

Itinéraire "réussir sa vie"

Séquence d'anglais

I- Un texte sur les objectifs de réussite des écoles dans l'Etat du Wisconsin

VISION

Definition

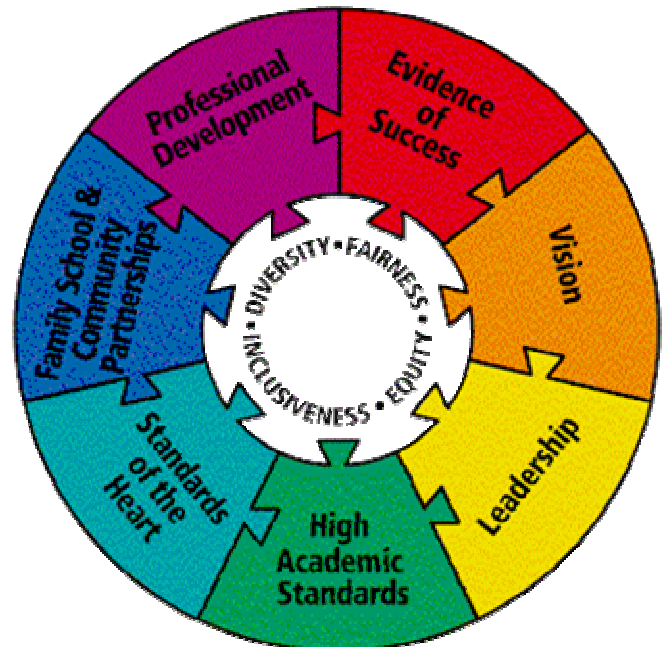
A vision represents clearly articulated statements of goals, principles, and expectations for the entire learning community. A common unifying vision is achieved when the administration, teachers, support staff, students, families, and demographically representative community members are able to clearly communicate that vision through the daily operation of the school district. A vision becomes a guiding force when all educational decisions are based on its framework and goals.

Rationale

A clear vision is like a good road map. Without a good map it is difficult to determine where you are going and, impossible to know when you arrive. A dynamic vision engages and represents the whole community and outlines a path to follow. The vision allows school leaders to create a compelling view that excites and engages other constituents to join in the educational journey.

Key Ideas

1. Effective schools have a clearly defined vision for the improvement of learning for each and every student.
2. Emphasis is on the achievement of a broadly defined set of standards that includes academic knowledge, skill, development, and standards of the heart.
3. Goals are framed in a way that can be benchmarked through the school year and measured at year's end. Progress is recorded and used for improvement efforts.
4. Communication about the goals as well as progress toward them is a regular part of school activities among all constituents.



Successful Schools Have a Vision That:

1. is accompanied by other *strategic planning*. Strategic planning is a data-driven process that guides decision making, as well as program implementation components such as:
 - goal statements
 - means to accomplish the goals
 - timelines
2. links education standards to teacher expectations and student performance
3. fosters district wide expectations and experiences that result in all students mastering challenging standards at proficient or above levels
4. engages the entire learning community to take responsibility for all students' learning
5. includes carefully defined terms that are known and supported by all constituents
6. is developed with representation from a wide variety of publics and demographic groups
7. drives resource allocation in the learning as well as the broader community
8. allows the societal, academic, and organizational components of education to operate in a seamless manner
9. articulates the learning community's commitment to both excellence and equity in the organization
10. embraces the dual mission of creating in each student solid and rigorous academic achievement and civic caring and responsibility

dpi.state.wi.us/cssch/cssovrvw1.html

II- Aller sur un site d'une école américaine de base.

Prendre connaissance du site. Mettre en évidence ce qui peut surprendre, interroger, questionner.

Comment la réussite est mise en œuvre ?

Quelles sont les actions individuelles ? Collectives ? (regarder par exemple comment sont reconnues les réussites individuelles ? Y a-t-il un tableau d'honneur de la réussite ?

Regarder la place qu'ont les sports collectifs, les réalisations culturelles collectives (orchestre, parade, chorale, cheer leaders...)

Voici le lien d'une école dans le Wisconsin à Milwaukee. Sur cette école il existe également quelques vidéos sur des événements auxquels elle a participé (par exemple une parade dans les rues ou une représentation de la troupe des « tambours » ou des compétitions sportives.

<http://www.rkhs.org/>

III- Connaissance du système éducatif américain

Les élèves peuvent également consulter l'article en anglais sur le système éducatif américain et noter ce qui les surprend par rapport à ce qu'ils connaissent en France. Mettre peut-être en valeur des différences de rythmes scolaires, l'agencement des emplois du temps, l'importance des clubs extra scolaires.

http://en.wikipedia.org/wiki/Education_in_the_United_States