

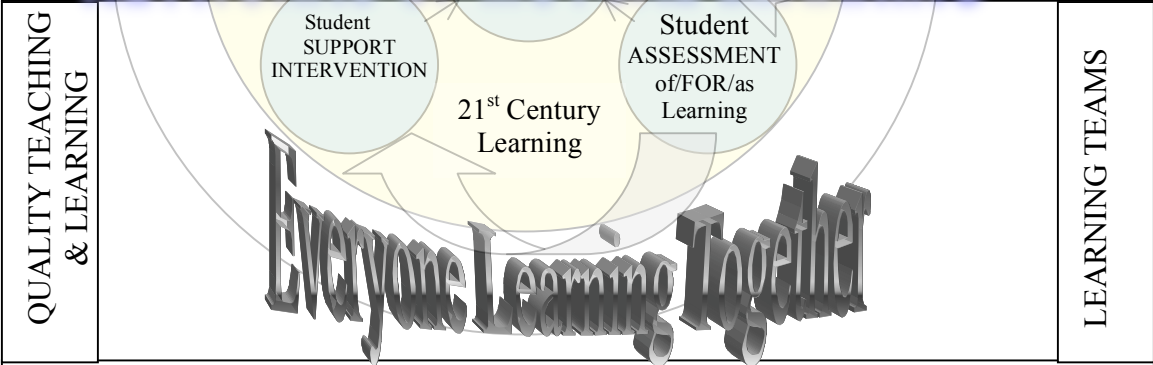
# SCHOOL IMPROVEMENT

Everyone Learning Together

LEADERSHIP

RESPONSIBILITY

## NETWORKS OF MUTUAL LEARNING



QUALITY TEACHING & LEARNING

LEARNING TEAMS

## PROFESSIONALISM

INCLUSIVE VISION & MORAL PURPOSE		PUBLIC ENGAGEMENT		ACHIEVEMENT & LEARNING		EDUCATION AND BUSINESS		STUDENTS AS PARTNERS OF CHANGE
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## PURPOSE SUPPORT

**Prairie Rose School Division #8**  
**AISI Graphic Organizer**  
**Cycle 4**

**Purpose**

1. Inclusive and inspiring vision that draws people together in the pursuit of an uplifting common purpose.
2. Deepened public engagement that harnesses and legitimizes the proven power of community organizing to inspire a great public debate about the future of education.
3. Achievement through increased investment in education facilities and other social services, confirming shared social responsibility to support and create better opportunities for those at risk
4. Education and business partners working together, equally accountable to each other
5. Students as partners of change rather than merely targets of change efforts and services – more involved in their own learning and learning choices, actively consulted about the quality and improvement of teaching, and substantially engaged in the overall governance of the school and its development

**Professionalism**

1. High quality of teachers who are attracted to the vision, have high status, enjoy supportive working conditions, are trained to a rigorous intellectual and practical standard and who focus on learning.
2. Powerful professionalism in which teachers are agents of positive change, capacity and leadership.
3. Lively learning teams in which the school communities learn and improve together in cultures of trust, collaboration and responsibility.

**Catalysts of Coherence**

1. Sustainable leadership that is integral to educational change, not an afterthought. Identify and develop aspiring, emerging leaders. Reduce unnecessary demand. Reform less, improve more.
2. Networks of mutual learning in which schools and districts learn from each other and become mutually responsible for all the children.
3. Responsibility before accountability
4. Building from the bottom, steering from the top. Find a balance between autocratic and laissez-faire models. Positive change should emerge and spread from below rather than dictated from the top. Leadership provides a broad and inspired sense of direction with genuine development of community and professional responsibility.