

Shared Vision – Core Belief Statements

Califon Public School

January 21, 2015

A shared school vision is a written statement that is developed with input from all of the school community's stakeholder groups. Specifically, the written statement describes, in detail; what the school's educational program and overall environment should look like in the present and in the future.

A shared vision is generally based on a set of core beliefs to which the school community can come to consensus. School improvement priorities should then be aligned with the shared vision.

Core Belief Statements

Schools should teach...

- Creativity, decision-making, and future skills (communication, critical thinking & analysis, technology)
- Well-rounded approach to learning – inter-disciplinary approach that connects a student to his/her community and world
- Volunteerism, participation, and citizenship
- How to learn – the learning process

A good school is one that...

- Inspires a student to love discovery and love and want to learn.
- Teaches a student how to read well, write well, think critically, and learn another language besides English.
- Uses homework judiciously to enhance learning and growth.

Shared Vision – Core Belief Statements

Califon Public School

- Allows time for extracurricular and family activities, recognizing the health benefits and non-traditional learning that can take place via physical activity, sports, travel, arts, board games, free play, and reading for pleasure.
- Promotes academic rigor and continuous learning as a virtue, and emphasizes hard work as the path to achievement
- Differentiates and innovates instruction in order to challenge, inspire, and empower students
- Requires and rewards achievement
- Is connected to its community and reflects the voice and persona of the community it serves
- Communicates proactively and effectively with all stakeholders – school, community, and beyond
- Teaches “more than the core” and includes specials, arts, music, and humanities for rounded education
- Creates a nurturing and welcoming environment where students are treated as more than numbers
- Offers an abundance of extra-curricular opportunities, either internally or sourced through partnerships with peer schools with similar characteristics
- Aspires to be a “model” learning environment
- Embraces change and innovation

A successful student is able to...

- See learning as a fun, fulfilling, and rewarding activity
- Self-motivate, take risks, and participate actively
- Learn how to learn and keep learning outside of the classroom
- Develop self-confidence and take pride in their work, school, and community
- Generalize knowledge across disciplines
- Sees student peers across grade levels as a collective community – supporting one another

An effective classroom is one in which...

- Everyone is engaged and excited to be part of the classroom
- Students can feel safe and accepted for learning at their own pace
- Mutual respect exists between teacher and students
- There is a positive vibe, energy, and pace – upbeat, engaged, moving around
- A wide variety of teaching and learning modes and tools, including integrated technology, small groups, student-led sharing, verbal, visual, and written communication, outside speakers and experts, etc

Shared Vision – Core Belief Statements

Califon Public School

- Individual needs – both remedial and for enrichment - are recognized and met
- Fosters a love of learning
- Includes individual problem solving, respectful debate, creativity and a " thinking outside of the box" mentality.

A good school staff member is one who...

- Is an expert and recognized achiever in their discipline and profession
- Respects the students and community
- Actively models respect, positivity and can maintain a healthy sense of humor.
- Has empathy for all types of learners and their challenges, and sees the potential in every child
- Is an excellent communicator and is highly organized
- Does more than is required
- Demands excellence from students and rewards this
- Seeks to connect with students intellectually
- Is a lifelong learner and promotes this with students
- Understands the need for policies and rules but is not a slave to them

An effective school faculty is one that...

- Views itself as a team – cooperates, collaborates across curricula
- Believes in mission and vision of school
- Understands and values the school-community connection
- Motivated to provide the best experience possible
- Enjoys their place of employment and what they are doing
- Places an emphasis on respecting the pupil

A quality instructional program includes...

- Differentiation, with abundant opportunities for enrichment
- Promotes interpretative analysis and creative thinking
- Drills the fundamentals but pushes students to achieve "beyond the core"
- Extensive use of traditional as well as unconventional teaching tools
- Places an emphasis on the arts
- Integrates art, music, great literature, the sciences and other cultures of the world into the day to day curriculum.
- The integration of technology as a tool for learning

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Califon Public School

- Tutoring before and after school 5 days a week.

An effective administration provides...

- Thought leadership
- A positive environment that meets and exceeds the highest standards
- The ability to address concerns and issues proactively
- A safe and secure school environment where mutual support and respect are omnipresent
- For teaching as a team effort where collaboration is promoted, but where individual teaching standards are measured and the highest performers rewarded
- For ongoing and job embedded professional development

Approved by Califon Board of Education – 1/21/15