



Edmonton Catholic Schools

Three-Year Education Plan

2026-2029 (Year 1)

Central to the Edmonton Catholic Schools (ECSD) Three-Year Education Plan is our mission to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another. We aim to develop strategies and priorities that will inspire our students and ensure their success by giving them the tools they need to succeed.

This is the first year of a new three-year fixed plan cycle. Implementing a fixed plan allows us to carry out sustained work in each of our priorities with the intent to create the conditions to foster consistency of practice in identified areas for lasting impact. This plan is contextualized through three priorities which have been established by the Board in response to multiple engagements in advance of this new plan. The three priorities are ***Learning and Living our Faith, Excellent Learning Experiences, and Nurturing Student Well-being***. Each priority provides a lens through which the goals can be viewed. Each of the goals is reflective of at least one of the priorities. This methodology empowers schools to approach the work of continuous improvement in a manner that honors their strengths and local context. The priorities and goals will remain fixed for the three-year planning cycle.

The goals within this three-year plan are reflective of the deep work that has taken place over the past two years in the Division to develop a framework to ensure that every student experiences the conditions that are necessary for their optimal learning, appropriately referred to as the Optimal Learning Framework. The strategic focus that is provided through this educational plan will ensure consistency of language and practice across all schools, thus developing coherence in our journey. We will evaluate our progress on a yearly basis and modify or develop additional actions to target areas of growth required in order to actualize our Division's commitment to ensuring that every student will experience optimal learning.

Accountability Statement for the Education Plan

Under the direction of the Board of Trustees, the Education Plan for The Edmonton Catholic Separate School Division commencing August 13, 2026, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The School Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board of Trustees reviewed and approved the Three-Year Education Plan for 2026-2029 (Year 1) on April 29, 2026.

Sandra Palazzo
Board Chair

Lynnette Anderson
Chief Superintendent

GOAL 1:

Students will experience the Catholic faith as a living presence, woven into learning, relationships, and daily experiences across all aspects of school life.

Key Strategies:

- Catholic faith is meaningfully integrated into all aspects of school life. Teachers plan intentionally with Gospel values.
- Catholic Social Teaching is lived out through service and advocacy rooted in learning. Service, stewardship, and ethical reflection are part of daily school life.
- Faith-based conversations are embedded in classroom and school culture. Teachers pose Gospel-rooted questions so that students engage in reflective, respectful dialogue around values and beliefs.

GOAL 2:

Students are nurtured with a whole-child approach, shaped by our Catholic identity, that fosters emotional, physical, spiritual, and moral development.

Key Strategies:

- Students are supported through a coordinated approach that addresses emotional, mental, physical, and spiritual well-being. Staff intentionally embed wellness practices throughout the school day and build strong, trusting relationships with students and families.
- Staff utilize intentional faith experiences, reflection, and restorative practices with students. Staff model Gospel values, foster conscience formation, and promote a sense of purpose grounded in Catholic teaching.
- Physical, emotional, and social environments are intentionally designed to support student well-being. Classrooms and common spaces are welcoming, inclusive, and calm.
- Catholic virtues such as Faith, Fortitude, Charity, and Prudence are explicitly taught, modelled, and celebrated.

GOAL 3:

Students work together to solve real-world problems, practicing teamwork, communication, and critical thinking in authentic contexts.

Key Strategies:

- Students work with peers to explore ideas, solve problems, and share responsibility for learning. Teachers coach students on how to listen, lead, compromise, and share responsibility.
- Tasks and projects are grounded in real-life challenges or scenarios. Students make decisions, design solutions, and reflect on outcomes, connecting learning to the world beyond the classroom.
- Teachers co-plan interdisciplinary units, and students apply skills from multiple disciplines to explore meaningful questions or issues.
- Assessment includes reflection on process, impact, and collaboration. Students present or publish their learning to authentic audiences, classmates, families, and community partners.

PERFORMANCE MEASURES:***Alberta Education and Childcare Measures:***

- *Parental Involvement*
- *Access to Supports and Services*
- *Citizenship*
- *Welcoming, Caring, Respectful, and Safe Learning Environments*

Local Measures - ECSD Annual Survey Themes:

- *Catholic Faith Permeating*
- *Well-being and Catholic Spiritual Formation*
- *Applied and Collaborative Learning*

GOAL 4:

Students feel known, challenged, and supported. Learning is joyful and meaningful, with varied approaches that honour different needs and spark curiosity.

Key Strategies:

- Learning is designed for student engagement: it is joyful, meaningful, and active.
- Teachers use UDL (Universal Design for Learning) to ensure all learners can access and express learning in multiple ways. Students see their identities reflected in classroom content and materials.
- Learning targets and success criteria are clear. Expectations are high and visible, but so is support. Students understand the “why” of learning and are guided through productive struggle.
- Student learning is shared through portfolios, assemblies, exhibitions, or classroom showcases. Growth is acknowledged frequently, formally and informally, by peers, teachers, and leaders.

GOAL 5:

Students understand what they are learning and why, receive timely feedback, and reflect on their progress.

Key Strategies:

- Teachers regularly use student interest, feedback, and self-assessments to guide lesson design. Students reflect on their growth and use feedback to take ownership of their learning.
- Teachers analyze and act on evidence collaboratively during team meetings, Professional Learning Community and Collaborative Response Team meetings, assessment results, observational data, and student reflections inform planning and support.
- Students receive timely, actionable feedback from teachers and peers. Students know how to use feedback to revise, improve, and grow. Teachers model how to give and receive constructive input.
- Schools use data and conversations to make decisions.

PERFORMANCE MEASURES:

Alberta Education and Childcare Measures:

- *Access to Supports Services*
- *Student Learning Engagement*
- *Three-Year High School Completion Rate*
- *Education Quality*
- *Five-Year High School Completion Rate*
- *Diploma Acceptable/Excellence*
- *PAT Acceptable/Excellence*

Local Measures - ECSD Annual Survey Themes:

- *Joy and Rigour*
- *Assessment and Feedback*

GOAL 6:

Students think boldly, explore new ideas, and express themselves creatively. Students take risks, try again, and persevere through challenges.

Key Strategies:

- Classrooms promote experimentation, “what if” thinking, and play. Students are encouraged to generate ideas, test them, revise, and share without needing a perfect product.
- Students engage in learning that invites choice, design, and personal expression. Assignments have room for creativity, and final products reflect the student, not just the task.
- Teachers celebrate effort and iteration, model vulnerability, and create routines that normalize revision and improvement.
- Teachers provide time, tools, and structure to support creative thinking and expression. Students use art, media, storytelling, performance, prototyping, or other creative modes to show what they know.

GOAL 7:

Teachers co-create learning experiences where students set goals, reflect on progress, and persevere through challenges, with encouragement and timely support.

Key Strategies:

- Students are taught how to set goals, reflect on their progress, and understand how they learn best.
- Teachers normalize struggle and teach strategies for perseverance. Support is responsive and timely, adjusted to meet students where they are.
- Students regularly receive timely, specific feedback that helps them grow. They learn to give, receive, and act on feedback to improve their work and thinking.
- Students have voice and choice in how they learn and show what they know. Teachers offer options for tasks, grouping, tools, or modalities.

GOAL 8:

Students see the relevance of what they're learning and understand how it applies beyond the classroom. Learning is connected to real-world contexts, experiences, and challenges.

Key Strategies:

- Teachers use local and global examples to ground instruction in meaningful contexts. Curriculum is connected to authentic issues, events, and challenges that impact students' lives.
- Teachers select texts, tasks, and visuals that honour diverse identities and invite every student's voice.
- Teachers guide students to reflect on multiple perspectives as they explore big questions and moral dilemmas across the curriculum. Lessons include dialogue around fairness, justice, truth, and responsibility.
- Schools partner with local organizations and individuals such as Elders, artists, and knowledge keepers to extend classroom learning.

PERFORMANCE MEASURES:

Alberta Education and Childcare Measures:

- *Student Learning Engagement*
- *Education Quality*

Local Measures - ECSD Annual Survey Themes:

- *Creativity and Risk-Taking*
- *Ownership of Learning*
- *Real World Connections*

GOAL 9:

Staff actively pursue professional learning, reflect on their practice, and adapt to meet the evolving needs of students. Teachers and leaders model a mindset of continuous growth and curiosity.

Key Strategies:

- Professional learning time, mentorship, and PD budgets are built into school planning. Teachers participate in school-driven PD days, collaborate with support professionals (e.g., Multi-Disciplinary Teams and Educational Assistants), and engage in learning cycles.
- Adults talk openly with students and one another about their learning. Learning is visible in newsletters, hallway boards, staffroom displays, and walkthroughs.
- Leaders and teachers are seen learning: participating in sessions, co-planning with coaches, sharing what's working, and showing vulnerability.
- Schools cultivate environments where professional learning is expected, supported, and celebrated.

PERFORMANCE MEASURES:***Alberta Education and Childcare Measures:***

- *Education Quality*

Local Measures - ECSD Annual Survey Theme:

- *Lifelong Learning*

ENGAGEMENT:

Development of the ECSD Education Plan 2026-2029 (Year 1) involved effective engagement with educational partners. The Optimal Learning Framework upon which this plan is based was developed through an iterative, collaborative process grounded in research, professional standards, and system voice. We began with the end in mind and asked our Student Voice Team members to help us determine what competencies they expect a student to develop over their time with Edmonton Catholic Schools as they experience an excellent Catholic education. Through multiple cycles of engagement, refinement, and application, the Division identified a set of learning conditions to support the development of those student competencies so that reflect both provincial direction and ECSD's Catholic context. This work was strengthened through ongoing engagement with educators, leadership teams, and expert guidance, ensuring the framework is both research-informed and grounded in classroom reality. The result is a shared language that supports alignment across classrooms, schools, and the system, while still allowing for professional judgment and local context. Drawing on Alberta's Teaching, Leadership, and Superintendent Quality Standards, as well as the provincial curriculum architecture and the Ministerial Order on Student Learning #005/2024, the framework brings coherence to existing expectations rather than introducing something new.

Through further Division engagement by the Board of Trustees at their Community of School Councils (COSC) meeting on November 18, 2025, a clear message emerged: there is strong confidence in our educators, alongside a desire for greater clarity and consistency in how learning is experienced across schools. School leaders have echoed this need. Without shared language and common reference points, strong practices can feel fragmented, and expectations can vary from classroom to classroom. It is from the COSC engagement, in conjunction with ongoing Student Voice Team engagement, that the Board of Trustees established the priorities which provide the guidance for this plan.

In addition to the implementation supports which are outlined in the subsequent section, the Division also plans responsive supports to address specific areas of concern with respect to Provincial Achievement Tests and Diploma Examinations on an annual basis. The most recent set of supports were presented in the [Provincial Achievement Testing Response Report](#) and [Diploma Examinations Response Report](#) in November 2025.

IMPLEMENTATION:

The Division has developed a robust internal SharePoint site to support each of the goals in this three-year plan. Within the site's High Impact Strategy Suite, relevant goals include specific school actions to improve achievement for First Nations, Métis, and Inuit students and advance the Truth and Reconciliation Commission's Calls to Action for all students.

The overview of this implementation plan can be found here: [Implementation Plan](#)

ECSD WEB LINKS:

ECSD Operating Budget webpage: [ECSD Division Operating Budget](#)

Capital Plans webpage: [ECSD Capital Plans](#)

Three-Year Education Plan webpage: [ECSD Three-Year Education Plans](#)

Assurance Dashboard webpage: [ECSD Assurance Dashboard](#)

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Education Plan Report
2026-2029 (Year 1)