

Brigham Academy

Vision



Brigham Academy

Prepared by

**G&D Associates
and
Brigham Academy**

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INTRODUCTION

This document has been prepared by G&D Associates in conjunction with the Brigham Academy leadership team.

Developing the learning experience for every individual can only be achieved through an evolutionary transformation. The start of this transformation is the development of a vision. The vision is designed to define how Brigham Academy will develop, support, enhance, and drive forward learning through five key areas.

This document provides a five-year 'vision' and forms the basis for Brigham Academy's strategic planning. The structure applied covers three main parts.

Part One is essentially the areas of focus. These have significant overlap as each one is not designed to stand in isolation.

Areas are:

- Learning
- Teaching
- Leadership
- Professional Development
- Wider Community

Part Two is the overall vision for Brigham Academy. This comprises a number of broad vision statements contained within the areas listed above. Statements in this section have been selected from the vision narratives.

Part Three covers the vision delivery. Many of the thoughts and ideas in this section came through discussion with Brigham Academy. This element of the vision does not identify specific details as it is designed to be the stepping off point for the Strategic Five Year Plan.

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Learning

At the heart of Brigham Academy's vision are the clear connections between school and the world beyond the classroom. The International Baccalaureate® (IB) Primary Years Programme curriculum will be used as a framework to develop principled, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to actively participate in the world around them. All learners will plan and embark on a personalized pathway of study to empower each individual to reach his or her unique potential. Authentic inquiry-based experiences will be enhanced through an integrated Science, Technology, Engineering, and Math (STEM) approach. Personalized problem-based engagements will increase student action and enable our learners to be co-creators of their experiences, goals, and pathways.

Experiences at Brigham Academy will be innovative with measurable outcomes that go beyond test scores. Mastery will be measured in multiple areas that reflect attributes needed for success in today's world and in the future. Performance assessments and presentations of learning will encompass academic, personal, professional, and global competencies while incorporating the attributes of the IB Learner Profile. Students will collect and reflect on authentic evidence through portfolios to demonstrate mastery of IB guiding tenets, district standards, and personal goals.

Innovative spaces along with anytime, anywhere access to resources will enable experiences to be tailored to learner needs, preferences, and interests and not bound by time or space. Brigham Academy will design and develop a wide range of learning environments that support authentic, hands-on learning enhanced by state-of-the-art technologies. Labs that facilitate fabrication will promote responsible risk taking and empower learners to utilize engineering design concepts to develop solutions to real-world problems.

Brigham Academy will be the standard-bearer for developing learners who are inquirers, innovative thinkers, effective communicators, principled, and reflective risk-takers, as well as open-minded contributors to the communities around them. A variety of authentic learning experiences will foster a school climate that cultivates global-minded citizens by nurturing the whole child socially, emotionally, academically, and ethically.

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Teaching

Brigham Academy will evolve the role of the teacher from a provider of information to an engineer of authentic learning pathways. Our teachers will design opportunities that are globally relevant and rigorous to promote the development of skills necessary for success beyond our school. Teachers will be data rich and data wise, using a wide range of evidence to collaboratively plan integrated units, lessons, and performance-based assessments. We will adapt our planning, delivery methods, and options to individual needs, designing experiences that are strengths based, interest driven, and which promote higher-level thinking. Data will be available to teachers that will enable flexible student groupings which provide a multi-tiered system of supports for all.

A blended learning model will empower teachers to transform the classroom from a place where students sit and receive instruction to one where learners share ideas, build team capacity, and leverage individual talents during and beyond the traditional calendar and day. Our teachers will have access to a wide range of tools providing them with a variety of methods for accessing, engaging in, and expressing their work. Resources will be available digitally before, during, and after a lesson. Choice of environment based on needs, preferences, and specific learning activities will support personalized approaches to teaching.

Brigham Academy will facilitate collaboration to enhance the authenticity of learning experiences. Mentors, coaches, and guest speakers will be accessible through digital communication, face-to-face meetings, and virtual field expeditions to STEM career-centered sites. Peer-to-peer coaching models will be implemented to provide timely feedback, communication, and response to the specific needs of each educator.

By empowering teachers to design meaningful learning opportunities that take into account their own strengths and passions, educators at Brigham Academy will experience the highest levels of job satisfaction and commitment.

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Leadership

Brigham Academy empowers all stakeholders to discover and implement the leadership and life skills needed for personal and academic success in any setting. At Brigham Academy, leadership is not defined by title or position, but rather by actions. We will inspire and implement the shared vision while providing opportunities for students, teachers, and community members to develop and apply attributes of the IB Learner Profile. In doing so, our leaders will create a purposeful community with a culture of excellence, collaboration, and strong communication, based on our vision.

Our leadership team will communicate the vision as “the work of the organization” and utilize a wide-range of evidence to strategically plan for, monitor, and evaluate the impact of our learning model. Resource allocation will be directly tied to vision-related priorities and needs.

We will develop and implement meaningful two-way communication structures that include regular empathy building engagements. Leadership will provide timely, transparent data access to all members of the school community, including students, parents, school faculty, administration, and the wider community, to enable inclusive decision-making processes.

Leaders at Brigham Academy will serve as ambassadors for our school. We will regularly participate in community events, recruitment fairs, and district engagements promoting our school to potential students, parents, and high quality educators. Collaborative relationships, effective communication structures, and the intentional nurturing of the IB Learner Profile amongst our students and staff will ensure a strong pipeline of academic excellence and sustainable leadership.

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Professional Learning

Ongoing professional growth will be essential to meet the demands of a continually evolving world. Brigham Academy will empower educators through professional learning that will foster a principled, open-minded, and caring approach to teaching and learning. Opportunities will focus on STEM integration and the goals of the IB Primary Years Programme to increase relevance and performance. Purposeful, targeted, and meaningful professional learning will ensure that transformative practices are widespread, effective, and evident in all learning opportunities.

Professional learning experiences will model the expectations for our classrooms. Opportunities will include face-to-face engagements, online modules, blended options, coaching, on-going in-class support, and opportunities to experience new pedagogical tools and approaches that are consistent, on demand, individualized, and collaborative.

Routine self-assessment and reflection will enable staff members to benchmark their skill development against district-defined and globally-relevant standards. Awareness of strengths, areas for development, preferred modes of learning, optimal work/productivity time(s), and favored learning styles will help each staff member craft his or her own personal learning plan and realize growth. The effectiveness of our professional learning will be measured through the application of skills rather than seat time.

Leadership will increase learning time for teachers and other school leaders to enable personalized professional learning. Flexible scheduling will support collaboration with IB and STEM experts and allow for site visits to exemplar schools. We will provide a wide variety of learning opportunities to collaborate with industry leaders at conferences, workshops, competitions, meetings, and externships to gain cutting-edge information that will support IB implementation throughout the school.

By investing in our teachers and community through the highest quality personalized professional learning, Brigham Academy will ensure the sustainability and positive growth of our school for generations to come.

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Wider Community

Brigham Academy will place an emphasis on participation and collaboration to develop symbiotic relationships with the local and global community. We will actively seek out and utilize the values, wisdom, and expertise of parents and community members to raise awareness, empower voice, and promote solutions to relevant issues. There will be regular, frequent communication with the wider community with regard to our vision through a variety of media, including social networking, video, email, blogs, and tweets.

Our facilities will be accessible, comfortable, technology-rich, and of a professional standard so they can be used by community problem-solving forums, advisory groups, and local industry partners for meetings, conferences, and showcases. Learners across our community will have the opportunity to pursue interests and passions through our offerings. We will highlight our school through regular hands-on opportunities for parents to experience our wide range of learning tools and STEM-integrated IB experiences.

Brigham Academy will build critical partnerships with STEM-based businesses, community and civic organizations, feeder schools, and post-secondary institutions to enhance the implementation of IB principles. Partners will collaborate with teachers, leaders, parent organizations, and learners to ensure learning experiences have a direct connection to the needs of the wider community. Our educators will have the opportunity to interact with industry leaders at conferences, workshops, competitions, meetings, and externships to gain cutting-edge information that will support the integration of STEM and IB approaches in the classroom.

By engaging the wider community in meaningful and mutually beneficial work, Brigham Academy will develop educators and learners who positively influence and contribute to our world both locally and globally.