

ADMINISTRATIVE POLICIES OF THE MILWAUKEE PUBLIC SCHOOLS

ADMINISTRATIVE POLICY 7.01 TEACHING AND LEARNING GOALS

(1) GENERAL

(a) The Board recognizes that a clearly stated and widely acceptable set of system-wide teaching and learning goals is necessary to give consistent direction to educational programming for children.

(b) Students shall project anti-racist, anti-biased attitudes through their participation in a multi-lingual, multi-ethnic, culturally diverse curriculum.

(c) Students shall participate and gain knowledge in all the arts (visual arts, dance, theater, literature, music), developing personal vehicles for self-expression reinforced in an integrated curriculum.

(d) Students shall demonstrate positive attitudes towards life, living, and learning through an understanding and respect of self and others.

(e) Students shall make responsible decisions, solve problems, and think critically.

(f) Students shall demonstrate responsible citizenship and an understanding of global interdependence.

(g) Students shall use technological resources capably, actively, and responsibly.

(h) Students shall think logically and abstractly, applying mathematical and scientific principles of inquiry to solve problems, create new solutions, and communicate new ideas and relationships to real-world experiences.

(i) Students shall communicate knowledge, ideas, thoughts, feelings, concepts, opinions, and needs effectively and creatively using varied modes of expression.

(j) Students shall learn strategies to cope with the challenges of daily living and shall establish practices which promote health, fitness, and safety.

(k) Students shall set short- and long-term goals, shall develop an awareness of career opportunities, and shall be motivated to actualize their potential.

(2) SCHOOL-TO-WORK

(a) School-to-work is the process used to show students the connection between what is being taught in the classroom and how it relates to the world of work. Students learn the creative-thinking and problem-solving skills necessary to whatever careers they select.

(b) The school-to-work process contains the following components.

1. *Integrated teaching approach* combines and links multiple disciplines and connects academic and work-based proficiencies through experiential learning. Included in these proficiencies are critical and creative thinking, problem posing and solving, working cooperatively, interpersonal skills, and using multiple intelligences.
2. *Staff development* occurs in business and community settings, so that teachers and business/community representatives become active partners in improving education. Site visits, information exchanges, internships, and joint trainings are examples of staff development opportunities in school-to-work.
3. *School/business partnerships* are structured to help business and schools gain greater insight and understanding of each other's environment. Schools and businesses sit at the table together to discuss school curriculum and workplace skills. Both parties design effective ways to use their resources to improve education for children.

4. *Work-based learning experiences* for students are expanded within individual schools, Central Services, businesses, and community. Adults in the workplace community cooperate with schools to help students see relationships between what they are learning in school and the responsibilities and skills of working.

History: Adopted 3-16-72; revised 1982, 9-91, 2-22-95; Reaffirmed 11-17-22

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