

## INTERNALIZING OUR VISION...



# INTERNALIZING OUR VISION

The process of building a Caring, Learning Community in the Thames Valley District School Board began with the initiation of Our Vision in 1999 and continued with the implementation process, utilizing various strategies to engage all of those involved, including both staff and community members. With the completion of our 2002-03 consultation process and the inclusion in 2003-04 of refinements based on employee and community input, we need to focus on the internalization of our vision. Internalization will ensure that our Vision, Mission, and Values are embedded as part of the fabric of our culture, promoting alignment, which ultimately leads to the improvement of student learning.

The anchor of our visioning process, through initiation and implementation has been our Foundation Principles. These central concepts will continue to articulate the “common ground” necessary to facilitate the internalization process. As Lynne Hannay, researcher from OISE/UofT has stated in her 2004 report, our Foundation Principles have become our “neural super-highway” providing a clear focus for our school district. Ultimately, our Foundation Principles foster the connectivity necessary to promote a Caring, Learning Community.



**Bill Bryce**  
Director of Education

## INTERNALIZING OUR VISION

# INTEGRITY

## CHARACTERISTICS:

- ▶ Demonstrates honesty, fairness and trust
- ▶ Respects and values others
- ▶ Honours and celebrates the success of others
- ▶ Is transparent
- ▶ Consistently adheres to the moral principles and core values of the Board

## BEHAVIOURS:

- Do I / we demonstrate trustworthiness with students, staff, parents and the community?
- Do I / we model such principles of civility as trust, fairness, social responsibility, respect and inclusion?
- Do I / we recognize the importance and value of employees as integral to success?
- Do I / we respect the time, energy and efforts of others and value the input of all?
- Do I / we trust the professionalism of staff?
- Do I / we honour and celebrate work that is well done?
- Do I / we model the essence of the Board's Vision, Mission and Values statements?
- Do I / we demonstrate equity and fairness in all dealings?
- Do I / we readily accept responsibility for actions?
- Do I / we adhere to appropriate rules and regulations?

## REFLECTIONS:

- How does my / our current practice compare to the expected behaviours?
- What evidence to support this behaviour would others see in my / our current behaviour?
- How do I / we plan to address the identified areas of need?

# INTEGRITY

# QUALITY LEARNING

## CHARACTERISTICS:

- ▶ Puts learners first
- ▶ Meets needs of all learners
- ▶ Demonstrates a love of learning
- ▶ Fosters the development of interpersonal relationships and interpersonal skills
- ▶ Actively engages participants in learning
- ▶ Ensures understanding and application of knowledge
- ▶ Develops reflective thinkers and practitioners

## BEHAVIOURS:

Do I / we consider students first as the basis for all decision making?

Do I / we address learning needs of all in a creative, flexible manner?

Do I / we ensure the safety and well-being of students and staff ?

Do I / we ensure that students and staff are treated in an equitable and respectful manner?

Do I / we recognize and support the individual needs of learners to reach their potential?

Do I / we demonstrate a concern for the growth of character and encourage students and staff to be contributing citizens who are accountable to themselves and to others?

Do I / we integrate learning theories with the needs, backgrounds and spiritual/cultural understandings of the learner?

Do I / we develop, support, communicate and assess clear, challenging and achievable expectations?

## REFLECTIONS:

How does my / our current practice compare to the expected behaviours?

What evidence to support this behaviour would others see in my / our current behaviour?

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# QUALITY LEARNING

# CONTINUOUS IMPROVEMENT

## CHARACTERISTICS:

- ▶ Models growth
- ▶ Balances priorities
- ▶ Refines skills and procedures
- ▶ Uses results for improvement

## BEHAVIOURS:

- Do I / we model curiosity, enthusiasm and joy for learning; are we lifelong learners ?
- Do I / we model continuous professional growth and help others to engage in the change process?
- Do I / we balance personal and professional life?
- Do I / we help to enrich learning through effective programs and services?
- Do I / we engage in the refinement of skills to improve service?
- Do I / we model the use of technology to support learning?
- Do I / we plan for improvement and establish improvement criteria to measure results?
- Do I / we contribute to making the world a better place in which to live?

## REFLECTIONS:

- How does my / our current practice compare to the expected behaviours?
- What evidence to support this behaviour would others see in my / our current behaviour?
- How do I / we plan to address the identified areas of need?

# TEAMWORK

## CHARACTERISTICS:

- ▶ Encourages co-operation, collaboration and trust
- ▶ Builds partnerships
- ▶ Works with others to create and sustain a vision

## BEHAVIOURS:

Do I / we work to create an environment which honours trust, loyalty and respect and encourages interaction?

Do I / we invite family and community interaction with the school for student success?

Do I / we work for consensus in creating specific, challenging and measurable goals?

Do I / we use collective experiences to enhance learning, to solve problems and to seek new alternatives?

Do I / we demonstrate an openness to innovative ideas and approaches?

Do I / we support team decisions/actions once made / taken?

Do I / we treat team members with dignity?

Do I / we acknowledge and celebrate individual and group efforts, contributions and successes?

Do I / we act both as a team member and a team leader?

Am I / Are we dependable ?

## REFLECTIONS:

How does my / our current practice compare to the expected behaviours?

What evidence to support this behaviour would others see in my / our current behaviour?

How do I / we plan to address the identified areas of need?

# COMMUNICATION

## CHARACTERISTICS:

- ▶ Is accessible
- ▶ Gathers, interprets and shares relevant and correct information in a timely fashion to appropriate people
- ▶ Listens actively for understanding
- ▶ Responds effectively to concerns and issues

## BEHAVIOURS:

Do I / we demonstrate interactive, open and honest communications with staff, students and community?

Do I / we model empathy and understanding?

Do I / we reach out to parents and local communities, inviting them to share their knowledge and skills in supporting classroom and school activities?

Do I / we share information in a timely manner, using a variety of methods?

Do I / we follow up to ensure that information was understood?

Do I / we ask for and give feedback?

Do I / we support and articulate support for the Board's Vision, Mission and Values, and for public education?

Do I / we value and demonstrate precision in the use of language?

## REFLECTIONS:

How does my / our current practice compare to the expected behaviours?

What evidence to support this behaviour would others see in my / our current behaviour?

How do I / we plan to address the identified areas of need?

# PROBLEM-SOLVING AND DECISION-MAKING

## CHARACTERISTICS:

- ▶ Gathers and interprets information
- ▶ Makes effective data driven decisions
- ▶ Measures results

## BEHAVIOURS:

Do I / we gather information and feedback in a systematic manner?

Do I / we establish appropriate and realistic priorities?

Do I / we build capacity to identify alternatives and develop solutions?

Do I / we engage others through shared problem-solving and conflict resolution?

Do I / we recognize concerns and identify opportunities to address them?

Do I / we embrace diversity and celebrate creativity to strengthen the school system?

Do I / we make high quality decisions and take responsibility for outcomes?

Do I / we demonstrate a willingness to take corrective action or modify decisions?

Do I / we innovate through decision-making, initiating change and evaluating and communicating results?

## REFLECTIONS:

How does my / our current practice compare to the expected behaviours?

What evidence to support this behaviour would others see in my / our current behaviour?

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# MENTORING

## CHARACTERISTICS:

- ▶ Motivates
- ▶ Challenges
- ▶ Encourages
- ▶ Advises

## BEHAVIOURS:

Do I / we model a high level of performance, skill and motivation ?

Do I / we provide guidance using appropriate policies and guidelines?

Do I / we encourage collaboration among colleagues to improve skills?

Do I / we provide opportunities to learn from experience?

Do I / we identify and support growth needs of staff?

Do I / we provide ongoing feedback to staff and students regarding their actions and decisions in order to build ownership and self-confidence?

Do I / we motivate and inspire through sharing the vision?

## REFLECTIONS:

How does my / our current practice compare to the expected behaviours?

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How do I / we plan to address the identified areas of need?

# JOB-SPECIFIC SKILLS

## CHARACTERISTICS:

- ▶ Demonstrates proficiency in work related tasks
- ▶ Provides leadership
- ▶ Seeks improvement

## BEHAVIOURS:

Do I / we exhibit care and commitment?

Do I / we perform duties according to established standards and expectations?

Do I / we manage time, expectations, costs and resources responsibly and effectively?

Do I / we provide leadership to implement programs and adapt to change?

Do I / we encourage collegial discussion of relevant issues ?

Do I / we encourage leadership in others?

Do I / we recognize that continuous professional growth is an integral part of A Caring, Learning Community?

Do I / we stay current?

## REFLECTIONS:

How does my / our current practice compare to the expected behaviours?

What evidence to support this behaviour would others see in my / our current behaviour?

How do I / we plan to address the identified areas of need?

# OUR VISION, MISSION, VALUES AND GOALS



## Our Vision

A Caring, Learning Community



## Our Mission

Improving Student Learning

## Our Values

### Foundation Principles:

- ▶ quality learning, integrity, problem-solving/decision-making, continuous improvement, job-specific skills, mentoring, teamwork, communication

### Beliefs:

- ▶ Students come first.
- ▶ Learning occurs best in safe, caring, respectful and welcoming environments.
- ▶ By recognizing and supporting the needs of learners, we enable them to reach their potential.
- ▶ All learners can develop into contributing citizens who are accountable to themselves and others.
- ▶ Effective and comprehensive programs and services enrich the lives of learners.
- ▶ Highly skilled, caring and motivated individuals serve as positive role models.
- ▶ Our employees are an integral part of our success and our future.
- ▶ Family and community interaction with the school promotes and enhances student success.
- ▶ Communication which is interactive, open and honest builds trust and commitment.
- ▶ We build the foundation for our future from our collective experiences.
- ▶ Our school system is strengthened by embracing diversity and celebrating creativity.
- ▶ Public education is an investment in people and community.



## Our Goals

### Each School Staff / Department will:

- ▶ develop a measurable goal and action plan to support the improvement of student learning;
- ▶ build staff capacity to sustain quality learning environments that enable learners to acquire knowledge and develop critical thinking skills;
- ▶ collaborate with appropriate education partners (students, parents, employees, trustees and community) to support learning opportunities;
- ▶ ensure that policies and practices align with our Vision, Mission and Values.