



WE ARE CALLED...

**TO BE LEADERS
OF HOPE AND MERCY**

DISTRICT PLAN FOR CONTINUOUS GROWTH 2016-2019

Our Foundation

Inspired by

- Love of the Father • Faith in Jesus Christ • Hope from the Holy Spirit

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

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.

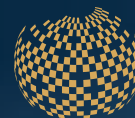
A DEFINING STATEMENT OF INCLUSIVE EDUCATION IN OUR DISTRICT – KATHOLOS: EDUCATION FOR LIFE FOR ALL

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)

Live and enhance the distinctiveness of Catholic education

This goal is central to our mission and is fundamental to our being.

- 1.1 **Demonstrate the distinctiveness and advantages of Catholic education.**
 - a) Cultivate and support a Catholic ethos/environment within each site.
 - b) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.
 - c) 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 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.
- 1.4 **Internally review our District Foundation Statement and its implication at least once yearly at each site.**
- 1.5 **Review/examine the District Foundation Statement.**
- 1.6 **Identify, honour and protect our history and traditions of Catholic education through maintenance and enhancement of our archival collections of each site.**
- 1.7 **Continue to enhance and strengthen our Catholic identity through 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).**



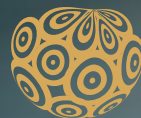
Every student is successful

- 2.1 **Identify and implement best practices that align with excellent early learning pedagogy and learning environments to realize transformed education as described in the May 6, 2013, Ministerial Order on Student Learning. An excellent start to learning necessitates a focus upon developing competencies and, in particular, the foundational competencies of literacy and numeracy.**
- 2.2 **Ensure the educational experiences meet the diverse needs of our learners and are available to all students.**
 - a) Continue to research and consider programs of choice that are aligned with the Ministerial Order on Student Learning.
 - b) Continue to facilitate transitions for all students among home, school and community, between grade levels and into post-secondary institutions, the workforce, and the world beyond school.
 - c) Continue to implement financial literacy programs in collaboration with community organizations.
 - d) Continue to implement strategies related to the success of our English Language Learners, which includes identifying and exploring strategies to ensure the success of our refugee students.
 - e) Continue to develop and support the Learning Coach role in our schools.
 - f) Continue to develop and support the WIN (Whatever Is Necessary) programming in High Schools and establish 2 WIN Jr. sites for Junior High.
- 2.3 **Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff.**



The Edmonton Catholic School District is inclusive

- 3.1 **Focus on partnerships with community groups and government in order to create opportunities that prepare children for formal schooling and continue those supports through division one. (e.g. End Poverty initiative with the City of Edmonton)**
- 3.2 **Provide equitable opportunities for students to participate in the early learning experiences, of full-day kindergarten and pre-kindergarten programs (i.e. 100 Voices and Pre-School Outreach).**
- 3.3 **Create opportunities to engage in collaboration across ministries to guide the development of an integrated early learning approach.**
- 3.4 **Ensure the educational experiences meet the diverse needs of our learners and are available to all students.**
 - a) Continue to research, examine and implement strategies and programming pathways to realize our defining statement of inclusive education – *Katholos: Education for Life for All*.
- 3.5 **Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan.**
 - a) Seek practices and build staff capacity to enhance delivery of mental health supports that are both proactive and preventative in nature.
 - b) Engage students in learning that fosters physical, emotional, social, mental, nutritional and spiritual wellness.
 - c) Encourage and support partnerships that promote student health.



Quality teaching and school leadership

- 4.1 **Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.**
 - a) Engage in professional learning that ensures we live the distinctiveness of Catholic education and that every student is successful.
 - b) Increase academic achievements by promoting successful practices in teaching to support all students.
 - c) Continue to use the 8 Dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff.
- 4.2 **Ensure that flexible learning spaces and technologies for learning and innovation are embedded into the instructional design, with guidance from Alberta Infrastructure and Alberta Education's Learning and Technology Framework.**
- 4.3 **Ensure that every school and department creates the conditions to improve student learning and achievement within the context of a Catholic learning community.**
 - a) Engage in professional learning aligned with our district plan, *Literacy and Numeracy: Learning Deeply*, which focuses on the Ministerial Order on Student Learning (May 6, 2013) and enhances the conversation, creativity, collaboration, and capacity of our learning community. (Reference District Goal One: 2.3).
 - b) Ensure that assessment practices are aligned with Alberta Education competencies and that schools consider multiple sources of assessment data, including formative and summative, standardized and provincial assessment and test results such as District exams, to inform instruction for improvement in identified areas. Assessment data, gathered into a student profile, leads the learning team to a deeper understanding of the student and greater ability to target teaching to improve learning.
 - c) Ensure that appropriate and approved resources are used to support learning in the classrooms and that appropriate resources are allocated to support departments.
 - d) Support the opening of our new schools along with the major modernizations and the resulting impact on school communities and District departments.
 - e) Ensure that schools and departments are given flexibility in allocating resources to meet their unique needs.



Engaged and effective governance

- 5.1 **Support every school and department in improving student learning and achievement.**
- 5.2 **Engage in good stewardship of all resources: human, financial and physical.**
 - a) Educate departments, schools and the greater community about the costs associated with running the District.
 - b) Involve the Board of Trustees, departments, schools, parents and the greater community in the process of determining how we allocate and use resources in the best interests of all students.
 - c) Promote and implement District initiatives that support environmental stewardship in keeping with Laudato Si, the encyclical letter of Pope Francis.
 - d) Monitor and revise District policies and regulations in response to legislative changes and community voice.
- 5.3 **Maintain the integrity and safety of our facilities.**
 - a) Continue to implement strategies to maximize the value of available capital and operational funding to maintain our facilities in a healthy and safe manner.
 - b) Implement and continue to enhance a standardized safety management system to uphold a culture where everyone is responsible for health and safety.
- 5.4 **Seek, promote and engage in responsive and responsible community partnerships.**
 - 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) Continue to develop the feasibility of a student transportation consortium in collaboration with Edmonton Public Schools.
- 5.5 **Continue collaboration with partners on high school programming.**
 - a) Continue collaboration with NAIT, Government of Alberta, City of Edmonton, and Edmonton Public Schools for the NAIT Collegiate.
 - 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 Plumbing and Pipefitting 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, NAIT, and NorQuest)



First Nations, Métis and Inuit students are successful

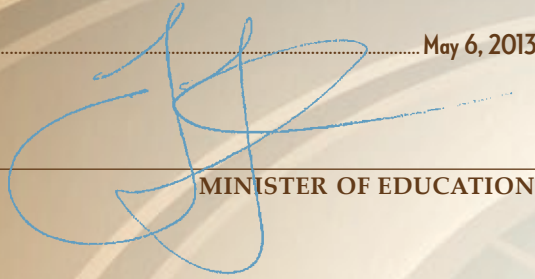
- 6.1 **Increase academic success by promoting successful practices to support First Nations, Métis and Inuit students.**
 - a) Continue programs and enhanced academic supports for all students that lead to increased high school completion rates, successful transitioning, career development, and encourage life-long learning.
- 6.2 **Provide and promote cultural diversity.**
 - a) Recognize the Council of Elders as the authentic, active participants in spiritual ceremonies, traditional events and cultural protocols.
 - b) In recognition of the Call to Action from the Truth and Reconciliation Commission, continue to engage parental and community involvement in furthering Aboriginal education in our District.
 - c) Provide opportunities for on-going professional development for all District staff in cultural awareness.
- 6.3 **Ensure accountability of targeted funding for First Nations, Métis and Inuit students.**
 - a) Require all school sites to engage in and report on the First Nations, Métis and Inuit model framework for student success.



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

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.



Alberta Education

MINISTERIAL ORDER (#001/2013)

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

Alberta Education

EDUCATION BUSINESS PLAN 2016-19

<http://www.finance.alberta.ca/publications/budget/budget2016/education.pdf>





(Galatians 3:12)

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