

## **EDUCATIONAL PHILOSOPHY AND GOALS**

The Board of Education of the Toronto City School District strongly believes and continuously acts to carry out the quality of education that is appropriate to meet the interests, desires, and needs of each individual student of the Toronto City School District. We further believe that schools exist to help all children to develop an appreciation and respect for the American heritage and democratic principles and ideals.

The program of education must be comprehensive in scope and specific in its objectives. A comprehensive program emphasizes the dignity and worth of each individual as well as the importance of the basic academic skills and the creative arts. An effective program also challenges the child to develop responsible judgment, an awareness of societal responsibilities, and a wholesome respect for the world of work.

We believe that those children who do not adjust to regular classroom procedures because of emotional, mental, or physical disabilities should be evaluated and placed in an appropriate educational program conducive to their special needs.

We believe that good public relations are important for an effective educational program. Parents and all other factions of the community should be informed and their aid solicited in the implementation and improvement of the objectives and policies of the school. Mutual respect of the services that each has to offer should be encouraged and coordinated to further the overall program.

Therefore, to promote these beliefs, it is the constant goal of the Toronto Board of Education to provide instruction for each student of the Toronto City School District that will enable the student to achieve at his/her level of ability, to insure vocational competence, educational advancement, a vocational diversity, and to develop and participate as a responsible citizen in our society.

### **Educational Outcome Goals**

As a base against which to assess school needs and set objectives for the educational program, the Board of Education, following consultation with staff members, pupils, parents, and other residents of this District, adopts the following educational outcome goals for every pupil in this District commensurate with his/her ability.

- A. To acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.
- B. To acquire a stock of basic information concerning the principles of the physical, biological, and social sciences, the historical record of human achievements and failures and current social issues.

- C. To become an effective and responsible contributor to the decision-making process of the political and other institutions of the community, state, country, and world.
- D. To acquire the knowledge, skills, and understanding that permit him/her to play a satisfying and responsible role as both producer and consumer.
- E. To acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental.
- F. To acquire job entry level skills and to acquire knowledge necessary for further education.
- G. To acquire an understanding of ethical principles and ideals and the ability to apply them to his/her own life.
- H. To develop an understanding of his/her own worth, abilities, potentialities, and limitations.
- I. To learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

#### Educational Process Goals

In order to achieve the educational goals for children adopted by this Board of Education, the Board will strive to implement the following educational goals:

- A. Instruction which is organized and defined by an adopted course of study.
- B. Instruction which bears a meaningful relationship to the present and future needs and/or interests of pupils.
- C. Specialized kinds of individual educational experiences to meet the needs of each pupil.
- D. An environment in which any competition among pupils is positive.
- E. Resources for education, used with maximum efficiency.
- F. Teacher and administrative staff members of high quality.
- G. Diverse forms of constructive cooperation with parents and community groups.