



## **Shared Vision Of Learning**

At Canadian Rockies Public Schools (CRPS), we are committed to Inspiring Hearts & Minds. This Shared Vision of Learning defines our collective beliefs about learning that guide our actions. In what ways will we strive to empower learners to be critical, creative thinkers, innovators, problem solvers, effective communicators and collaborators, who are globally aware, independent, responsible citizens?

[CRPS](#)

**We believe instructional excellence and leadership are essential to ensuring each learner will flourish in our complex, exponentially changing and interconnected world.**

**As life-long learners, we:**

- collaborate to support the ongoing learning of leaders to improve their practice through engagement in the Nurturing Excellence in Instructional Leadership (NEIL) process.
- improve our teaching practice through the creation of annual Teacher Professional Growth Plans (TPGP) that are aligned with the Teaching Effectiveness Framework (TEF) and the Teaching Quality Standard (TQS).

[TQS/LQS/SLQS/TEF/NEIL](#)

**We believe in and embrace the importance of whole child education in the development of each learner. As caring professionals, we:**

- create inclusive environments that value and respond to diversity and the strengths of each individual.
- create opportunities for learners to develop habits, skills and mindsets that build their social, emotional and academic competence.

[TQS](#)

**We believe positive relationships foster effective and engaging learning experiences.**

**As nurturers of relationships, we:**

- care deeply for the wellness and safety of each person by building a sense of belonging and responsible risk-taking through mutual respect and trust.
- cultivate a culture of caring, listening and communicating with empathy to understand and be compassionate toward others and the land.

[TQS/TEF/WELLNESS](#)

**We believe that exemplary teachers consistently design and assess to ensure that all learners develop, create and find joy in learning. As responsive designers and assessors of learning, we:**

- collaborate to use evidence of learning gathered through products, performances, observations and conversations to respond to learner needs and inform instructional decisions.
- are responsive in our approach to facilitate the development of learners who improve from specific and timely feedback and experiences that build confidence.
- design differentiated tasks that provide opportunities to practice such competencies as critical and creative thinking, problem solving and innovation.
- foster deep understanding, through multiple perspectives and experience, communicating ideas, questions and understandings in order to transfer learning.

[TEF/TQS](#)

**We believe that diversity of experiences and connections in nature and community enhance learning beyond the classroom. As learners, we:**

- collaborate to create and honour relationships with Indigenous Knowledge Keepers, Elders and other community experts to provide authentic learning experiences.
- design experiential learning opportunities and environments that authentically engage and stretch learners.

[TQS/TRC](#)

**We believe in the direct relationship between professional learning, personal commitment, and instructional excellence. As members of professional learning communities and life-long learners, we:**

- collaborate to draw on each other's strengths to improve our practice in ways that engage all learners intellectually, emotionally and academically.
- foster personal well-being for all by nurturing positive and equitable school cultures that celebrate inclusion and diversity.

[TEF/WELLNESS](#)