

DISTRICT PLAN

for Continuous Growth

2015-2018



EDMONTON CATHOLIC SCHOOLS

Life of Grace
JOURNEY OF LOVE

And now faith, hope and love abide, these three: and the greatest of these is love.

- 1 Corinthians 13:13 -

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)

District Goal One:

Live 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) Support the initiative of the Sacramental Coordinator in collaboration with the Archdiocese of Edmonton.
 - e) Create opportunities to engage the Catholic community in discussion on Catholic education.
 - f) 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.
- 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 Develop an action plan for the District based on the recommendations brought forward in the ACSTA “Growing Forward” report from the 2014 Catholic Education Symposium.**

Every student is successful



- 2.1 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.
- 2.2 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).
- 2.3 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.
- 2.4 Create opportunities to engage in collaboration across ministries to guide the development of an integrated early learning approach.
- 2.5 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 projects to realize our defining statement of inclusive education – *Katholos: Education for Life for All*.
 - b) Continue to research and consider programs of choice that are aligned with 21st century learning.
 - c) 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.
 - d) Continue to implement financial literacy programs in collaboration with community organizations.
 - e) Explore, identify and implement strategies related to the success of our English Language Learners.
 - f) Enhance and strengthen the Learning Coach role in our schools.
- 2.6 Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century Catholic learning community.
 - a) Continue with “*Transform! Engage in Christ-Centred Learning for Today and Tomorrow*” plan focusing on the goals as described in the Ministerial Order on Student Learning (May 6, 2013), which includes a focus on literacy, numeracy and the competencies described therein (reference District Goal One: 2.3).
 - b) Ensure that assessment practices are aligned with 21st century competencies and that schools utilize a range of assessment data, including informal, formal, standardized and provincial assessment and test results, to inform instruction for improvement in identified areas.
 - 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) Ensure that schools and departments are given flexibility in allocating resources to meet their unique needs.

2.7 Continue to provide and develop services and model initiatives that promote student health, using the Comprehensive Student Health Framework.

- 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.

2.8 Implement strategies to ensure that schools focus on the creation of safe, healthy and caring environments for all students.

Edmonton Catholic Schools

District Goal Three:

Quality teaching and school leadership



3.1 Provide professional learning opportunities that build the capacity of all staff.

3.2 Engage in good stewardship of all resources: human, financial and physical.

- a) Support, encourage and invest in the creative and innovative abilities of all staff.

3.3 Increase academic achievements by promoting successful practices in teaching to support all students in the 21st century.

- a) Recruitment of staff to support all of our students' needs.

3.4 Ensure that technologies for learning and innovation are embedded into the instructional design, with guidance from Alberta Education's Learning and Technology Framework.

District Goal Four:

Engaged and effective governance

- 4.1 Ensure that every school and department is committed to improving student learning and achievement within the context of a Catholic inclusive education learning community.**
- 4.2 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.
- 4.3 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) Maintain PIR (Partners in Injury Reduction) COR (Certificate of Recognition) designation through proactive involvement in safety.
 - c) Develop effective strategies for dealing with the District's school building deferred maintenance costs.
- 4.4 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.
- 4.5 Continue collaboration with partners on high school programming.**
 - a) Continue collaboration with NAIT, Government of Alberta, 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 create a Plumbing and Pipefitting Program at Archbishop O'Leary High School.



First Nations, Métis and Inuit students are successful

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

- a) Continue programs and enhanced academic supports for increased high school completion rates, successful transitioning, career development, and encourage life-long learning.

5.2 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) 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.

5.3 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.



Government of Alberta

Department of Education

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.

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- 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

Inspiring Education – Alberta's Vision for Education

<http://education.alberta.ca/media/7145083/inspiring%20education%20steering%20committee%20report.pdf>



Alberta Education

Ministerial Order (#001/2013)

<http://education.alberta.ca/departement/policy/standards/goals.aspx>



Alberta Education

Education Business Plan 2015-20

<http://finance.alberta.ca/publications/budget/budget2015/education.pdf>





Edmonton Catholic Schools

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