

## What is important to you as a parent/student in the Guiding Principles section of the Philosophical Framework?

- "-Engagement outside of the classroom as well would be beneficial (field trips, off campus opportunities)
- Post secondary opportunities and guiding session for grade 12 or as early grade 11"
- "Like the idea of connect to identify student problems and engage to meet student needs
- Like the idea of accountability for students in engage block
- Focused teaching - everyone has something special - should have opportunities to explore gifts - find who you are - trying new experiences
- Student have opportunity to show learning in ways that work best for them - options for assignments
- Will they have the opportunity for spares?
- Testing center - flexibility to write tests when they need to - like the idea of reassessment - not the finality of a test
- Do not want assignment deadlines that never happen - want some accountability in grades - real world experiences - consequences for not completing assignments - you can't always redo everything"
- "One parent at our table does not want the students to leave the school property during the day.
- The school should provide accessible transportation.
- Class course choices should be flexible.
- Commendable that advisors will guide the students to pursue their interests and strength.
- Like the flexibility.
- Very important that the school strengthen their faith as catholic students.
- Students are really hooked to technology. Students need opportunities to practice social skills face to face. They need to have good social skills as they move onto post-secondary.
- Connect will really allow students to talk face to face with their advisors.
- How are TA going to connect with parents? Email, phone calls? Face to face opportunities like tonight.
- Transitions"" program? When will that be coming? supporting mental health
- ensuring tutorials are still part of the day (aside from Engage sessions)
- extracurricular opportunities (how will they evolve with the students?)
- social justice ties in with ethical and engaged citizens"
- "How do we encourage students to be all loving and promote inclusivity while ensuring that we teach fundamental Catholic values? Eg. regarding the sanctity of marriage without risking discrimination against certain groups.
- Positive response to Catholic symbols in the building.
- "Students to treat each other with respect.
- Support from teachers.
- Know where their guidance counsellor is.
- Individual connections with teachers.
- English Language Learning Population: will their needs be addressed? Will they be connected with people who understand them. Will they have an opportunity to connect to the bigger community.
- Will translators be available?

- Empathy and tolerance.
- Curriculum content needs to be updated.
- Empower the students to speak up.
- Students need to be engaged thinkers and listeners. "
- communication between student-teacher-parent
- comfort level (CONNECT class) possibility of changing Connect teacher if not get along
- Flexible teaching - with the student schedules flexible with different learning styles and time schedules
- technology allowed how are we using phones
- experiential learning? experiences instead of text book work
- how is student going to be engaged
- social justice theme continue (WE Day, Youth for Justice, student involvement extra-curricular)
- partnerships with communities (volunteering within - social responsibility - program linkages)
- volunteer hours for student within the community - how to engage the students more to do something that they are interested in rather than just checking a box to complete the volunteer work
- what are opportunities for teachers to engage in their own learning and resources
- buddy system / peer support for students who may need help??
- is their a counsellor available
- "Page 2 diagram - noticed that the student at the centre but on the outside ""students impacting other students"" isn't included.
- Everything in the principles is important, however some individuals at the table feel that some are more important than others. For example, the learning spaces are nice and a bonus, but not necessarily at the top of their list
- Page 2 (bottom of the page) - Recognition of the diverse learning of students, Connect and Engage. Consensus at the that this is very important for all students. There were some questions as to how this would look in the classroom and throughout the school and who would the responsibility for advocating would fall upon.
- "5 parents and one student
- It looks great!!!! all very curious about the connect..... and engage how will it support my grade 10 child. We discussed the opportunities that have been discussed in the CT meetings like multiple teacher champions.
- More opportunities for options please."
- "Having the double classrooms for bigger groups
- Opportunities for students to make decisions
- religion to be showcased
- Chapel being accessible and prominent
- Feed back given to parents on students progress
- having PT interviews early
- school dances - opportunities for student participation outside of classroom and regular groups"
- ensure mass embedded in the school culture rather than optional
- hit the mark ( a lot of work has been done to incorporate the guiding principals)
- Social Justice - ensure it is widely encouraged (make them into challenges)
- important that students feel included, that their voices matter
- Cooperation between students, students helping students, group work

- Importance of public speaking opportunities with the support from teachers
- Developing emotional intelligence, mindfulness
- Students' opinions counts
- More group work, learning from one another
- All French Immersion students together in Connect
- Helping students find their career path
- More than one connect teacher
- "The first point- Catholic education is focused on teaching of the church that supports
- It is important that non-for profit and volunteer opportunities as well as learning supports, (another circle for community partners outside of the school). This goes along with the learning supports and services are provided within the school as well as PARTNERSHIPS within the COMMUNITY.
- Educators are focused on excellence, being open to open to feedback from the students on how they learn, not always being taught. Students having a voice so they can communicate.
- Recognize the diverse learning needs.
- The connect and the engage space are important part of the structure and that there is structure but it is flexible, which is well liked.
- **Positive feedback on the accountability of where the students are. AMAZING PART OF THE SCHEDULE!**
- Positive educational relationships between students and their teachers and other staff in the building. Building rapport with the students is VITAL. (One parent commented her daughter has already met the French teacher and has already begun building rapport).
- "School Council: we need to give ways for students to access to all groups offered (not limited to participating in one thing at a time), during school hours as well as before/after school opportunities
- **Parish Involvement: Our parents want Youth Ministry! Having students volunteering for events such as ""Feed the Hungry"", regular hamper deliveries, raising money through charity events planned by our students, youth opportunities with nearby parishes such as St. Albert and St. Patrick's etc. (Active youth involvement in ministry)**
- Our table strongly encourages the opportunity for partnerships with outside educational institutes and professionals such as Sait, Mount Royal University and U of C, professionals welcomed from different career fields/paths
- **Opportunities for ""Career Shadowing"", hands-on practical opportunities to explore career fields directly, possibly within the Engage periods (field trips be included in this period)**
- -Bringing professionals into the building and offering hands-on opportunity for our students to work in a career field, so they can discover their passion.
- "Parents liked the concept of engaged thinking. To our table, engaged thinking means hearing multiple perspectives and deciding what is most important. Collaboration vs. Isolation is how one parent put it.
- The students at our table agreed that with today's technology, students can seem more engaged with devices than learning.
- We also discussed Ethical thinking, and how to infuse that into the spirit of a school. All agreed that this is important, especially for those students who may not come from homes where ethical teaching is emphasized.
- In terms of Entrepreneurial Spirit, we discussed how students need to learn to think outside the box to succeed in the modern world. "
- "-Balance between everything

- -Want more inclusion/fellowship/community
- -Physical activity - not much mention of sport or encouraging kids to be active, not necessarily competitive but intermurals at lunch and encouragement to take care of bodies
- -Focus on life skills, accountability, integrity, respect and how is that implemented on a daily basis - how is it role modeled both from teachers and student
- -Strong student voice - appreciating and embracing diversity, uniqueness - parents want this valued
- -Student wants to learn things outside of core curriculum - wants courses/options/direction towards specific job choices or things specific to what is after school - student does not want to enter the ""real world"" not knowing what to expect
- -Volunteer opportunities
- -Student wants to know where she can get extra support/ wants that more visible in philosophy more accessible - want this support easy to know where it is as student needing support might not be the ones to speak out
- -Communication - teachers are having conversations with kids that needs to go back to parents or the other way with parents to kids that teachers need to know

## What is important to you as a parent/student in the Core Competencies section of the Philosophical Framework?

- "-call to service, empathy towards others and community"
- -permeation of catholic values when we leave the school and continuing to live and lead in faith
- -opportunities for all students experience service to others in community and school "
- "Desire to explore - look outside the box - travel, new career opportunities - travel opportunities with programs
- Building social responsibility of students within the building
- Taught more about how other people think - why people respond the way they do - basic psychology - respecting individual thought processes and one another within the school. Make sure people feel part of a unified group. Understand everyone is different, learn how to treat them well - show empathy for the other person. Learn - don't judge a book or a person by it's cover - respect people's individuality.
- Respect and empathy - volunteer opportunities with soup kitchens
- Realize no such thing as normal - everyone has their quirks - everyone different"
- "Social skills to engage at university and in jobs.
- Critical thinking is so important, parents sometimes are making all the decisions for their kids. They need to learn critical thinking skills and to make their own good decisions.
- They need to exercise their social skills and develop their leadership skills. Need to take the initiative to volunteer. Will there be volunteer opportunities.
- Life long learning is important. Kids need to know there are various opportunities after high school. There needs to be materials to teach them learning is not just limited to school. Need to be equipped to learn at any age. Kids need to be socially prepared anywhere they go. Need to be adaptable to different changes. Such as the recession, need to be able to accept different jobs then what they are trained for. Need adaptability to any situation.
- One parent wants her daughter to continue to post-secondary so be ready for that.
- "-technology in grade 10 (typing, basic computer skills)
- -inclusivity of diverse populations in the school; integration to build connection, empathy, and community
- -appropriate social interaction being part of communication competencies (ex. interview/conversation skills, phone skills)
- -emotional intelligence, mental wellness, non-visible mental health, stress management, anxiety (i.e. how to express themselves, how to work through it all)"
- "There aren't any competencies regarding emotional or social intelligence.
- Constructivism - are students learning HOW to learn? How do students know when learning is occurring?
- From student - collaboration and connection between students. Safe and welcoming environment. Removal of barriers between different social groups.
- "Strengths and weaknesses of students need to be addressed.
- The students need hope; need to know that they can succeed in different things.
- Lunch. Where do kids go if they don't know people? How do we keep to our Catholic values and promote them in the school culture and in how the students and teachers treat each other. "
- "\*\*resiliency and coping skills are keys components
- \*planning - thinking through a longer term cycle

- \*managing change
- \*creating a project to be able to add to your resume related to volunteer work / sports / etc
- \*importance of having just the core competencies / basics / logic and reasoning before creativity
- \*building confident learners -
- \*building compassionate learners / empathetic (understanding other peers problems, etc.)
- \*teaching skills to be adaptable for future jobs that may come up that we may not even know about yet?
- "There was a feeling that with communication everything else would come into place.
- Page 4 - ""Social, cultural global and environmental responsibility"" it is important for students to be exposed to multiple sides of the issues (facts not opinions) free from bias.
- A good mix of all the competencies is necessary to be successful - Straight A students don't necessarily make the best nurses.
- Multiple ways of being guided help with life after high school. "
- Building students up into there strengths and motivations while adhering to the base high school diploma requirements.
- not always math and science marks based results motivate students towards vocations not just university.
- How can we build resiliency in my child through education
- make things that are creative "
- "Most kids are very technological. We need to stress their communication skills
- Abilities to deal with conflict in appropriate ways
- Being aware of surroundings and participating appropriately in different situations
- Environmental choices/ economic responsibilities
- Financial management should be taught - budgeting, loans, credit cards, etc.
- Critical thinking skills - progressively more through each grade
- How to collaborate
- How to meet people's needs in the workforce
- Making sure all students make connections in the building"
- "- curiosity (encourage kids to never stop asking why)
  - resiliency (add under well-being) "
- "- How to incorporate work ethic into students learning such as community work
  - Teaching students financial management
  - Sharing responsibility for students' success
  - Students working together
  - Students helping students
  - Teamwork should be encouraged
  - Learning from mistakes"
- "Lifelong learning, personal management and well-being is really important, it is something that they can bring away with them.
- Critical thinking, problem solving- Buzz words
- Social, cultural, global and environment responsibility.- Vague. ADD IN Responsible and respectful citizens! - Part of leadership. The word citizen puts the responsibility on oneself and their impact.
- Overall it looks great!

- "Give students opportunity to learn how to communicate with one another and out in our community, our parents would like us to encourage life-long learning, focusing more on the learning of life skills rather than simply curriculum focused. They truly want us to spend more time exploring career opportunities, and the skills necessary to prepare their children for these professional opportunities in their future.
- Students at our table would like more opportunities to articulate their opinions, and understandings of subject areas when it comes to assessment (informal assessment opportunities rather than standardized testing). They would like real opportunities to directly impact their communities.
- Culture learning opportunities to encourage and encompass a truly inclusive learning environment for all of our students.
- Student lead Global/Cultural events within the building.
- "Our group felt positively about the core competencies. None were seen as redundant or unnecessary. A grade ten student at our table suggested that this remain a living and flexible document that we could revisit once the building is open.
- One parent felt that collaboration and leadership was the most crucial competency.
- "--Missing the personal accountability and responsibility, individual choices and individual judgments
- -critical thinking and problem solving is important
- -peer support
- -student presentation of themselves - kids often have the skills and knowledge but don't know how to sell themselves, present themselves, lack confidence
- -kids need confidence - they wouldn't do well at a job interview without it and wouldn't get far in an interview because they haven't built the relationships to show their confidence - how can we build those skills for kids to be able to successfully present what they know in front of others
- -questions about work experience credits, table really liked this program
- families are confused by what ""well being"" means what aspects it includes, is it healthy good choices, safe choices, well rounded - confusion with them around this area
- more focus on mental well-being and recognizing when they need help, developing strategies on how to talk about mental health or how to deal with situations kids may face - high school kids have real life experience with peers/themselves dealing with serious mental health concerns, lady at table says her friends son attempted suicide and added a lot of stress/concern to son, she wants more support in that area
- a lot of table discussion about lack of mental health discussion in society and that high school kids need that support
- need more in schools about not just breaking stigma of mental health but about recognizing and support
- -parent discussed hesitations her son has (going into grade 11 at All Saints next year), worried about sports not being the same, worried that friend group has been split in half in terms of who is leaving current school, who is staying, son is now getting excited but at first was hesitant"

## What is important to you as a parent/student in the Typical Day section of the Philosophical Framework?

- "-opportunities for student to come in to the school a bit earlier in the day to study in the learning commons, or write a test or sit in a common area to prepare for the day, upcoming assessments
- "Textbooks available online - opportunities to rent or on D2L - especially for high need students
- Like the idea of bring your own device - would like student to be able to bring in a laptop to class and be able to work on it
- Like the opportunities for work with career related programs during school time"
- "Throughout day nice to have peer interaction and peer mentoring. This gives kids opportunities to engage with peers.
- A big brother type program for new students.
- Nice that there are other opportunities like physical outlets to release stress.
- Group work is important with others. Its nice that the engage periods may allow students to get to know other kids (not in their regular classed) and expand their social group.
- "-cell phone policy?
- -warm-up in P1; something to start the day (yoga, movement to get the students engaged, mindfulness activity; 2 min)"
- "Positive response to engage block.
- "Unclear on the Connect session. Worried that it will be a wasted class if it is not structured. What will the structure be?
- Student Perspective: Do not introduce more than we can take during each period. Plan class time well. Incorporate body breaks within.
- Student device use. Limitations on technology within the class. What are the expectations.
- Continual Brightspace updates. What is the expectation for teachers? Will the marks be updated regularly? Consistency is key.
- Assessments need to be clearly communicated. "
- ""having opportunities to do self-directed learning depending on learning ability
- \*extra-curricular / clubs available for students to know before hand for students to be prepared to join certain clubs or at least see what is available
- \*having opportunity for dual credit program
- \*time for classes may be too long for full engagement (hour and quarter?)
- \*career counselling available? career fairs??
- \*communication of schools expectations of students
- \*opportunities to learn life-skills (junior achievement for example)
- \*learning fundamentals of life (every day skills - taxes, how to write a cheque, )
- \*parents willing to teach budgeting or skills they have
- "Students and parents looking forward to the flexibility All Saints has to offer. If a student has to leave early, it is nice for students to go to Engage to get caught up.
- Engage period is why some students are coming to the school.
- D2L/Brightspace is a great tool for students staying on track, getting caught up and for parents to see grades, course work, etc..



- A parent has had a child at Bishop Carol and can see the problems with too much flexibility. Deadlines are important. Flexibility needs to have its limitations in order to prepare students for life after high school. "
- We all like the fact that our kids are guided but not having their hands held through the connect and engage process. The day to day is structured well to support many of our kids.
- "School uniforms (x2)
- Having group assignments and time for collaborative opportunities to help with creativity and innovation
- Teaching proper use of cell phones in school environment...and follow through to work environment
- Students developing communication skills
- Like the start time of 9:00. HS students tend to not like earlier start times.
- "- schedules on D2L, due dates, exam content expectations (make sure it's clear)
- will kids have to take a backpack with them to classes because their lockers are too far away?
- will there be laptops available for signing out?"
- "- Enough time in connect block to build relationships
- 10:00 to 4:30 schedule would benefit students
- Choices for explore blocks
- "The schedule addresses a lot of the philosophical framework. LOVE CONNECT AND ENGAGE and not TA time.
- Time for before and after school tutorial time.
- Opportunities for students to access different teachers within the same subject area, (if the students teaching style doesn't match the student). - Engage and connect with other teachers when there is a personality conflict and they are struggling in a certain subject. Within this having teachers willing to hear how students learn.
- Important that technology doesn't replace the teacher. It is important that there is a good mix and technology is a tool. It is important to have technology but the teacher should be present in the class and technology shouldn't be used as if the teacher wasn't there and you wouldn't notice.
- "Our parents want us to focus on the child from a Mind, Body, Spirit whole-Entity. Enveloping the student as a whole, giving opportunities to gain credits when they are participating in activities that contribute to their academic learning in core subject areas (for example: extra-curricular, band-choir, volunteer with nearby Parish)
- Strategic scheduling to offer CTS options and Physical Education throughout the day (every period, for each grade level, for students needing a break from a core subject area throughout the day)
- Students want increased Online Learning Opportunities, parents are encouraging this to provide students with additional learning options and opportunities that simply do not fit a standard 4-period schedule.
- During Lunch hour, provide students with opportunities to participate in School Wide events (talent shows, daily challenges, intramural tournaments students vs. teachers)"
- "One parent pointed out that the word ""embedded"" was spelled incorrectly in this section.
- It was expressed by one parent that it was a good idea to put ""Connect"" where it is.
- A student at our table said that she would prefer to have it at the end of the day. And that due to the location of the school, kids would still be unlikely to skip the last period. "
- "- Student likes the schedule because there is the ability to talk to teachers
- Parents like the engage IF used properly, think its a great for grade 12s

- -Want to know if you can still see your Connect teacher on non connect day
- -Comments on super early lunch on some days
- -questions about assemblies and liturgies and when they will occur in schedule"

## **Any other comments or concerns you would like to highlight from the discussion with your group.**

- Highlight in the newsletter about how D2L can be viewed and used as a tool to inform parents about their child's progress and as part of the communication between parents and teachers (a starting point, at least)
- "Question regarding amount of homework, completion of homework and how workload can be managed in high school.
- "\*student engagement and opportunities available
- \*communication huge - what is available? what can I / we do?
- \*counseling available and/or any help for students (peer help)"
- Grade five student said she wants things that are creative and fun... where I get to do projects that are math but fun math. She will be a legend in a couple years.
- Good communication skills for our students were definitely highlighted as a need with this group.
- "-Teacher presence during class changes, before and after school to monitor for bullying, student conflict before and after classes on campus
- -How will we give students information regarding where to go and who to talk to when bullying and conflict occur between all students (same age/ younger and older)
- -Will there be ""policing"" or a campus officer that will be present during the day, before and after school hours as a presence for children to see and count on?
- "- ensure material is as challenging as the final assessment all the way along (parent upset about having 'fluffy' 'innovative' assignments and then a shocking test at the end. Almost like they are missing the checks and balances along the way
- ensure that D2L is updated and consistent among ALL courses
- "We would like to stress to add another circle with community.
- Also add responsible citizens within the core competencies. "
- Students at our table would like the opportunity to express their strengths and passions within the building. For example: Drawing/painting murals on school walls, expressing their learning throughout the building in non-traditional ways
- Our group was very optimistic about All Saints. Students and parents are truly excited about the days ahead.
- "-At the start (before meeting) one parent was very excited and interested in the engage periods and liked that students had flexibility to chose what they needed for engage period. Lots of questions on how that will occur.
- -The student at my table is currently doing school online at home so lots of questions about school in general, questions from mom about school in general as well (she left traditional school now coming back)
- -Families really like the physical building design
- -Questions around technology in the classrooms
- -A lot of questions/comments about work experience credits"