

Timberlane Regional School District	Policy Code: IA
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INSTRUCTIONAL GOALS

The educational goals for the district address themselves to the true meaning of quality in education. They are relevant to the lives of learners of any age, whether they are in formal institutions of learning, in programs of continuing education, or in any environment where learning is taking place. Each learner who has the potential and inner strength should strive toward the ideal implicit in each goal.

The goals are intertwined; no one goal stands in isolation from the rest. They will help to define performance objectives for learners, identify tasks to be performed by teachers in giving life to those objectives, and help to determine means for evaluating learners' progress toward the goals. These goals, then, express the quest for quality, reaching for the ideal and reality in education.

Physical and Emotional Well-Being:

Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

Basic Communication Skills:

Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important skills are reading, writing, speaking, listening, visual and computational skills, and computer literacy.

Effective Use of Knowledge:

Education should provide for each learner access to man's cultural heritage, stimulate intellectual curiosity, promote intellectual development, and knowledge of where to obtain information.

Capacity and Desire for Lifelong Learning:

Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill the desire.

Citizenship in a Democratic Society:

Education should provide each learner with a knowledge of understanding of how our society functions in theory and in practice. Education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.

Respect for the Community of Man:

Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.

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Occupational Competence:

Education should provide, where appropriate, the learner with the skills, experience, attitudes and guidance for initial job placement; it is even more important for the learner to develop a capacity to adapt to changing conditions.

Understanding of the Environment:

Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between man and his environment, and should develop attitudes and behavior leading to intelligent use of the environment.

Creative Interests and Talents:

Education should provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents, and to express values and feelings through various media.

Individual Values and Attitudes:

Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

Cultural:

Education should expose students to the language and culture of other societies in order to make them better world citizens.