

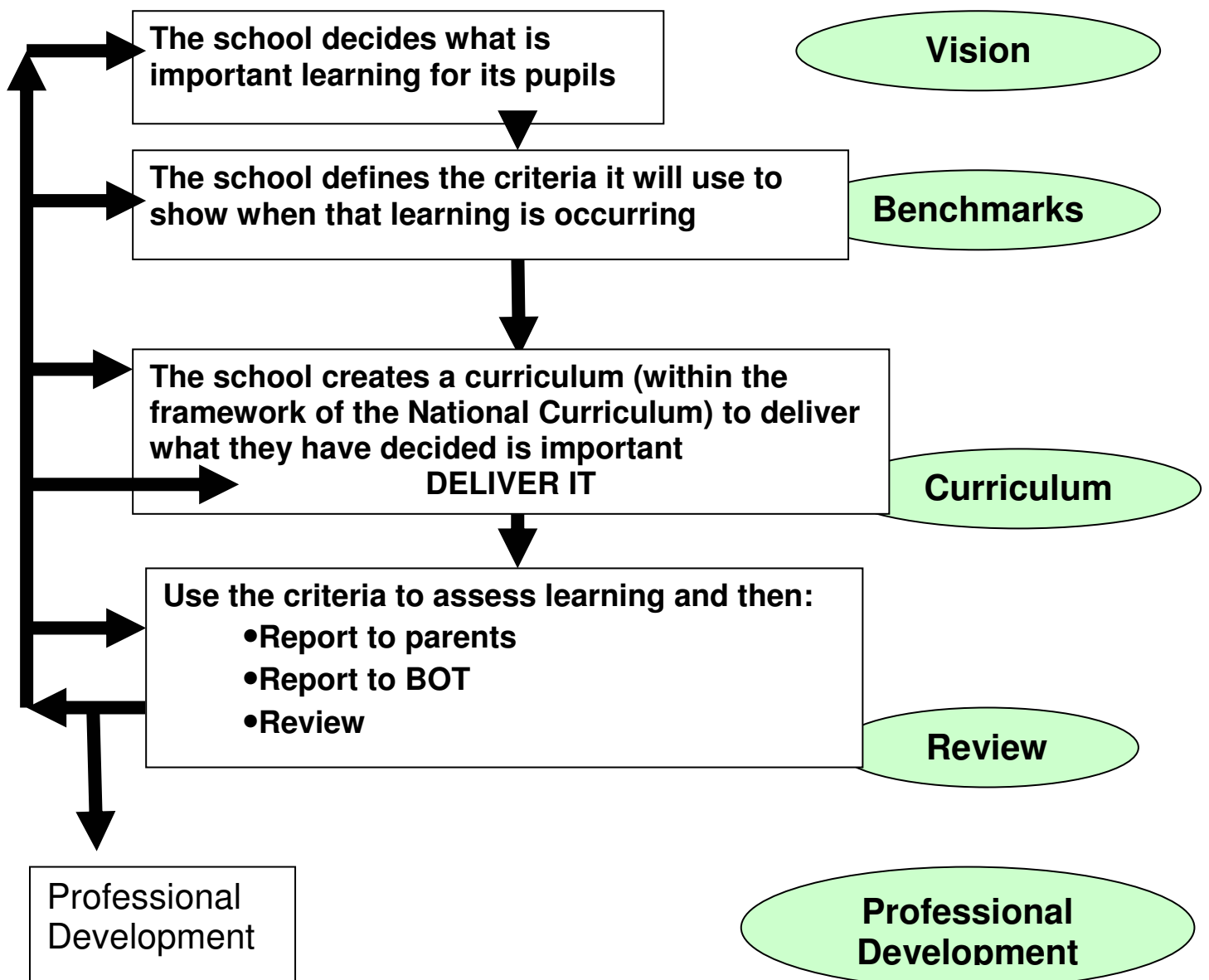
School Vision

A person wearing a brown coat and a brown hat with a white fur trim is bowing their head. The person is seen from the back, and their head is tilted downwards. The background is a dark, solid color.

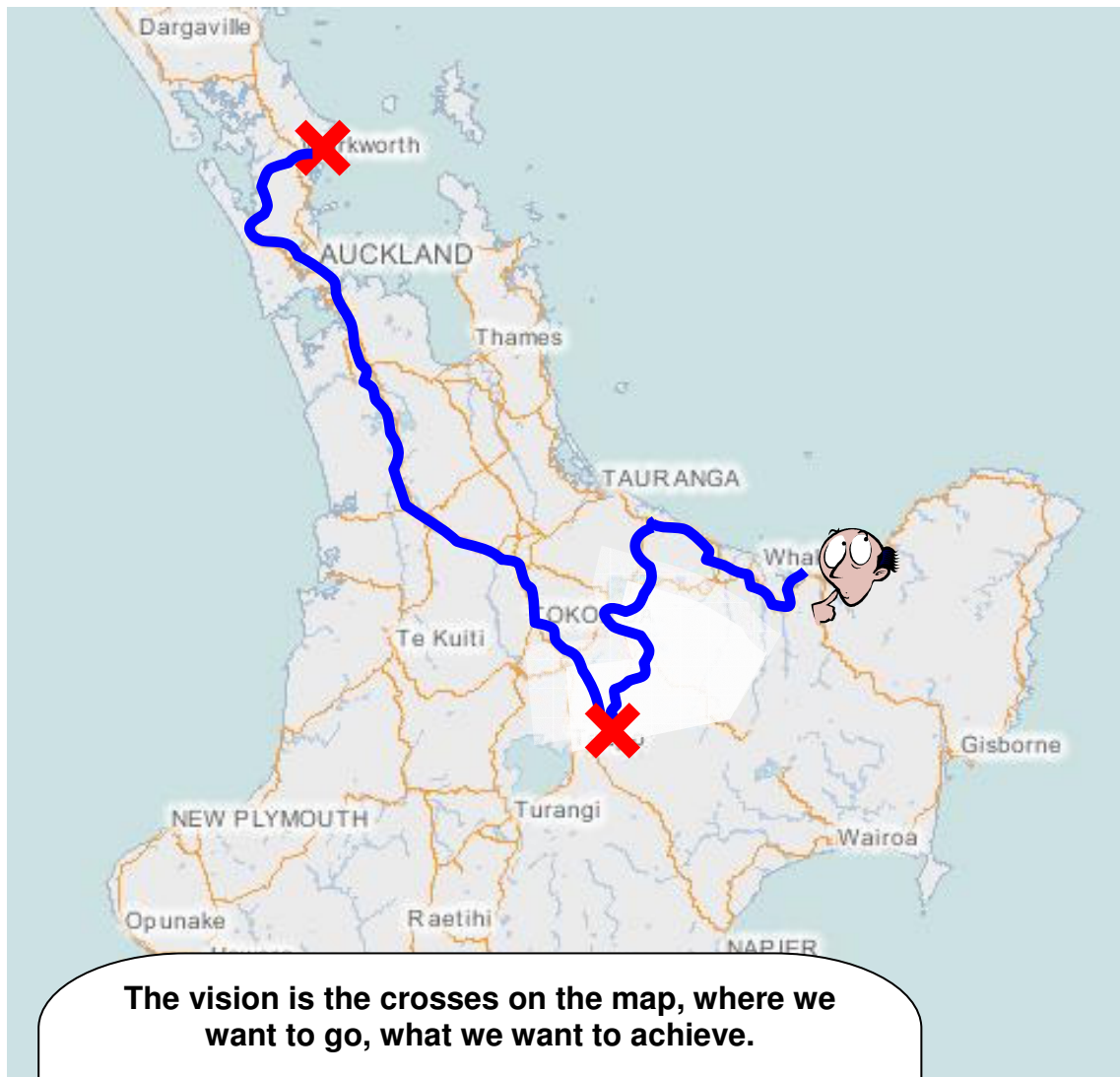
And Thinking

Trevor Bond

A vision based approach to NAG 1



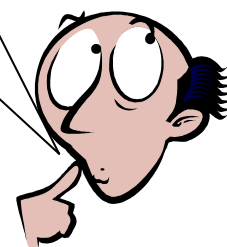
A good vision outlines an achievable but challenging journey.



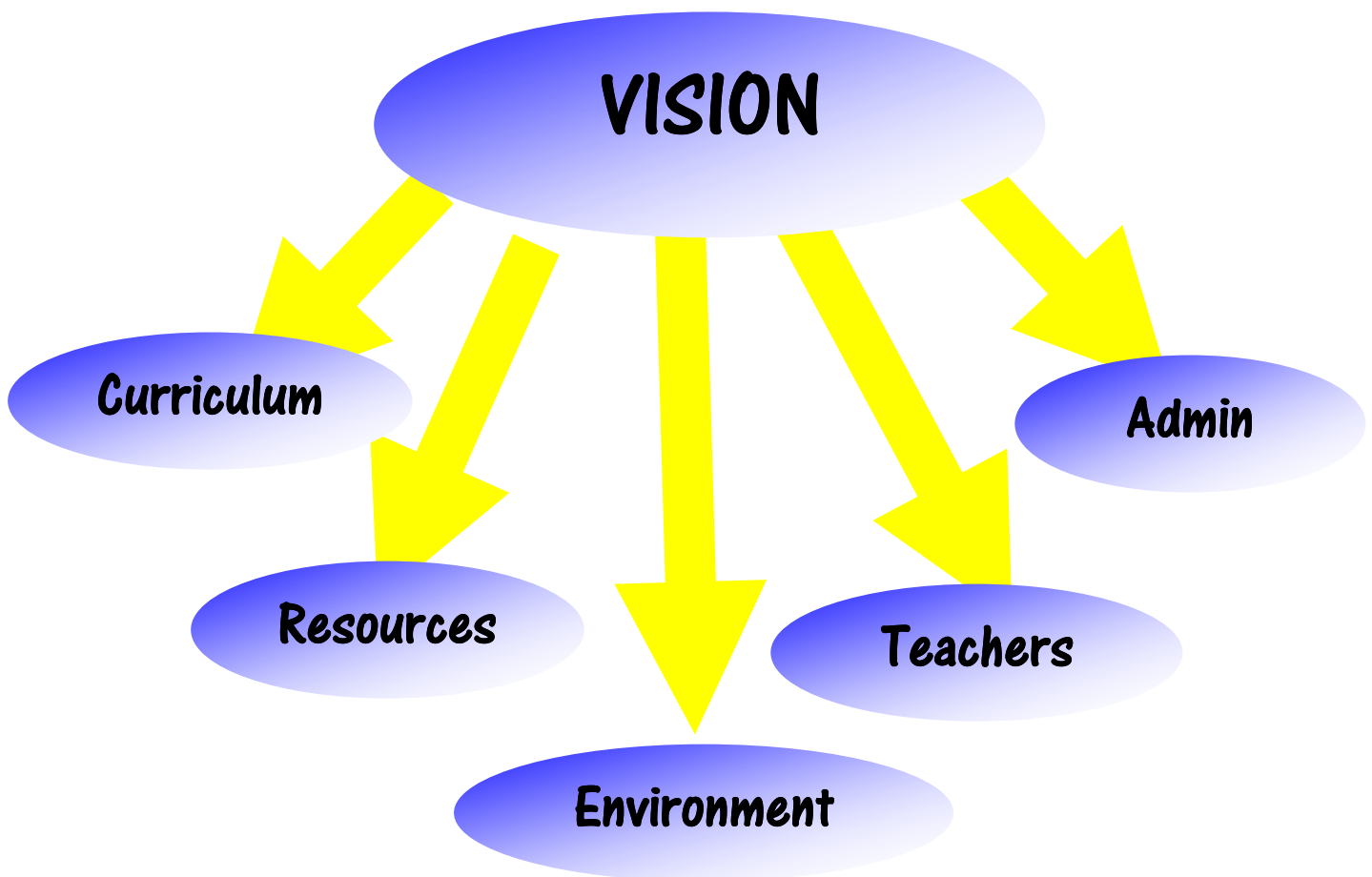
The vision is the crosses on the map, where we want to go, what we want to achieve.

The map is the knowledge of learning held by the school & the wider learning community

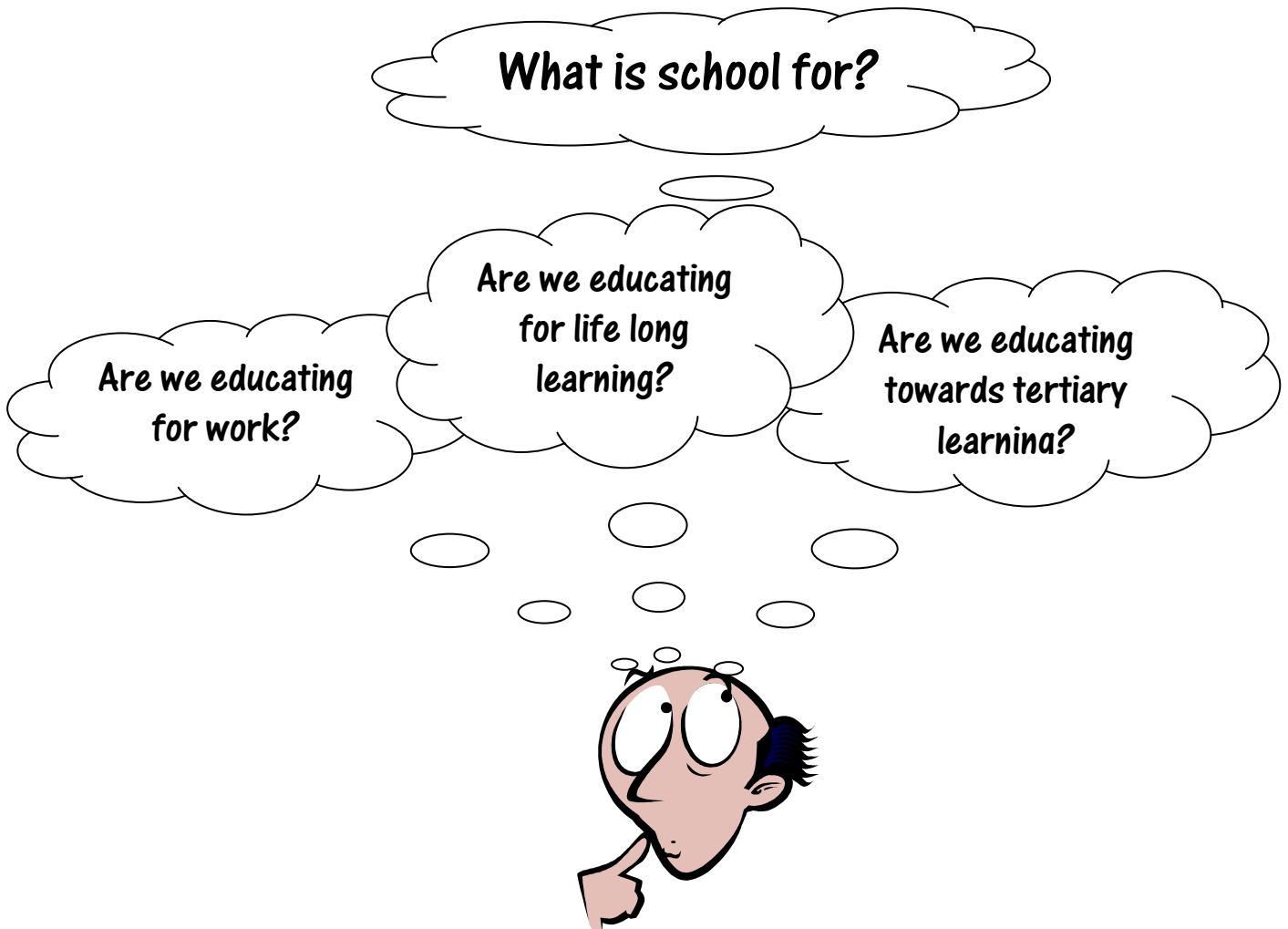
The path drawn is your strategic plan. Which you may or may not follow, depending on what happens.



The school vision of learning governs and directs every subsequent decision



Formulating a Vision



Whatever the answer, a powerful vision will address the question of what attributes, skills and knowledge will these kids need?

A school with a pupil based vision will be future directed rather than traditional

Future Directed Approach

**Knowledge
Process
Collaborative
Nodeled
Communicotrs
Just in time
Thinkers**

Understanding is valued rather than Recall

Learning processes rather than facts

Pupils encouraged to collaborate not compete

Learning is modeled not delivered

Learners are required to communicate rather than just listen

Skills and concepts delivered just in time rather than just in case

Learners challenged to think critically not just accept

Traditional Approach

**Recall
Information
Competitive
Delivered
Listeners
Just in case
Acceptors**

Professional leadership will create a powerful vision

- When that vision is corporately held it will:
- Foster a learning environment
- Focus activity on teaching and learning
- Facilitate purposeful directed teaching
- Generate high expectations
- Provide clear indicators for positive reinforcement
- Enable targeted and purposeful assessment

11 characteristics found in effective schools

1. Professional leadership
2. Shared vision and goals
3. A learning environment
4. Concentration on teaching and learning
5. Purposeful teaching
6. High expectations
7. Positive reinforcement
8. Monitoring progress
9. Pupil's rights and responsibilities
10. Home & school partnership
11. A learning organization

Sammons, Hillman & Mortimore 1995, P8

How does the process work for something like Critical Thinking?

