

<p>Kelsey School Division Box 4700 The Pas, MB R9A 1R4</p>	<p>Code: AD</p>
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MISSION STATEMENT AND PHILOSOPHY

A. Mission Statement of the Kelsey School Division

**“We strive to be
a respectful and enthusiastic
school community,
dedicated to quality education
for all”.**

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B. Philosophy of the Kelsey School Division

1. We believe:

That students should grow and learn in knowledge, skill, self-awareness, and social development.

2. We believe:

That education in our schools should emphasize meeting academic, social, physical, and emotional needs.

3. We believe:

That students should learn respect for law, respect for the rights of others, and respect for their own rights, responsibilities and privileges as citizens.

4. We believe:

That moral development, self respect and self-fulfilment are essential in assisting students to become responsible, knowledgeable citizens.

5. We believe:

That students have the right to an education appropriate to their specific needs, the right of acceptance of their individuality by staff and students, and the right to develop to their fullest potential.

6. We believe:

That students should develop positive attitudes, learn skills, be creative, and appreciate human achievements.

7. We believe:

That students should develop skills to deal with social and moral issues, appreciate those different from themselves, and develop good health habits and healthy lifestyles.

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- C. Operational Goals
 - 1. Kelsey School Division Board of Trustees believes that each student should be given the opportunity to develop to his or her potential, as an individual, and as a member of society.
 - 2. Education should provide the individual with the opportunity for growing and learning in the areas of skill development, self-development, and social development with emphasis on academic, social, physical, and emotional needs.
 - 3. Complementary to this emphasis on the individual's needs is the necessity to instil in all students the concept that members of a democratic society must hold respect for the law and the rights of others, and understand the duties and privileges of citizenship.
 - 4. To reach the goals, each school within the School Division will operate within specific aims that are appropriate to the age and level of the students served.

EARLY YEARS

- 1. In keeping with an early years philosophy, the curriculum must be flexible, the child's progress through the curriculum must be continuous, and instruction must meet the differing rates of learning of the students.
- 2. Instructional methods and materials must fit the requirements of individual students and reflect known pedagogical research concerning the way students learn.
- 3. Evaluation and reporting techniques utilized must be consistent with a child-centred school organization.
- 4. Administrative procedures at the school level should provide for flexibility in instructional grouping, and accessibility to constructive reactions and suggestions of colleagues through cooperative planning.

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5. Efforts must be made to make the curriculum relevant by adapting it to our geographical area.
6. Common criteria should be used in grouping students for instruction. Classes should reflect the cross section of ability groups and cultural groups found in the local society.
7. Discipline practices should reflect the need to develop responsible behaviour in students while also recognizing the need to maintain student self-respect.

MIDDLE YEARS

1. Opportunities must be provided for the continued development of basic academic skills while relating the curriculum to life outside the school.
2. Opportunities must be provided for the student to apply basic skills to concept formation in a successful environment that will lead the student to further inquiry.
3. Varied opportunities must be provided to promote individual interests while encouraging student involvement and emphasizing personal development.
4. Teachers must be involved in collaborating with students in activities of mutual interest which allow for democratic discussion and interchange.
5. Provision must be made for the needs of the developing adolescent.
6. Evaluation must be comprehensive with the objectives being to provide information on strengths and to identify areas which require additional teaching and learning.

SENIOR YEARS

1. The curriculum should provide an appropriate balance among various fields of study while meeting the varying needs, interests and abilities of students.
2. Opportunities for career exploration and counselling should be available.
3. Students should be allowed opportunities for problem-solving and decision-making.
4. Materials used should reflect the Canadian experience and encourage the development of identity as Canadians while promoting international understanding and an appreciation of global interdependence.