



## **Shared Vision of Instructional Excellence**

Canadian Rockies Public Schools

## Shared Vision of Instructional Excellence

One of our mission-related goals in Canadian Rockies Public Schools is to develop a strong, identifiable, and sustainable culture of excellence in leadership, teaching and student learning. We have defined this culture as “[Inspiring Hearts and Minds](#)” where we are tasked to prepare our children to thrive as individuals and to contribute as citizens and leaders in our interconnected, complex and exponentially changing world.

How well we prepare our students to respond to the challenges and opportunities of a changing world will be determined by how we fulfill our professional responsibilities as educators. There is a clear relationship between student learning and effective teaching practices; therefore, to effectively prepare students for success we desire to maximize our impact on student learning.

The vision of Inspiring Hearts and Minds emphasizes the integral relationship between the whole teacher approach and the whole child approach. This vision provides a foundation for the *Shared Vision of Instructional Excellence in Teaching*. Collaboratively created by teachers and administrators, this shared vision builds upon the professional responsibilities of the *Teaching Quality Standard* and expresses our core beliefs, corresponding actions, and affirmations regarding instructional excellence.

The *Shared Vision of Instructional Excellence in Teaching* describes our collective core beliefs about children, learning, the roles of teachers, and the fundamental actions that bring those beliefs to life. We have expressed these fundamental actions as competencies that reflect the type of educators we are becoming. These competencies are specific, research-based, and observable commitments that we are making to our school communities. They are also guiding principles for informing teacher growth plans, school three year plans, and other goals and initiatives. Most importantly, they are a powerful description of the influences excellent teachers have on student learning.

What follows is our pledge to make dynamic learning relationships, communities, and instructional excellence the norm in Canadian Rockies Public Schools. We commit to applying the expressed core beliefs and fundamental actions of the *Shared Vision of Instructional Excellence in Teaching* consistently, expertly, and creatively so that all students achieve academic and personal excellence.

**We believe Instructional Excellence and Leadership are two of the most important factors affecting student learning in our complex, exponentially changing and interconnected world.**

**We believe in and embrace the importance of whole child education in the development of each child.**

*As caring professionals, we demonstrate instructional excellence by:*

- creating inclusive environments that encourage and support belonging and personalized learning.
- strengthening the acceptance and appreciation of diversity among students and celebrating the unique abilities and identities of all students.
- considering the whole child when designing connections between learning outcomes and the daily lives of students
- creating opportunities for flexible learning experiences for students to customize the when and the where of their learning
- considering the whole child when describing student achievement.
- guiding students to set and meet challenging goals .
- demonstrating/modelling that we believe that all students can be successful.
- ensuring students understand the learning process to be successful lifelong learners
- actively promoting and modelling our schools as places of safety, belonging, openness and positive learning.
- fostering student self-efficacy, persistence, and resilience
- modelling and nurturing a growth mindset.

**We believe positive relationships foster effective and engaging school learning experiences.**

*As nurturers of relationships, we demonstrate instructional excellence by:*

- creating a sense of belonging by genuinely honoring and believing in every individual.
- fostering respectful, caring, polite, fair, and positive interactions.
- listening and behaving with empathy, compassion and understanding.
- recognizing and valuing students' lives beyond the classroom.
- creating mindful classroom environments and school cultures that contribute to strong, positive relationships.
- creating safe environments to encourage risk taking and learning

**We believe that exemplary teachers consistently design and assess to ensure that all students develop, create and find joy in learning.**

*As designers of learning, we demonstrate instructional excellence by:*

- using principles of instructional design to create a variety of authentic learning experiences that inspire imagination, creativity, collaboration, inquiry, and engagement for all students.
- personalizing and differentiating learning experiences by responding to the readiness, prior knowledge, and interests of all students.
- using an outcomes- and competency-based approach to identify, monitor, and communicate what students should know, understand, and be able to do at the end of instructional and learning activities.
- facilitating students' acquisition, development, and application of essential literacies, fundamental knowledge, skills and processes relative to curricular outcomes.
- activating creative and critical thinking in all students
- creating inclusive environments for student participation in independent, interdependent and collaborative learning.
- teaching students how to monitor and enhance their own learning in individual and group learning experiences.
- Using out of classroom learning experiences for powerful connections to student learning.
- Using out of classroom learning experiences to enhance student learning.

*As assessors of learning, we demonstrate instructional excellence by:*

- consistently and purposefully assessing knowledge, skills, processes and attitudes.
- recognizing that authentic learning is assessment rich and reveals a student's learning journey.
- developing authentic assessment that is related to clearly stated, challenging learning goals.
- ensuring students have consistent and frequent opportunities to use a variety of means to demonstrate their learning.
- consistently involving students as active participants in their assessment
- developing students' self efficacy to improve their own performance through asking questions, establishing goals, and self-evaluation.
- determining areas and strategies for growth by providing timely, ongoing descriptive feedback and guiding comments.

- refining and focusing instruction based on evidence of learning and the needs of each student.
- using multiple sources of evidence to clearly and accurately describe and communicate students' performance relative to individual learner outcomes.

**We believe that diversity of experience and relationships beyond the classroom enhances learning.**

*In our teaching practice, we demonstrate instructional excellence by:*

- willingly establishing and contributing to collaborative relationships that foster whole child education, refine teaching practices, and build connections to our local communities and beyond.
- engaging in diverse experiences with our students to enhance learning.

**We believe in the direct relationship between professional learning, personal commitment, and instructional excellence.**

*As members of professional learning communities and life-long learners, we demonstrate instructional excellence by:*

- building a culture of individual and collaborative curiosity to shape and transform the learning of all students.
- continually refining the relationship between our vision of instructional excellence and our professional practice.
- continually improving our practice through flexible professional development, collaboration, and research.
- fostering a collaborative rich environment which enhances teacher growth, a spirit of collegiality and personal well being.