

Mission Statement

The Sutton Learning Community cultivates a positive, collaborative, engaging and safe environment that fosters academic excellence, social responsibility, personal growth and lifelong learning.

Vision Pillars



Academic Excellence

To provide a comprehensive, interactive curriculum to prepare students for future life experiences.



Social Responsibility

To create an environment that inspires social awareness and encourages compassionate, ethical behavior.



Personal Growth

To promote a culture of healthy living, emotional and physical well-being, and personal responsibility.



Lifelong Learning

To embrace a passion for lifelong learning fostering critical and independent thinkers.

Learning Principles - *implications of the mission of school for planning and instruction*

1. A key goal of school learning is fluent and flexible transfer – successful use of one’s knowledge and skill, on worthy tasks, in situations of importance.
2. Engaged and sustained learning, a prerequisite for understanding, requires that learners see the value of their work and feel a growing sense of efficacy when facing worthy challenges.
3. Success at transfer depends on understanding the big ideas that connect otherwise isolated or inert facts, skills, and experiences so that new challenges can be met and new experiences understood.
4. An understanding is a learner realization about the power of an idea. Understanding cannot be given; they have to be engineered so that learners see for themselves the power of an idea for making sense of things.
5. Learners need clear, completely transparent priorities and a practical understanding of how learning goals are to be met in terms of work products and standards of excellence.
6. Learners require regular, timely and user-friendly feedback in order to understand goals, to produce quality work, and to meet high standards.
7. Understanding can be attained only by regular reflection, self-assessment, and self-adjustment in trying to apply prior learning to new situations and tasks via activities and assessments that demand such reflection and transfer.
8. The capacity to deeply understand depends greatly on the capacity to think things anew (and other related habits of mind), because any insight typically requires the refining of earlier ideas. Becoming willing and able to rethink requires a safe and supportive environment for questioning assumptions and habits.
9. Because achieving understanding and transfer require a willingness to think, rethink, and push beyond one’s normal comfort level, learners need a safe and supportive environment for intellectual risk-taking and questioning assumptions and habits.
10. Learning is enhanced when it is personalized – when the learners’ interests, preferences, strengths, contributions, and prior knowledge are sufficiently honored.

NB Taken from Schooling by Design: Mission, Action, and Achievement /Grant Wiggins and Jay McTighe.