

OUTCOMES FOR THE EARLY CHILDHOOD SERVICES TO GRADE 12 LEARNING SYSTEM

A. Student Learning

Outcomes relating to the curriculum

1. Students receive a broad program of studies including:
 - a) a solid grounding in language arts, mathematics, science, and social studies.
 - b) instruction in the fine arts, career, technology, health, physical education, and where appropriate, religious education.
 - c) a basic understanding of a second language.*
2. Students attain high standards of prescribed curriculum outcomes in a rich and challenging program.
3. Students achieve graduation requirements.

Outcomes relating to schooling

4. The learning system contributes to the student's intellectual, social, physical, emotional, and spiritual development.
5. Students learn to their maximum individual potential.
6. Students demonstrate active citizenship.
7. Students demonstrate the skills and attitudes for life-long learning.
8. Students demonstrate preparedness for work.
9. Students make successful transitions to post-secondary learning.
10. Students value their education.

* *The Review Committee on Outcomes recognizes that this is a longer-term outcome contingent upon program development, learning resources, an adequate supply of teachers and program delivery options.*

B. Opportunity to Learn

1. Each student comes to school ready to learn.
2. Students are provided assistance and support to ensure equitable opportunity to learn.
3. Children at risk have their needs addressed through effective coordinated programs and supports.
4. A safe and caring school environment facilitates student learning in an atmosphere of trust, respect, and inclusiveness.
5. Appropriately-sized groups and settings allow teachers to meet the diverse, individual learning needs of students.
6. Students utilize appropriate learning resources.

C. Involvement

1. Parents are involved meaningfully in their children's education.
2. The voices of students, parents, staff, and the community are heard, respected, and valued.
3. Systematic and sustainable school/family/community partnerships are fostered.
4. School councils fulfill their advisory role.

D. Teaching and the Profession of Teaching

1. High-quality teaching is provided to all students by certificated teachers.
2. A positive teacher-student relationship exists.
3. Effective teaching and learning practices are fostered and valued.
4. High-quality, accessible teacher education programs and stringent teacher certification requirements exist.
5. Teaching is recognized as a profession and teachers exercise their judgment and authority consistent with their professional rights and responsibilities.
6. Ongoing professional growth is fostered through systematic professional development.

E. Leadership and Governance

1. The highest priority of the learning system is the success of each student.
2. The learning system is characterized by ongoing school improvement.
3. Consultation, research, and commitment to principles guide policy decisions in the learning system.
4. Student learning is supported by evaluation practices that provide information about important outcomes.
5. Locally-elected school boards are accountable to their electorates and responsive to their local communities.
6. The *Program of Studies* offered in public schools is free, universal, and accessible.
7. All elements of the learning system are highly accountable and communicate effectively with the public.
8. The Government of Alberta is accountable for its role in the success of the learning system.
9. Effective and facilitative leadership supports teaching and learning.

F. Facilities

1. Facilities meet the learning needs of students and the program delivery needs of staff.
2. Facilities meet the physical needs of students, staff, and the community.