



# 20/20 Vision on Learning

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In order to accomplish the goals of Alberta Education and carry out the mission of Living Waters School Division in a manner that aligns with the Blue Print to the Future, there needs to be a balance between honoring diversity, promoting inclusion and maintaining coherence in the Division. A clear picture of how these ideals will look in our school division is needed to provide direction and guidance.

This document sets out the vision of what we aspire learning in our Division to look like and provides guidance as we work to move from where we are now to a reality that incorporates the philosophy, goals and vision we have for the future. This mandate is clear and unequivocal. All schools will implement changes and work towards this Vision. While the methods and processes used to move towards this Vision will vary based on individual schools and community needs, there will be alignment and coherence in the Division overall. Living Waters is a school division, not a division of schools.

There will be challenges. In order to make this vision reality, there will be changes in instructional practice and a number of systems will evolve and keep changing. Things will operate differently. Schools will operate differently. New policies and procedures will need to be considered and old ones will be abandoned. Relationships both inside and outside the system will be challenged. Leadership at all levels from the classroom to the central office will change. Living Waters will be different: it will be better!

To see this through, everyone, at every level of our organisation, will need to have 20/20 vision on learning.

## In Living Waters:

### a) **Students will:**

- Learn independence and personal responsibility
- Learn to see problems and to solve them using knowledge, creativity and innovation
- Be engaged in their learning and work collaboratively with others
- Have a Learning Plan, and goals for their learning
- Learn to have high personal standards, reflect on personal growth, and promote well-being
- Experience and engage in the value of a Catholic faith-based education
- Develop their voice and learn to use it effectively and thoughtfully

**The Mind shift that will need to occur for teachers and students**

Traditional Learner	21 <sup>st</sup> Century Learner
• Sit and get	• Move, experiment
• Learner as receptor	• Learner as initiator
• Expectations same for all	• Student navigates choices
• Product oriented	• Process & product oriented
• Teacher tells	• Student constructs meaning
• Paper/pencil driven	• Technology enhanced learning; multi media driven
• Explicit directions	• No limits
• Isolated learning; private	• Shared globally; collaborates
• Compliant	• Problem solver
• Answers are primary	• Questions are primary
• Closed system	• Open system
• Stayed the same	• Changes constantly
• Knows facts	• Inquirer
• There is a right way	• No right way
• Wait for results	• Immediate gratification

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**b) The School and Classroom will:**

- Be set up to allow for movement of students throughout the day
- Be set up for flexibility of learning and teaching arrangements
- Provide for opportunities for project based learning and other opportunities that make learning relevant
- Be well-resourced to meet the learning needs of students
- Have technology that is portable, accessible, and mobile- available for all
- Occasionally go through times of messiness
- Provide personalised programming that demonstrates voice, choice and need
- Include members from the school, community and home in decisions, setting direction, and learning
- Exemplify the Five Marks of a Catholic School guided by the light of Christ who is the teacher of the Catholic school
- Provide assurances that:
  - assessment is valid, fair and exemplifies best practice
    - marks align with standardised assessments
    - assessments demonstrate alignment to the Program of Studies
  - they are collecting and using data to inform practice, programing, and impact student success.

**c) Teachers will (in addition to the TQS):**

- Be inclusive and welcoming
- Be attentive and listen to parents, and students in reference to learning needs
- Build positive relationships with students
- Know the learning styles of all students
- Know their own preferred teaching style, and be cognizant that this must change to meet the needs of the students
- Know that there is power in the team so will work collaboratively with their team members
- Accept de-privatization of teaching and welcome support from RCSD and other agencies
- Be up to date in curriculum, pedagogy, assessment, and reflective of their practice
- Help students to learn to manage their own learning with passion, purpose and high ethical standards
- Incorporate student voice, choice and critical thinking/problem solving opportunities
- Find ways to report on progress in meaningful ways and to find ways to meet and communicate with parents in effective ways.
- Ensure their teaching is in line with the TQS and they adhere to the Alberta Teachers Association Code of Conduct
- Ensure the Five marks of a Catholic school are evident in their work.
- Have a strong understanding of the continuum of supports for Inclusivity,
- Ensure that the practices with the students are Inclusive and welcoming
- Facilitate the students in becoming the managers of their own learning
- Provide opportunities for student voice, choice, movement, and fluidity of learning.
- Provide flexibility of learning arrangements in the classroom
- Give up ownership of the classroom.
- Ensure the ethical use of space, digital citizenship, etc.
- Imbue the Five Marks of a Catholic school into their daily work
- Embrace mentorship opportunities as a mentor and protégé
- Work collaboratively and become part of teams.

**d) School Leaders will (in addition to the requirements of the LQS):**

- Be inclusive and welcoming.
- Set the vision and purpose for the school in consultation with staff, students, parents and the community
- Understand the purpose and align systems
- Find ways to remove barriers
- Ensure the Five Marks of a Catholic school are evident everywhere in their school

- Ensure inclusive and personalized programs are in place based on the needs of the student
- Ensure our schools are safe and caring learning environments where all staff and students feel welcomed and respected.
- Ensure school and classroom management procedures are in line with the purpose of the Blueprint
- Be team oriented-use the strengths of the team and the staff by creating teams, setting expectations staff collaborate, and ensuring there is adequate time for collaboration
- Meet regularly as a team to plan and ensure implementation of the vision- at least monthly
- Be attentive and listen to the voices of parents, students, staff
- Be up to date on research into pedagogy/leadership/ assessment
- Ensure that teachers are implementing up-to-date pedagogy, curriculum, TQS
- Find new structures or methods to engage, communicate, effectively and meaningfully with parents and the community
- Find ways for the community to be engaged in the school life, and the school to be engaged in the life of the community
- Find ways to maximize the use of all support staff
- Ensure fluidity and flexibility of learning spaces for maximum use
- Support and provide opportunities for mentorship

**e) Educational Assistants will:**

- Support the Five Marks of a Catholic School
- Support the work of the teachers in building an Inclusive Environment for all students
- Become an active part of the Inclusive Education team
- View students through a strength-based lens

**f) Secretaries and Financial Assistants will:**

- Support the Five Marks of a Catholic school
- Be Inclusive and welcoming in the school
- Support the Vision , Mission and priorities of the School and the Division

**g) All Support Staff will:**

- Support the Five Marks of a Catholic School
- Be inclusive and welcoming
- Support the Vision, Mission and priorities of the School and the Division

**h) Central Office Leadership will:**

- Foster and model an environment that is attentive to the voice of staff, parents, students and the community.
- Support the five marks of a Catholic school in our Office- model and live the vision
- Support and encourage change
- Find ways to remove barriers to moving forward

- Be in the future, provide the path
- Be well informed regarding the Vision, Leadership and pedagogy
- Ensure the alignment of systems and coherence across the Division
- Ensure that all administrative Procedures and Policies are supportive of the vision
- Actively seek new methods and opportunities to promote and support mentorship in the jurisdiction

i) **The Board of Trustees will:**

- Support the Five Marks of a Catholic school in our Office- model and live the vision
- Advocate for the resources and facilities necessary to have 20/20 Vision for Learning to become a reality
- Find ways to remove barriers to moving forward
- Communicate the goals of the blueprint and the commitment to having 20/20 Vision on Learning in the Community, and find ways to engage the voice of students, their parents and the community in meaningful and relevant ways.

Not only will we have to look at programming in order to achieve the vision of our Blueprint and Vision, but we will have to examine and modify or change systems in order to achieve the Vision.

School Administration will have to focus on two aspects of Change- leading change and all of the details of Instructional change.