

WALKING TOGETHER GOD'S LOVE

District Plan for Continuous Growth 2018-2021



Our Foundation

WE BELIEVE IN GOD AND WE BELIEVE

- that each person is created in the image and likeness of God
- that each child is a precious gift and sacred responsibility
- in the goodness, dignity and worth of each person
- that Christ is our model and our teacher
- in celebrating and witnessing our faith
- in transforming the world through Catholic education
- that Catholic education includes spiritual growth and fulfillment
- that learning is a lifelong journey
- that all can learn and develop their gifts
- in building inclusive Christ-centred communities for service to one another
- that all have rights, roles and responsibilities for which they are accountable
- that Catholic education is a shared responsibility in which parents have a primary role

The **mission** of Edmonton Catholic Schools is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

VISION

Our students will learn together, work together and pray together in answering the call to a faith-filled life of service.

EIGHT CHARACTERS OF CATHOLIC EDUCATION

Community • Hospitality • Humanness • Justice • Rationality • Tradition • Spirituality • Sacramentality

CORE VALUES

Dignity & Respect • Loyalty • Honesty • Fairness • Personal & Communal Growth



A STATEMENT OF 21ST CENTURY LEARNING IN EDMONTON CATHOLIC SCHOOLS

Preparing our students for a world not yet realized

In keeping with our Foundation Statement, the students and staff of Edmonton Catholic Schools commit to 21st century learning. In support of hopeful Christ-centred living, in a society transformed by globalization, technological innovation and human ingenuity, 21st century learning complements our commitment as a Catholic community of learners, leaders and educators.

Edmonton Catholic Schools fosters faith-based learning that deeply engages all staff and students in 21st century learning opportunities. All facets of the learning system — curriculum, instruction, assessment, professional learning, accountability and resource allocation — are in support of 21st century learning. Students will be creative, digitally aware, critical-thinking global citizens, analysts, communicators and producers engaged in learning that is conceptual and authentic within a faith-based environment.

Guided by our moral compass and focused on the common good, students and staff will be self-directed, adaptable, discerning and curious, as they engage individually and collaboratively in 21st century learning.

A DEFINING STATEMENT OF INCLUSIVE EDUCATION IN OUR DISTRICT – KATHOLOS: EDUCATION FOR LIFE FOR ALL

In accordance with our District Foundation Statement, all *resident students and their parents/caregivers are welcomed into our schools. The Learning Team is committed to collaborating, identifying, applying and monitoring practices enabling all students to reach their potential, spiritually, socially, emotionally, physically and academically within the Programs of Study alongside their peers.

(*resident student as defined by the School Act)

EDMONTON CATHOLIC SCHOOLS DISTRICT GOAL – CATHOLICITY:

Live and enhance the distinctiveness of Catholic

Objective: This goal is central to our mission and fundamental to our being.
We are called to live the Word of God through worship, witness, and service.

1.1 Demonstrate the distinctiveness and advantages of Catholic education.

- a) Continue to enhance the home – school – parish relationships.
- b) Cultivate and support a Catholic ethos/environment within each site.
- c) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.
- d) Ensure that permeation of faith remains central in all our day to day practices.

1.2 Promote and foster the presence of Edmonton Catholic Schools in the education, Church, civic, business and government communities.

- a) Continue collaboration with the Archdiocese of Edmonton and the Ukrainian Catholic Eparchy of Edmonton.
- b) Create opportunities to be a visible presence in the broader community including evangelization of our families.
- c) Support and promote the work of the Edmonton Catholic Schools Foundation.
- d) Create opportunities to engage the Catholic community in discussion on Catholic education.
- e) Provide opportunities for relevant and authentic student engagement.



1.3 Demonstrate commitment to and excellence in Catholic education.

- a) Deliver and support our Religious Education programs to all students as a spirit-filled lived experience.
- b) Continue a focus on faith formation learning opportunities for all staff.
- c) Expect the same practice of excellence, professional preparation and quality of resource materials for Religious Education instruction as for other academic instruction.
- d) Continue to develop the role of the school-based chaplain to support the faith formation of students and staff and support sacred-space environments.
- e) Review our District Foundation Statement and its implications at each site at least twice annually.
- f) Identify, honour and protect our history and traditions of Catholic education through maintenance and enhancement of our archival collections for each site.
- g) Continue to enhance and strengthen our Catholic identity through revisiting the Five Marks of Catholic School Identity Implementation Plan (2015-2018) (Five Marks of Catholic Education) and continue teacher faith formation through the Five Marks of Catholic School Identity and the Excellent Catholic Teacher (The Excellent Catholic Teacher).

ECSD GOAL ONE

ECSD students are successful

Objective: To develop students to their fullest potential, through multiple pathways, so that they can nurture their gifts and talents in service to others and pursue their passions and interests as contributing members of community... academically, spiritually, physically, mentally and socially.

Edmonton Catholic School District Key Strategies:

- 1.1 **Focus on strategies to support seamless transitions from K to 1, Grades 6 to 7, Grades 9 to 10, and 12 and beyond.**
- 1.2 **Identify and implement best practices that align with excellent early learning pedagogy and learning environments while developing a strong foundation in literacy and numeracy. A strong start to learning necessitates a focus upon developing competencies, i.e. communication, growth and well-being, creativity and innovation, critical thinking, problem solving and management of information.**
- 1.3 **Ensure that flexible and responsive programming meets the diverse needs of all learners.**
- 1.4 **Continue to further develop career pathways for students.**
- 1.5 **Develop a plan to increase participation in the Advanced Placement and International Baccalaureate high school programs.**
- 1.6 **Continue to pilot and evaluate the provincially funded school nutrition programs and report success.**



**CURRENT RESULTS FROM THE 2016-2017 SCHOOL YEAR:
PERFORMANCE MEASURES FROM OCTOBER 2017
ACCOUNTABILITY PILLAR AND TARGETS**

Grade 6 ... Percentage of students who achieved standards on Grade 6 provincial achievement tests	2016-17 ECSD% Targets		2016-17 ECSD%		2016-17 Province%		2017-18 ECSD% Targets	
	A	E	A	E	A	E	A	E
English Language Arts	86.4	20.6	88.6	21.5	82.5	18.9	88.7	21.6
French Language Arts	88	12	89.3	18.9	85.1	13.5	89.4	19
Mathematics	74	12	72	10.9	69.4	12.6	72.1	11
Science	80.2	24.4	81.5	26.5	76.9	29	81.6	26.6
Social Studies	75	21	79	21.4	72.9	21.7	79.1	21.5

A - Acceptable E - Excellence

CURRENT RESULTS FROM THE 2016-2017 SCHOOL YEAR: PERFORMANCE MEASURES FROM OCTOBER 2017 ACCOUNTABILITY PILLAR AND TARGETS

CONT'D

Grade 9 ... Percentage of students who achieved standards on Grade 9 provincial achievement tests	2016-17 ECSD% Targets		2016-17 ECSD%		2016-17 Province%		2017-18 ECSD% Targets	
	A	E	A	E	A	E	A	E
English Language Arts	82.8	17.2	83.9	14.9	76.8	14.9	84	15
English Language Arts KAE	66	8	68.7	7.5	58.8	5.9	68.8	7.6
French Language Arts	80	12.5	89.8	11.8	83.1	11.2	89.9	11.9
Mathematics	72	18	73.2	17.5	67.2	19	73.3	17.6
Mathematics KAE	73.8	8	48.7	9.2	57.5	13.3	48.8	9.3
Science	79	22.5	79.3	20.1	74	21.4	79.4	20.2
Science KAE	75	10	58.6	5.7	63.9	13.3	60	5.8
Social Studies	73	20	74.7	19.9	67	20.2	74.8	20
Social Studies KAE	65	16	60	10	56.3	12.7	60.1	10.1

Grade 10-12 ... Percentage of students who achieved standards on diploma examinations	2016-17 ECSD% Targets		2016-17 ECSD%		2016-17 Province%		2017-18 ECSD% Targets	
	A	E	A	E	A	E	A	E
English Language Arts 30-1	89.5	11	88.5	12.1	86.5	11.7	88.6	12.2
English Language Arts 30-2	90	13	91.8	12.5	89.5	11.4	91.9	12.6
French Language Arts 30-1	96.2	9	95.3	4.7	94.7	9.4	95.4	4.8
Mathematics 30-1	74	21	74.4	28.8	73.1	30.7	74.5	28.9
Mathematics 30-2	75.7	20	74.5	18.1	74.7	15.9	74.6	18.2
Social Studies 30-1	85	12	90.3	14.9	86	14.8	90.4	15
Social Studies 30-2	81	12	81.4	11	80.6	12.6	81.5	11.1
Biology 30	82	27	80.1	29.1	84.2	32.3	80.2	29.2
Chemistry 30	78	29	82.3	33.7	83.1	38.6	82.4	33.8
Physics 30	88.6	40	85.5	39.5	85.7	41.8	85.6	39.6
Science 30	84.6	26.6	87	28.8	84.9	28.4	87.1	28.9

Performance Measures . . . results from the May 2018 Accountability Pillar (Current results are for the 2016-17 school year)	2016-17 ECSD% Targets	Current ECSD%	Current Prov- ince%	ECSD Targets		
				2017- 18	2018- 19	2019- 20
Percentage of students writing four or more diploma examinations within three years of entering Grade 10	61	61.7	55.7	62	62.5	63
Annual dropout rate of students aged 14-18	1.4	1.2	2.3	1.1	1	1
High school completion rate of students within five years of entering Grade 10	84.7	85.6	78.0	85.8	86	86
Percentage of students entering post-secondary programs (including apprenticeship) within six years of entering Grade 10	66.5	69.3	58.7	69.5	69.6	69.7
Agreement of parents, teachers and students that students model the characteristics of citizenship	85.3	84.3	83.0	85.4	85.5	85.6
Satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school	84.8	84.1	82.4	85	85.5	86
Rutherford Scholarship Eligibility Rate	64.8	64.9	63.4	65	65.5	66

ECSD GOAL TWO:

ECSD supports First Nations, Métis and Inuit students' success

Objective: In collaboration with our Indigenous communities, we will continue to be at the forefront of developing best practices to ensure success of First Nations, Métis and Inuit students.

Edmonton Catholic School District Key Strategies:

2.1 Increase academic success and cultural knowledge by promoting successful practices to support First Nations, Métis and Inuit students.

- a) Continue programs and enhanced academic and cultural supports for all students that lead to successful transitions between all levels, increased high school completion rates, improved successful transitioning to post-secondary, career development and encourage life-long learning.
- b) Ensure that all teachers and leaders have the acquired skills to meet and exceed the foundational knowledge of First Nations, Métis and Inuit standard as outlined in Alberta Education Teaching Quality Standards.
- c) Support the provincial PreK-12 Cree language and culture programming.
- d) Recruit, retain and support First Nations, Métis and Inuit staff in education.
- e) Continue to develop the collaborative plans between provincial school authorities and Indigenous communities.
- f) Continue to develop and advance agreements to enhance supports and services for First Nations students residing on reserve.

2.2 Provide and promote cultural diversity.

- Engage Elders in a collaborative approach to meet the cultural needs of Indigenous students through the Indigenous ways of knowing.
- Recognize the Council of Elders as the authentic, active participants in spiritual ceremonies, traditional events and cultural protocols.
- Provide opportunities for on-going professional development for all District staff in cultural awareness.

CURRENT RESULTS FROM THE 2016-2017 SCHOOL YEAR: PERFORMANCE MEASURES FROM OCTOBER 2017 ACCOUNTABILITY PILLAR AND TARGETS

Grade 6 ... Percentages of self-identified FNMI students who achieved standards on Grade 6 provincial achievement tests	2016-17 ECSD% Targets		2016-17 ECSD%		2016-17 Province%		2017-18 ECSD% Targets	
	A	E	A	E	A	E	A	E
English Language Arts	68	74	72.4	5.6	67.9	6.5	73	6
Mathematics	50	3	45.2	2	44.4	3.4	50	3
Science	57	9	62.8	9.2	57.8	11.7	63	10
Social Studies	50	6	54.4	7.2	50.6	7.4	55	8

2.3 Ensure accountability of targeted funding for First Nations, Métis and Inuit students.

- Redesign the allocation model of targeted funding to continue to support existing successful programs and to provide proactive interventions to all schools with demonstrated need.

2.4 Continue to walk together recognizing the calls to action from the Truth and Reconciliation Commission.

A - Acceptable E - Excellence

Grade 9... Percentages of self-identified FNMI students who achieved standards on Grade 9 provincial achievement tests	2016-17 ECSD% Targets		2016-17 ECSD%		2016-17 Province%		2017-18 ECSD% Targets	
	A	E	A	E	A	E	A	E
English Language Arts	65	6	63.2	5.3	57	4.8	64	6
Mathematics	50	7.5	38.1	4.2	39.9	5.2	50	5
Science	57	7.5	51.9	7.4	50.3	7.3	53	8
Social Studies	50	6	46.8	6.8	43.2	6.8	50	7

CURRENT RESULTS FROM THE 2016-2017 SCHOOL YEAR: PERFORMANCE MEASURES FROM OCTOBER 2017 ACCOUNTABILITY PILLAR AND TARGETS

CONT'D

Grade 10-12 ... Percentages of self-identified FNMI students who achieved standards on Grades 10-12 diploma examinations	2016-17 ECSD% Targets		2016-17 ECSD%		2016-17 Province%		2017-18 ECSD% Targets	
	A	E	A	E	A	E	A	E
English Language Arts 30-1	88.7	4	87	10.9	80.1	6.7	87	11
English Language Arts 30-2	91.4	8	93	10.5	90	8.8	93	11
Mathematics 30-1	58	5	73.9	8.7	59.2	14.6	74	10
Mathematics 30-2	75	22	65.6	3.1	67.4	8.8	67	10
Social Studies 30-1	80	9	90.5	7.1	77.1	6.3	90	8
Social Studies 30-2	76.5	5.7	78.9	5.6	72.7	6.1	79	6
Biology 30	80.5	20.5	71.8	17.9	73.9	16.5	73	18
Chemistry 30	82.6	17.5	70.6	17.6	74.8	23.2	72	18
Science 30	88.2	12	80.0	15.0	79.0	17.9	80.0	16.0



Performance Measures ... results from the May 2018 Accountability Pillar (Current results are for the 2016-17 school year)	2016-17 ECSD% Targets	Current ECSD%	Current Prov- ince%	ECSD Targets		
				2017- 18	2018- 19	2019- 20
Percentage of self-identified FNMI students writing four or more diploma examinations within three years of entering Grade 10	22	20	24.4	22	23	24
Annual dropout rate of self-identified FNMI students aged 14-18	4.7	3.6	4.8	3.5	3.4	3.3
High school completion rate of self-identified FNMI students within five years of entering Grade 10	59	57.8	53.3	60	61	62
Rutherford Scholarship Eligibility Rate	30	29	35.9	30	31	32

ECSD GOAL THREE:

ECSD respects diversity and promotes inclusion

Objective: Establishing inclusive learning environments where diversity is embraced, so that all students and staff within ECSD are respected, supported, and celebrated.

Edmonton Catholic School District Key Strategies:

- 3.1 Implement the Inclusive Education Policy Framework by ensuring that schools focus on the creation of welcoming, inclusive, caring, respectful and safe learning environments for all students and staff.**
- 3.2 Continue to support the provincial Inclusive Education Policy Framework.**
- 3.3 Continue to develop partnerships supporting and advancing inclusive communities.**
- 3.4 Provide equitable opportunities for children and students to participate in learning from Pre-Kindergarten to Grade 12.**
- 3.5 Create opportunities to engage in collaboration across ministries to guide the development of an integrated early learning approach.**
- 3.6 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan.**
- 3.7 Ensure that learner centered decisions are based on the 6 Principles of Inclusive Education (<https://education.alberta.ca/inclusive-education/what-is-inclusion/>).**

3.8 Further develop a Collaborative Response Model with school multi-disciplinary teams.

3.9 Ensure that assistive technology is available to students identified with needs.

Performance Measures . . . results from the May 2018 Accountability Pillar (Current results are for the 2017-18 school year)	2017-18 ECSD% Targets	Current ECSD%	Current Prov- ince%	ECSD Targets		
				2018- 19	2019- 20	2020- 21
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school	90	88.7	89	90	90.5	91
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community	75.0	72.1	72.8	73	73.5	74

ECSD GOAL FOUR:

ECSD has excellent teachers, and school and sch

Objective: We will provide an optimal learning and working environment that fosters a culture of faith, trust, unity, inclusivity, confidence, respect, value and appreciation for one another.

Edmonton Catholic School District Key Strategies:

- 4.1 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.**
- 4.2 Ensure that teachers, principals and other administrative leaders have the capacity to meet the new Quality Standards, in collaboration with stakeholders and school authorities.**
- 4.3 Continue to use the 8 Dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff.**
- 4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.**
- 4.5 Develop and oversee the application of standards that promote excellence for school and school authority leaders.**

ool district leaders



4.6 Ensure that every school and department create the conditions for optimal student learning and achievement within the context of a Catholic learning community.

- a) Engage in professional learning aligned with the provincial focus on the learner competencies, literacy and numeracy, conceptual and procedural knowledge as per the Ministerial Order on Student Learning (May 6, 2013), and continue to focus on the foundations of literacy and numeracy and Alberta Education's key competencies.
- b) Ensure that assessment practices focus on improved student learning. Assessment data gathered into a student profile leads the learning team, including the student, to a deeper understanding and greater ability to target teaching and improve learning. Multiple sources of assessment data, including district and provincial exam results, inform instruction for school improvement in identified areas.
- c) Ensure that schools and departments are given flexibility in allocating resources to meet their unique needs.

4.7 Support teachers and system leaders to implement technology effectively and equitably into the learning environment, identify indicators of progress, and be accountable for enacting policies, procedures and standards, as outlined in the Learning and Technology Policy Framework.

4.8 Develop further leadership pathways for staff.

- Develop leadership attributes and teacher interest and create opportunities for multiple robust succession plans; invest in formal professional development and courses to support leadership.
- Implement intentional recruitment to identify and nurture leadership opportunities for staff, the model of community ownership together with peers, with the responsibility of the principal and follow up from the Superintendent.
- Develop partnerships with post-secondary institutions to nurture leadership in administration.
- Create health and wellness opportunities for staff – including mental health sessions, physical literacy that encourages an active lifestyle and healthy environments.
- Position ECSD as the employer of choice and continue to strive for Alberta's Top 70 Employers designation.
- Develop faith in diverse ways for staff and students.

Performance Measures . . . results from the May 2018 Accountability Pillar (Current results are for the 2017-18 school year)	2017-18 ECSD% Targets	Current ECSD%	Current Prov- ince%	ECSD Targets		
				2018- 19	2019- 20	2020- 21
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	84.5	83.1	81.8	83.5	84	84.5

ECSD GOAL FIVE:

ECSD is well governed and managed

Objective We will engage in good stewardship of all resources: human, financial, and physical through principled governance.

Edmonton Catholic School District Key Strategies:

- 5.1 To continue to develop relationships with key stakeholders to advocate for Catholic education.**
- 5.2 Advocate for predictable and sustainable infrastructure funding to meet the needs of the District high utilization rate and fast-growing student population.**
- 5.3 Ensure decisions are data-driven – enable best practice indicators and transparency to ensure continuous improvement.**
- 5.4 Integrate health and safety into all District operations, maintain our Certificate of Recognition and continuously enhance and improve our safety management system.**

5.5 Seek, promote and engage in responsive and responsible community partnerships that are mutually beneficial and respect our Catholic identity.

- a) Build, maintain and foster relationships and partnerships that promote the development and enhancement of programs and services within our District.
- b) Collaborate with government ministries and community partnerships to meet the needs of a variety of learners.
- c) Collaborate with the Catholic Archdiocese of Edmonton, Covenant Health, and Alberta Health Services for future multi-use facility programming.

5.6 Continue collaboration with partners on high school programming.

- a) Continue collaboration with the Government of Alberta, the City of Edmonton, Edmonton Public Library for the Lewis Farms High School Academic Centre.
- b) Continue to work with the Association of Plumbers and Pipefitters Union Local 488 and the Alberta Pipe Trades College to ensure success of the Plumber Apprenticeship Program at Archbishop O'Leary High School.
- c) Continue to explore new opportunities and deepen existing partnerships for high school dual credentialing. (e.g. Plumbing Local 488, Kings, McEwan, Mount Royal, NAIT, and NorQuest)

5.7 Continue collaboration with partners in early learning and care including the City of Edmonton, Genesis School, YMCA preschool outreach and wrap around childcare, and the City of Edmonton's End Poverty Initiative.

5.8 Continue collaboration with partners that support our Mental Health Strategic Plan (i.e. Alberta Health Services).

Performance Measures ... results from the May 2018 Accountability Pillar (Current results are for the 2017-18 school year)	2017-18 ECSD% Targets	Current ECSD%	Current Prov- ince%	ECSD Targets		
				2018- 19	2019- 20	2020- 21
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years	80.7	79.9	81.4	81	81.5	82
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education	81.7	82.2	81.2	82.5	83	83.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education	91.3	90.3	90	90.5	91	91.5



Ministerial Order (#001/2013)

I, Jeff Johnson, Minister of Education, pursuant to Section 39(1)(f) of the *School Act*, make the order in the attached Appendix, being an order to adopt or approve goals and standards applicable to the provision of education in Alberta.

Dated at Edmonton, Alberta

May 6, 2013



MINISTER OF EDUCATION



Alberta Education

MINISTERIAL ORDER (#001/2013)

<https://education.alberta.ca/media/1626588ministerial-order-on-student-learning.pdf>

Alberta Education

EDUCATION BUSINESS PLAN 2018-21

<https://open.alberta.ca/dataset/cea65c12-a239-4bd9-8275-3ab54d84f5b3/resource/83da58a3-4ceb-45f4-a471-aad897f8b9e1/download/education.pdf>



APPENDIX • SCHOOL ACT • MINISTERIAL ORDER (#001/2013) STUDENT LEARNING

An Order to Adopt or Approve Goals and Standards Applicable to the Provision of Education in Alberta

WHEREAS the fundamental goal of education in Alberta is to inspire all students to achieve success and fulfillment, and reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society.

WHEREAS education in Alberta is based on the values of opportunity, fairness, citizenship, choice, diversity, and excellence.

WHEREAS the educational best interest of the child is the paramount consideration in making decisions about a child's education.

WHEREAS education in Alberta will be shaped by a greater emphasis on education than on the school; on the learner than on the system; on competencies than on content; on inquiry, discovery and the application of knowledge than on the dissemination of information; and on technology to support the creation and sharing of knowledge than on technology to support teaching.

WHEREAS competencies are interrelated sets of attitudes, skills and knowledge that are drawn upon and applied to a particular context for successful learning and living, are developed over time and through a set of related learner outcomes.

WHEREAS students will study subjects; learn reading, writing and mathematics; and focus more deeply on a curriculum that allows for a more interdisciplinary learning through competencies that are explicit in all subjects.

WHEREAS an Engaged Thinker knows how to think critically and creatively and make discoveries through inquiry, reflection, exploration, experimentation and trial and error; is competent in the arts and sciences including languages; uses technology to learn, innovate, collaborate, communicate and discover; has developed a wide range of competencies

in many areas, including gathering, analysis and evaluation of information; is familiar with multiple perspectives and disciplines and can identify problems and then find the best solutions; as a team member, integrates ideas from a variety of sources into a coherent whole and communicates these ideas to others; adapts to the many changes in society and the economy with an attitude of optimism and hope for the future; as a lifelong learner, believes there is no limit to what knowledge may be gleaned, what skills may be accumulated, and what may be achieved in cooperation with others; and always keeps growing and learning.

WHEREAS an Ethical Citizen understands that it is not all about them, has learned about and is appreciative of the effort and sacrifice that built this province and country and sees beyond self-interests to the needs of the community; is committed to democratic ideals; contributes fully to the world economically, culturally, socially and politically; as a steward to the earth, minimizes environmental impacts; builds relationships through fairness, humility and open mindedness, with teamwork, collaboration and communication; engages with many cultures, religions and languages, values diversity in all people and adapts to any situation; demonstrates respect, empathy and compassion for all people; cares for themselves physically, emotionally, intellectually, socially and spiritually; is able to ask for help, when needed, from others, and also for others; and assumes the responsibilities of life in a variety of roles.

WHEREAS an individual with an Entrepreneurial Spirit is motivated, resourceful, self-reliant and tenacious; continually sets goals and works with perseverance and discipline to achieve them; through hard work, earns achievements and the respect of others; strives for excellence and personal, family and community success; is competitive and ready to challenge the status quo; explores ideas and technologies alone or as part of the diverse teams; is resilient, adaptable, able and determined to transform discoveries into products or services that benefit the community and, by extension, the world; develops opportunities where others only see adversity; has the confidence to take risks and make bold decisions in the face of adversity, recognizing that to hold back is to be held back; and has the courage to dream.

WHEREAS graduation requirements, education delivery and standards for student learning are set out in other legislative and policy instruments.

- 1 Ministerial Order No. 004/98, dated February 10, 1998, is hereby repealed by this order.
- 2 The goal of this Student Learning Ministerial Order for an inclusive Kindergarten to Grade 12 education is to enable all students to achieve the following outcomes:
 - (1) be Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit;
 - (2) strive for engagement and personal excellence in their learning journey;
 - (3) employ literacy and numeracy to construct and communicate meaning; and
 - (4) discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:
 - (a) know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others;
 - (b) think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;
 - (c) identify and solve complex problems;
 - (d) manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;
 - (e) innovate: create, generate and apply new ideas or concepts;
 - (f) create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;
 - (g) apply multiple literacies: reading, writing, mathematics, technology, languages, media and personal finance;
 - (h) demonstrate good communication skills and the ability to work cooperatively with others;
 - (i) demonstrate global and cultural understanding, considering the economy and sustainable development; and
 - (j) identify and apply career and life skills through personal growth and well-being.
- 3 This Order shall be effective on the date of signing.



WWW.ECSD.NET

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Act Justly, Love Tenderly, Walk Humbly with Your God. (Micah 6:8)

• May 2018 •