

Do Justice,
Love Kindness,
Walk Humbly with God.

— Micah 6:8



2013 – 2014



A Framework for the Philosophy of **ALL SAINTS**

Calgary Catholic High School

January 2014

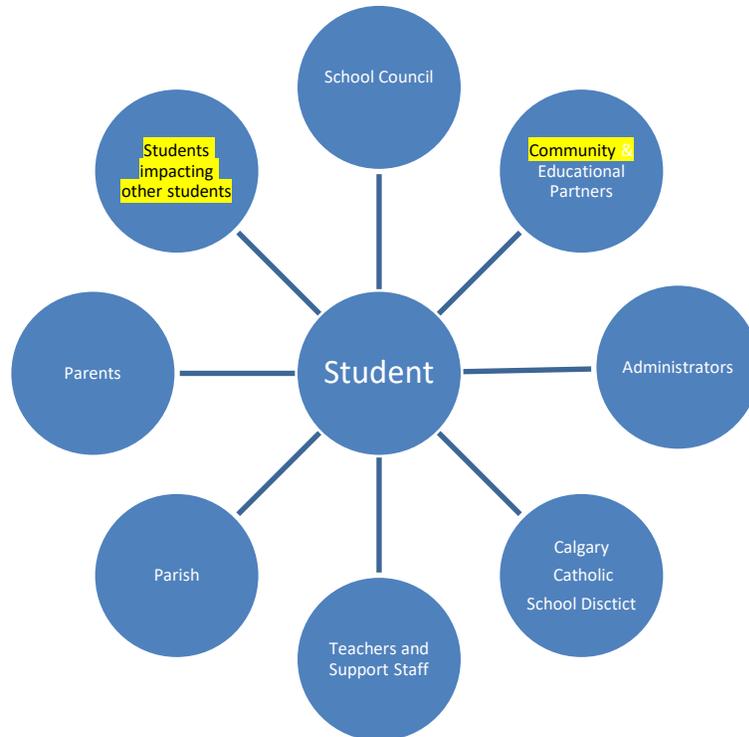
Updated 2018

Special Notice – This Framework was updated through a public participation session hosted on June 11, 2018. Changes are highlighted in Yellow, representing current recommendations from the school community

*Living and Learning in
Our Catholic Faith*

Guiding principles for educational delivery

High school environments provide opportunities for excellence in Catholic education and for students to succeed. Accomplishing this primary goal is achieved by establishing a learning community that is supported by all stakeholders through collaborative structures with a focus on the student.



The new southeast Catholic high school learning community will need to consider the following as it develops programs and student support structures:

- A Catholic education is focused on the teachings of the church that supports students in their faith journey and encourages students to consider the role faith plays in their lives.
- A climate of social justice and service where students are learning about Jesus, his life and teachings. All Saints students need to be provided with opportunities for hands on Social Justice initiatives where they are putting their faith and values into practice. The school needs to develop and nurture ethical and engaged citizens (Spring 2018)
- Recognition of the diverse and complex needs of high school students through flexible and personalized learning environments. Students learn

“Round the clock learning can take place – offering online and outside of schedule – non-traditionally from what we had in school.”

November 13, 2013
public participation session, Bishop O’Byrne

at different rates and times, All Saints must be flexible in programming as well as assessment practices, while maintaining student accountability. (Spring 2018)

- The diverse learning styles of students should be incorporated into current teaching and learning methodologies. Acknowledgement of the diverse ability levels, talents and needs of students as programs and educational supports are developed and delivered is essential.
- Learning supports, and services are provided within the school as well as through partnerships with educational, community, not for profit, and corporate organizations. Education is not only within the walls of the school but also in the community.
- Opportunities for engagement outside of the classroom for students to explore post-secondary and career opportunities in experiential hands-on settings. (Spring 2018)
- The learning community focused on the vision of a student as described by Alberta Education in Inspiring Education (2010):
 - **Engaged Thinker:** who thinks critically and makes discoveries; who uses technology to learn, innovate, communicate and discover; who works with multiple perspectives and disciplines to identify problems and find the best solutions; who communicates these ideas to others; and who, as a life-long learner, adapts to change with an attitude of optimism and hope for the future.
 - **Ethical Citizen:** who builds relationships based on humility, fairness and open-mindedness; who demonstrates respect, empathy and compassion; and who through teamwork, collaboration and communication contributes fully to the community and the world.
 - **Entrepreneurial Spirit:** who creates opportunities and achieves goals through hard work, perseverance and discipline; who strives for excellence and earns success; who explores ideas and challenges the status quo; who is competitive, adaptable and resilient; and who has the confidence to take risks and make bold decisions in the face of adversity.
- Educators are focused on excellence in learning and teaching. Traditional practice is combined with innovative methodology to support success of all students.
- Structure is important for the success of the overall learning community. Innovation in education will not be successful for all students without established goals, accountability for students, monitoring of progress and evaluation of outcomes.
- Student voice is essential to successful engagement at all levels. In the classroom, evidence suggests that including student input and experience

“Top performing schools recognize that the only way to improve outcomes is to improve instruction: learning occurs when students and teachers interact, and thus to improve learning implies improving the quality of that interaction.”

Inspiring Education – How the World’s Best Performing Schools Stay on Top: McKinsey and Company

We need to encourage our students to be empathetic and tolerant of others, understanding different does not mean better or worse it is just different”

Parent (Spring 2018)

“What makes the Catholic school distinctive is its attempt to generate a community climate in the school that is permeated by the Gospel spirit of freedom and love.”

The Religious Dimension of Education in Catholic Schools

in educational delivery promotes higher engagement. At the overall school level the voice of the student body is essential to overall educational culture and climate.

Example of how to obtain student voice once the S.E. Catholic High School opens –The *Tell Them from Me* student survey is a dynamic web-based online program designed to provide accurate data on student engagement to meet ongoing planning needs of teachers and administrators.

Alberta Education

- School level educational structures and overall practice needs to be sustainable over time. Developing and implementing program supports should meet the needs of a first-year high school yet also have the ability to evolve over time based on increased enrolment, student complexity, community input and best practice in education. Focus on first-year success with an eye to future educational needs in five to 10 years and beyond needs to be respected and planned for.
- Educational practice should meet the needs and expectations of the overall learning community. Students, educators and parents need be supportive of delivery models to ensure long-term sustainability of overall educational structures.
- Student engagement is key to the success of each student. This requires relevant and robust educational practice where students can engage in deep and sustained learning that applies to real-life settings.
- Positive educational relationships between students and their teachers, teacher advisors, support staff, administrators and parents are key to student success, engagement and high school completion. **The relationship between student and teacher is critical, students need champions who understand and advocate for their needs. Connect Periods will provide two-way communication and face to face opportunities for this to occur. (Spring 2018)**

Core competencies of students

The new southeast Catholic high school needs to be focused on development of attitudes, skills and knowledge to ensure successful learning. The Alberta Education Framework for Student Learning encourages the development of the following competencies:

- Critical thinking, problem solving and decision making
- Creativity and innovation
- Social, cultural, global and environment responsibility
- Communication
- Digital and technological fluency

“Programming involves decisions about time, resources, instructional opportunities, assessment and organization for instruction. To maximize student learning, programming needs to be flexible and responsive to the learning process of students.”

Guide to Education

“The Catholic school as a place of integral education of the human person through a clear educational project of which Christ is the foundation; its ecclesial and cultural identity; its mission of education as a work of love; its service to society; the traits which should characterize the educating community.”

The Catholic School on the Threshold of the Third Millennium

- Lifelong learning, personal management and well-being
- Collaboration and leadership

(Framework for Student Learning – Alberta Education)

Students who are successful developing these competencies will have attitudes and skills beyond the knowledge component of a specific program of study. Combined with essential core subject knowledge, successful students encompassing these core competencies will be strong contributors to the future workforce and exemplary citizens.

Students need to understand that learning does not stop after high school and the school will encourage students to become lifelong learners. This will include a focus on social skills, leadership skills and adaptability to be able to handle unique situations and a changing society. (Spring 2018)

Physical structures

The physical structure of the new Catholic southeast high school needs to support the diverse curriculum of Alberta Education programs of study. As quoted from the November 13, 2013 public participation meeting, the new high school needs to have a “warm Catholic presence that is welcoming.” Other recommendations include:

1. Expected physical appearance of Catholic symbols and structures.
2. Core classroom space that is flexible to support regular classes, small group work and larger cohort groupings. The flexible space will also support cross-curricular opportunities.
3. Fine arts facilities constructed for growing Music and Art programs, as well as a drama instructional studio and large theatre performance space.
4. Career and Technology program space developed for flexible usage.
5. Learning commons that encompasses reference materials of a current digital library as well as space and computer resources for students with diverse needs.
6. Overall physical education, sports medicine and athletics physical space.
7. A chapel for use by the full learning community (space for 80 students).
8. Regular counselling and career practitioner space plus external education and corporate partnership work areas.
9. Ability for specific wings and sections of school to be used by external groups outside of school hours supported by lockable doors/gates.
10. Social Justice program space allocated for staff and students.
11. Provision for internal and external educational partner support for students (i.e. St. Anne Academic Centre courses or dual credit post-secondary opportunities).

“Encourage life-long learning, focusing more on the exploring career opportunities, and skills necessary to prepare for these professional opportunities in the future”

Parent (Spring 2018)

“Symbols of our faith around the building – stain glass, motivational books, quotes, scriptures, cross beside name of school – subtle things.”

*November 13, 2013
Calgary Catholic Student
Advisory Council
representative*

“A chapel not tucked away in a small corner of the school but more central, visible and accessible.”

*June 17, 2013
Session Participant*

12. Quiet rooms for individual study.
13. Washroom and change space available to accommodate students with unique needs.

A typical day at the new southeast Catholic high school

- A typical day is not the traditional 9:00 a.m. – 3:30 p.m. schedule of a high school. The opportunity for early morning, after school, evening and weekend use of the facility for students or external groups is encouraged.
- Use of an online learning management platform (i.e. D2L) provides opportunity for access to education by students 24 hours a day.
- Need for multiple entrance and exit points during daily schedule.
- Choice of learning models is important. Traditional classroom with strong engagement and active learning is important for many students. Self-paced, individual study with access to educator expertise and guidance is also important; however, it must not be mandatory as only certain students will be successful in this model. **Student choice will lead to increased student engagement and flexibility. While students are navigating increased independence, we will monitor and lead where necessary to ensure students are making positive choices academically and socially as they develop into young adults. It is critical the school works with students to develop the skills necessary for success in and beyond high school. (Spring 2018)**
- Use of technology embedded in instructional learning supports student success; however, it cannot replace the teacher. Instead, the technology and digital resources are tools to develop key competencies and complete outcomes for programs of study. **Technology can be a useful tool however it is important that All Saints teaches students digital citizenship. (Spring 2018)**

Staff resources and facilities will provide opportunities as well as limits for overall program implementation. Recognition of these issues is important as the overall learning community allocates resources to support student success.

“Core subject rooms could be designed with collapsible walls to expand or contract to the size of the class.”

*November 12, 2013
public participation
session - Bishop O’Byrne
High School*

“More flexibility and time to get help from teacher.”

“Look at offering more flexible schedules . . . earlier, later.”

*November 12, 2013
public participation
session - Bishop O’Byrne*

“Would like the opportunity to express their strengths and passions within the school in non-traditional ways”

*Future All Saints student
(Spring 2018)*

New Southeast High School Philosophical Framework Public Participation

June 17, 2013 – St Isabella School	Primary focus group of educators, school council chairs, clergy, district representatives, parents, students and post-secondary and external agency representation.
November 12, 2013 – Public participation meeting – Bishop O’Byrne High School	Open meeting.
November 13, 2013 – Calgary Catholic School District Student Advisory Council Meeting	Three student representatives from each Calgary Catholic high School plus 12 vice-principals.
February 11 – 21, 2014	Review of Draft Philosophical Framework by public participation session participants.
November 2017 – May 2018	All Saints High School Coordinating Teachers (CTs) review and input. CTs work to bring the document alive at All Saints
June 11, 2018	All Saints School Council Establishment Meeting

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