower Foundation

Purpose:
▪ Norms + Values

Self-management:
▪ Advice Process
▪ Conflict Resolution
▪ Roles + Responsibilities
▪ Teacher Autonomy
▪ Radical Transparency

Wildflower Network:
▪ Startup Roadmap
▪ Infrastructure
▪ Operational Support

Wildflower Schools DC

Fundraising

Emerging Teacher Leader (ETL):
▪ Recruitment:
  - Equity-minded, entrepreneurial educator
  - Cohort shares Wildflower values
  - Internalize self-management tools + practice

Ongoing wisdom exchange through cohorts:
▪ Anti-bias anti-racist trainings
▪ Peer support/leadership coaching

Centering families at the margins:
▪ Community input + family engagement
▪ Activate community assets through local partnerships

Connected and diverse community network:
▪ Offer anti-racist learning opportunities for educators
▪ Contribute to a vibrant Montessori community in DC:
  - Elevate + amplify voices of Montessorians of color
  - Influence direction of Montessori training practices
  - Demystify Montessori pedagogy with families at the margins

Education Community

Equity-Minded DC Schools
Montessori Community

Assumptions:
▪ The role of the Teacher Leader (TL) is sustainable because of the shared services support.
▪ Self-management practices contribute to high staff retention rates (TL retention rate is 91%).
▪ The advice and conflict resolution processes allow for adaptive change and stakeholder feedback.

Wildflower School Site

▪ Intentionally small
▪ Prepared learning environment
▪ Liberatory Community Practices
▪ Community-embedded
▪ Identity affirmation
▪ Multi-age group classes:
  - Strong long-term teacher relationship
  - TL modifies the learning experience responsive to student needs

Personalized Montessori curriculum

Students of global majority are affirmed in their identity and hold deep relationships in and outside of school.