

Teaching and Learning Philosophy at St. Anthony-NewBrighton Schools

District Mission	To educate, prepare, and inspire a community of lifelong learners in our small, caring environment.
District Vision	We are committed to the success of all learners. We will engage, inspire, and support each learner through innovation and collaboration.
District Definition of Effective Instruction	In SANB schools, effective instruction is grounded in three principles: rigor, relevance, and relationships. Without each of these components, high levels of transferable learning is not possible.

Essential Questions:

- What does it mean to integrate the principles of rigor, relevance, and relationships into instruction in order to eliminate educational disparities and support transferable learning?
- What steps can I take to improve my instructional practices in order to eliminate educational disparities?
 - How can I ensure all students have access to and engage in the cognitive complexity, extended thinking, and deep learning they deserve?
 - How can I integrate the multiple identities of all students to ensure learning is connected to students' lives, the real world, and/or the authentic study of the discipline?
 - How can I ensure an affirming, asset-based climate which allows all students to feel cared for, challenged, supported, empowered, and enlightened by future possibilities?

Required Mindsets:

We must decenter whiteness in our thinking, speaking, and practice to obtain a district-wide anti-racist identity.

- Rigor:
 - All students deserve access to high-level thinking and deep learning.
 - All students have assets and can learn at high levels.
 - Rigor must be embedded at every stage of learning.
- Relevance:
 - Learning is cultural, social, and emotional.
 - Students deserve to have their multiple developed and developing identities acknowledged and honored.
 - Learning must be authentic and applicable across contexts.
- Relationships:
 - All students deserve access to intentional developmental relationships defined as expressing care, challenging growth, providing support, sharing power, and expanding possibilities.
 - All teachers must make developmental relationships a priority.
 - We cannot effectively teach kids we do not know.

	<i>We will be able to:</i>	<i>We will know we are successful when:</i>
RIGOR	Ensure all students have access to and engage in the cognitive complexity, extended thinking, and deep learning they deserve.	We transform present practice to eliminate biased assumptions and inequitable instruction in order to ensure all students access and engage in the cognitively complex, extended thinking and deep learning they deserve.
RELEVANCE	Integrate the multiple identities of all students to ensure learning is connected to students' lives, the real world, and/or the authentic study of the discipline.	We transform present practice by eliminating biased assumptions about the multiple identities of all students to ensure learning is connected to students' lives and by the application and transfer of knowledge to the real world and/or the authentic, interdisciplinary studies.
RELATIONSHIPS	Ensure an affirming, asset-based climate which allows all students to feel cared for, challenged, supported, empowered, and enlightened by future possibilities.	We transform present practice to eliminate biased assumptions by ensuring an affirming, asset-based climate which allows each student to feel valued and cared for, challenged, supported, empowered, and enlightened by future possibilities.