

**BOARD POLICY: STATEMENT OF PHILOSOPHIC GOALS AND OBJECTIVES 6:10**

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The philosophic goals and objectives of the Glenbrook High Schools are expressed in our convictions about the character and potential of mankind, about education and the role of the school in helping each individual to realize his potential, about effective strategies for teaching and learning used by the school, and about the responsibilities and obligations of all those involved in education at Glenbrook.

1. We believe that man is essentially a rational being with the potential for developing his unique talents to create and sustain a wholesome existence. To realize this philosophic goal, we believe that the school should teach and the young should achieve the following objectives:
  - 1) To accept that all people possess innate human dignity and individual worth;
  - 2) To recognize that individual and cultural values other than their own have purpose and validity;
  - 3) To know that the world's people are becoming increasingly interdependent and to accept membership in an ever-widening world community as essential to meaningful human progress;
  - 4) To appreciate that the efficient use of natural and human resources is imperative in maintaining and upgrading the quality of human life;
  - 5) To realize that purposeful activity can enlarge vision, sharpen perception, deepen comprehension, and improve individual and group well-being.
  
2. We believe that the obligations of public secondary education in the Glenbrook community can best be accomplished by the maintenance of dynamic, comprehensive high schools. The following objectives will guide the Glenbrook High Schools in achieving this goal:
  - 1) To respond to the ever-changing educational needs of students, parents, community, and society;
  - 2) To provide meaningful and varied learning activities for all students who have the capacity to learn;
  - 3) To sequence organized educational experiences so that general education courses are required for all students; so that a wide range of elective courses are provided to meet the needs and interests of individual students; and so that specially designed courses are available to meet the needs of exceptional students;

- 4) To create class and extraclass activities which help students cope with and enjoy adolescence and which help prepare them for future rights, responsibilities and privileges;
  - 5) To require that all students demonstrate a basic knowledge and the learning skills essential for their future as contributing members of a democratic society;
  - 6) To cultivate in every student both comprehension and appreciation of the history and culture of the United States of America.
3. We believe that strategies for teaching and learning in the Glenbrook High Schools should reflect creativity, flexibility, sensitivity, and accountability. The following objectives will guide the Glenbrook High Schools in achieving this goal:
- 1) To recognize that students learn different things in different ways at different rates, and to organize the instructional program on this basis;
  - 2) To encourage varied and versatile teaching methods, classroom organization, length of class periods, and learning objectives;
  - 3) To create alternative learning environments for students with exceptional needs;
  - 4) To reflect the best contemporary research in program design, curriculum offerings, course content, and teaching methods;
  - 5) To complement and support regular classroom activities by utilizing the resources of the community for field trips, guest lecturers, and visiting consultants;
  - 6) To emphasize that the active nature of learning depends upon teacher inspiration and student discipline in terms of concentration, time, and energy.
4. We believe that sustaining quality education programs in our schools imposes specific responsibility for and the cooperation of all who are involved in the education process. The following objectives will guide the Glenbrook High Schools in achieving this goal:
- 1) To accept that student responsibility goes beyond the mere obligation to attend school. It assumes active participation in the learning process and responsible school citizenship.
  - 2) To accept that teacher responsibility goes beyond subject matter competence and acceptable teaching techniques. It assumes an active, demonstrable interest in and concern for students in the school which transcend the classroom. Teachers serve as ever-present exemplars of commitment, dedication, interest, aspirations, and conduct.

- 3) To accept that the administrative responsibility goes beyond the effective organization of talents and resources. It assumes ongoing professional leadership in maintaining a healthful environment for learning and meaningful involvement of the staff members and students in decisions affecting the schools.
- 4) To accept that Board responsibility goes beyond reflecting the interests and concerns of the community. It assumes positive educational leadership in encouraging the community to expect and to support quality educational programs in which teaching and learning are central to all policy decisions.
- 5) To accept that parent responsibility goes beyond financing and transporting. It assumes an active awareness of and parental interests in the students' educational program, progress, and problems.

Finally, we believe that trust, cooperation, and commitment by all those involved in the educational process transform the ideal into the real.

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