

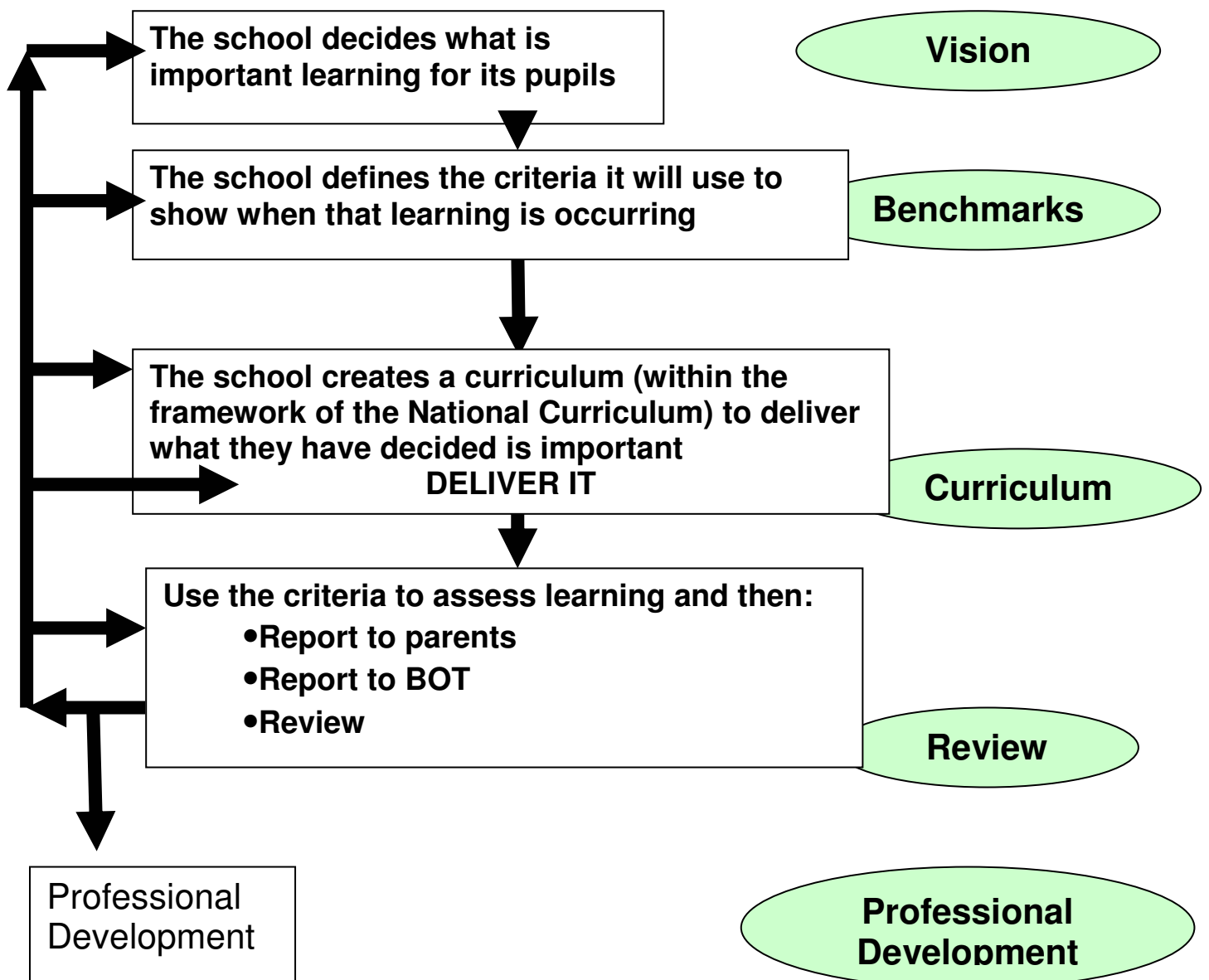
# School Vision

A person wearing a brown coat and a white hood is bowing their head forward. The background is dark brown.

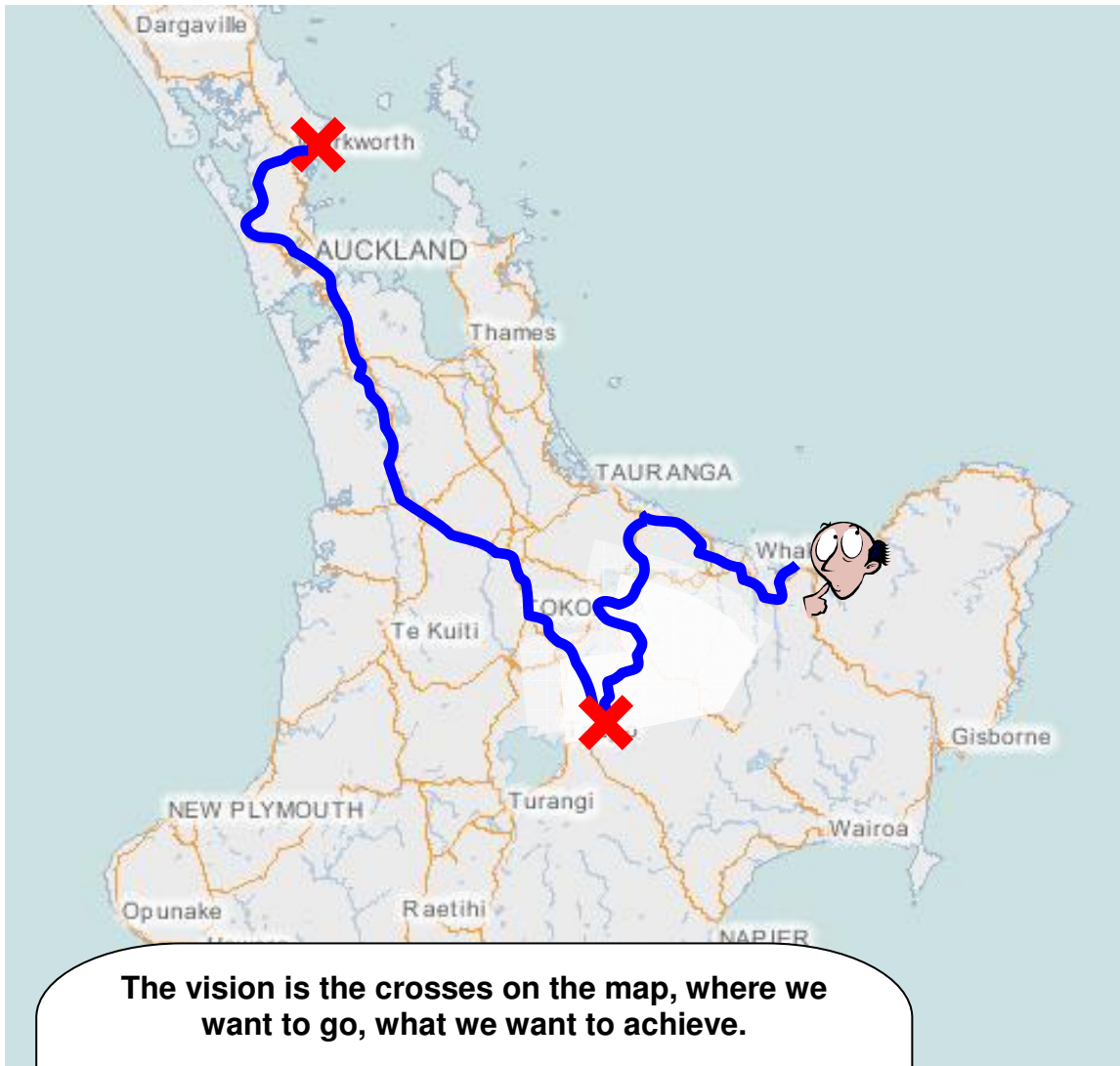
*And Thinking*

Trevor Bond

# A vision based approach to NAG 1



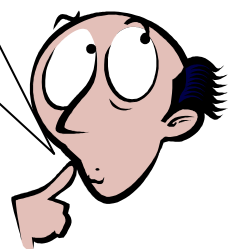
# A good vision outlines an achievable but challenging journey.



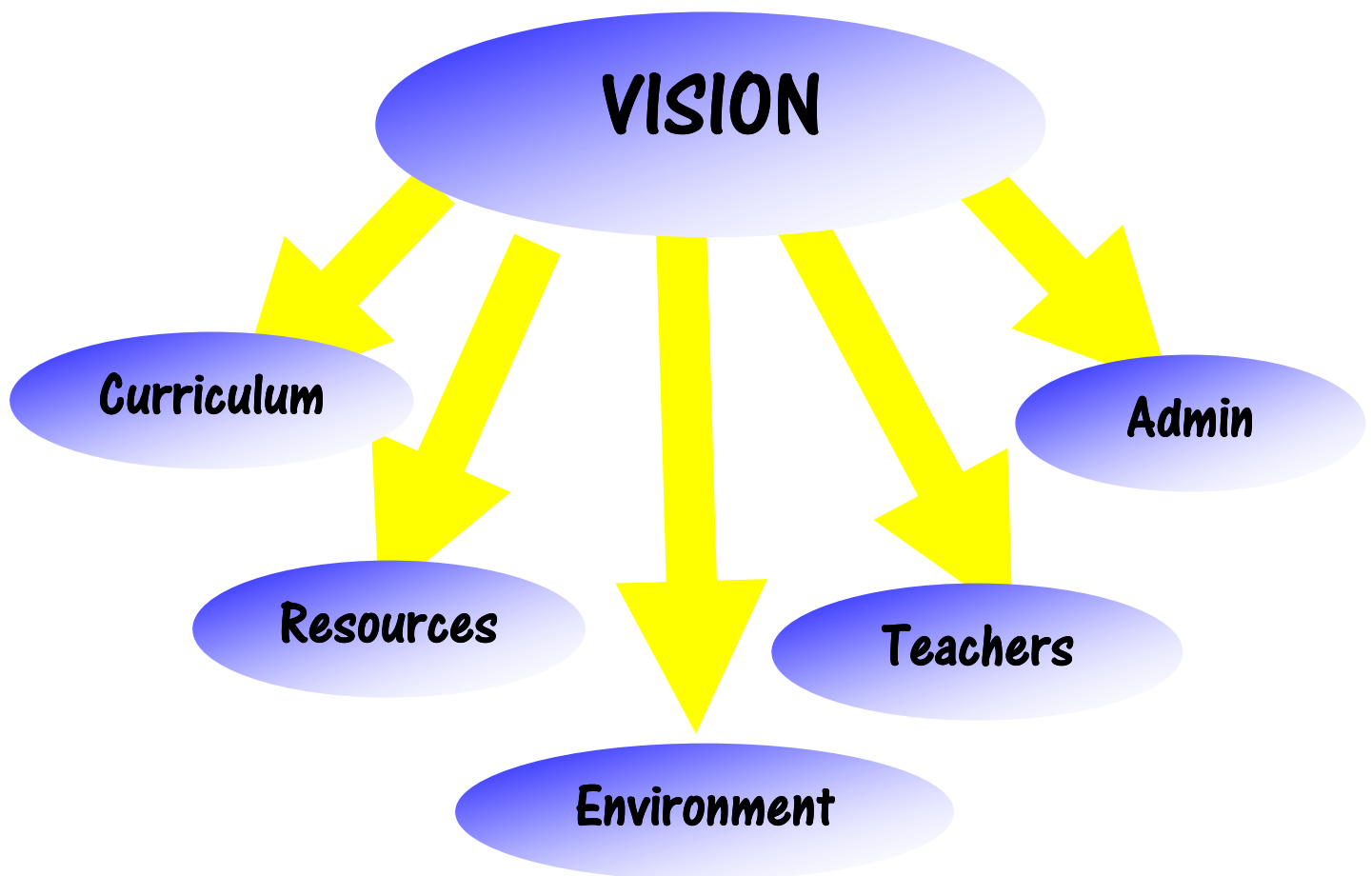
**The vision is the crosses on the map, where we want to go, what we want to achieve.**

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

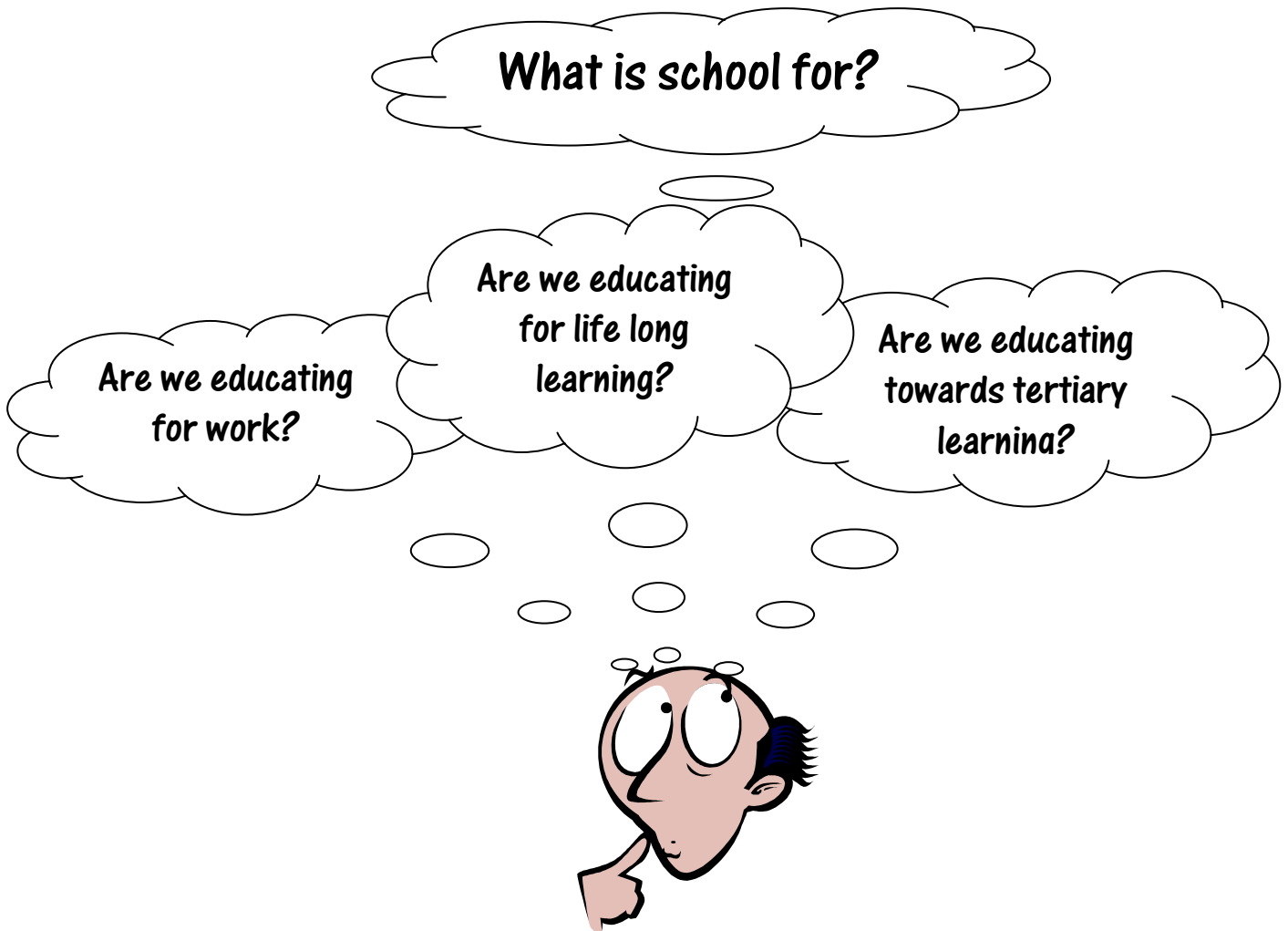
**The path drawn is your strategic plan. Which you may or may not follow, depending on what happens.**



# 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?

