

VALUES

At the Preston School we recognise a core set of values. Inherent in these values is the overriding belief that all pupils can learn and must have the opportunities to learn.

- We recognise the worth of each individual, by valuing the personal qualities they demonstrate in their learning, living and working.
- We recognise the experience of young people by valuing the talents and skills they bring into their schooling experiences and we commit to ensure that schooling enhances these talents and skills.
- We embrace difference by valuing diversity in ethnicity, religion, nationality and race.
- We display integrity, by valuing openness, trust, negotiation, fairness, honesty and respect for all people.
- We foster ambition and independent spirit by valuing each individual's abilities, aspirations and desire to explore and create.
- We acknowledge the role of networks by valuing the way in which people can work together and collaborate.
- We acknowledge the place of school in the community, particularly the broader global community, by valuing the essential nature of the relationship between schools and the social and economic environment in which they operate.

PRINCIPLES

Values have little meaning if they are not about how we act. At Preston, a set of underlying principles provide us with the framework to convert our values into meaningful action. It is these principles that will be central in creating the future development and consolidation of learning for the students for whom we are responsible.

There are six principles – each with sub principles and descriptors.

1 THE LEARNER IS CENTRAL TO ALL THAT HAPPENS

The most important person in a school is the young person. Schools exist for and are organised around and energised by young people. Schools embrace the life context of young people. Young people have an active voice and are collaborators in their learning and the life of the school.

Schools exist to provide for young people the opportunity to develop as confident, innovative and collaborative managers of their living, learning and working

Schools empower young people to actively imagine and shape their future. Schools for the future will have developed standards, assessment and reporting that will reflect the outcomes of this core purpose. Central to schooling, therefore, will be an assurance that all young people will have developed the disposition and skill to learn for life, that is they will be self directed learners.

Schools regard each young person as having the right to negotiate their learning in relation to the multiplicity of their unique needs

This negotiation recognises the stages of development and involves a partnership between the learner, parent and the school. This also implies a different relationship between the learner and the educator. The relationship, which develops throughout the schooling experience, is one that acknowledges the rights of the learner and the learner's parents to seek what they need and want through the schooling experience.

Schools acknowledge the differing developmental stages for young people and focus their resources and organisation accordingly

Schools are flexible enough to respond to the rapid changes of development in the 21st Century. At the young adult stage (post compulsory), schooling will advance seamless learning experiences that can encompass school learning, further and higher education training and work.

2 THE LEARNING PROCESS IS ADAPTED TO SUIT LEARNERS

Intelligence can be taught and is contagious. Schools recognise that the notion of intelligence embraces multiple intelligences. They can no longer simply recognise academic intelligence, but have to recognise, teach, assess and report on emotional, social, applied and physical intelligences.

All learners have the capacity to succeed at a high level

Schools believe in the capacity of each student to achieve success and teachers create conditions where that success is recognised and celebrated. A culture of aspiration is fostered in each, and for each, of their students, and teachers work collaboratively with them to achieve a high level of success.

Schools are fun

Schools will be places in which young people want to spend time. In particular, schools will enable young people to develop a disposition towards learning and create the conditions for lifelong learning through a belief that learning is fun and a worthwhile activity in which to engage. Learning-teaching methods are flexible spontaneous, unexpected, exciting, enriching, illuminating and demanding of engagement. Interactions with colleagues and peers, old and young, are rewarding and stimulating, such that absence constitutes a lost opportunity for growth and enjoyment. Being in attendance is being alive and engaged. School is a lifetime experience.

Schools are flexible in their use of time, space and resources, recognising that young people need the freedom to learn

Freedom to learn means that young people have the opportunity to explore, take risks and challenge their world. This requires greater flexibility in the way in which schools have and use time, greater adaptability in terms of the space that can be used for learning and greater opportunity in terms of how they acquire and use resources, particularly the wealth of human resources that could be available.

Schooling provides the learning environment that produces resilient, collaborative, lifelong learners

In an era when schools are risk averse because we operate in a litigious society, schooling must provide the opportunity for experiential learning and risk taking. Lifelong learning is as much about emotional and social resilience and the capacity, therefore, to work successfully with other people. In relation to social problems, the school will be characterised by prevention rather than intervention programmes.

3 SOCIETY CREATES SCHOOLS AS COMMUNITIES OF LEARNING

Schools are communities of people who are co-learners, co-researchers and co-educators. Community members are valued in the learning process for their expertise, knowledge, experience and passion. Learning is a partnership between all participants. Teachers are also seen as being part of the teaching-learning relationship rather than custodians. Schooling communities recognise that adults other than teachers will fill the custodial role.

Schools celebrate difference and recognise and embrace individual and group diversity

We commit ourselves to both teaching for, and providing experiences to learn about individual, and group diversity.

Schools are community resources and available for their communities 24 hours per day 52 weeks of the year

In an era in which lifelong learning is the norm, schools, with their learning and recreational resources, must be central to the community's social, economic and intellectual wealth. This will require collaboration between schools as well as between schools and their communities.

Schools facilities are welcoming and adaptable

School facilities have to be placed where young people, teachers and the community want them to be. These facilities and the communities they serve must be safe and secure.

4 CURRICULUM IS RELEVANT TO EACH INDIVIDUAL, TO THEIR NEED FOR COLLABORATION AND THE GLOBAL COMMUNITY IN WHICH THEY LIVE

Schools offer a curriculum that brings together the learning experiences, knowledge and skills relevant to a lifetime of living, learning and working. Schooling recognises that the future world of work demands that young people have academic and applied (vocational) knowledge, skill and experience, emotional intelligence and the capacity to learn for life.

Schooling curriculum encompasses the relevant enabling skills for learning and living

Schools of the present and of the future will no longer simply acknowledge traditional literacy and numeracy, but will ensure that all skills that enable successful engagement in learning, living and working are developed as a right for all young people. Schools recognise that information and communication technologies are now a core part of living, learning and working. ICT is an enabler for young people and an expected part of schooling. It is not an educator driven part of the curriculum but pervasive, seamlessly integrated.

5 CHANGE IS PART OF THE CULTURE OF SCHOOLING

Change is fundamental to, and embedded in, the learning culture of schooling thus educators have leadership responsibility in developing constructive change. Schools are leaders of innovation through an environment in which imagination, creativity and entrepreneurialism are central to the learning experiences of young people. Change and managing change are part of schooling, The pace of global transformation is such that the schooling experience for young people must embrace the experience of change.

6 OUTCOMES OF SCHOOLING REFLECT THE LEARNERS AND SOCIETY'S NEEDS

The 'opportunity' outcomes from schooling will deliver broad, valued and equitable choices for each young person. Young people will not miss out on opportunities because of background or location. While schools will maintain their diversity, they will not be exclusive on the basis of wealth, religion or culture.