

## DIVISION MISSION STATEMENT, VALUES AND BELIEFS, GOALS AND OBJECTIVES

A clear statement of the organization's purpose and beliefs is critically important to its effective and efficient operation. A mission statement defines the purpose of the organization and assists with setting objectives and making decisions. Belief statements are the fundamental bedrock values that provide direction in fulfilling the mission.

### **Motto:**

Faith in Our Students

### **Mission:**

Greater St. Albert Catholic Schools is a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully, and serve others.

### **Values and Core Commitments**

Passion	We celebrate all students as gifts from God, so we further our dedication to their needs;
Relationships	We seek to meaningfully see Christ in others through relationships with our students and other stakeholders;
Commitment	Our pursuit of continuous life-long learning enables students to be their best in achieving their goals;
Hope	We constantly communicate a belief of what is possible for the student;
Innovation	We are committed to innovation, best practice and lifelong learning;
Excellence	We establish standards for success for learning, devote our personal best to achieving them, and celebrate our results.

### **Vision:**

Excellence in learning through faith, relationships and engagement.

### **We celebrate life in a community where Gospel values are evident:**

- Love, joy, peace, patience, kindness, generosity, faithfulness, forgiveness, gentleness and self-control are modeled, communicated and encouraged.
- Firm discipline policies are based on the principle of reconciliation.
- A culture of relationships with God, self, our neighbours, our parishes, and the world community is fostered.
- Sacramentality is present through the efforts of staff to connect everything in our schools to Christ.

### **We celebrate the opportunity to love and serve others:**

- Staff consciously endeavour to build a multicultural Christian climate.
- Activities include outreach to former students and varied age groups.
- Christian witness is promoted through activities such as involvement in parish ministry, service and charitable works.

### **We celebrate commitment to success for every learner:**

- We provide a continuum of supports and services to students that is consistent with the principles of inclusive education.
- Our schools promote a welcoming, caring, respectful, safe learning environment that respects diversity, and fosters a sense of belonging.
- Teaching and learning encompasses the whole child, mind, body, and soul by addressing intellectual, spiritual, social, emotional, physical and artistic development in order to fully realize the potential of each student.
- Strong academics are complemented by a rich variety of specialty programming choices.
- Social justice teachings are permeated throughout our academic programs.
- Our programs emphasize a culture of life in the Catholic tradition, respecting the dignity of all persons and encouraging stewardship of the environment.
- Staff collaborate with families and community support services to address students' needs and ensure that barriers to learning are removed.
- Access, appropriateness, and accountability serve as the three lenses through which inclusive education is provided.
- Staff collaborate to provide the advantages of systematic, job embedded, dynamic Professional Development enabling them to address student learning through research-based practices.

### **We celebrate through prayer:**

- Our school communities pray daily, calling for the active participation of all.
- Retreat experiences are available for staff and students.
- Inspiring Catholic observances are held throughout the liturgical year.

### **We celebrate staff who are mentors of faith:**

- Staff have a knowing mind, a committed heart, and the loving will to help students experience the wonder of God.
- Staff will include personal faith formation on Professional Growth Plans.
- Staff are active and articulate witnesses to the One for whom Catholic schools exist – Jesus Christ.
- Staff endorse the Catholic ethos of our schools and grow within their faith journeys. Such growth is guided by an understanding and support for our Church's teachings and how these teachings contribute to the fulfillment of the human person and the Kingdom of God.
- Professional development days include activities to enhance the spiritual growth, religious knowledge and faith community among staff.
- Religious mission and personal faith are emphasized in the staff selection process and in staff orientation.

### **We celebrate an active partnership among schools, homes and parishes and the broader educational community:**

- Education is a shared responsibility in which parents have the primary role.
- Parental involvement includes active links to parishes and opportunities to participate in decision-making and the spiritual life of the schools.
- Pastors and parish staff are essential members of our school communities.
- There are strong links to parish youth ministry programs.
- Collaboration and communication with municipalities, other boards, community-based service agencies and post-secondary institutions are important strategies in effectively addressing all students' needs and optimizing the use of public resources.

### **We celebrate, respect and nurture Catholic traditions and teachings:**

- Role models such as Mary, the saints, Catholic heroes and the school's namesake are given pride of place within the school culture.
- At each school there are staff who have the expertise and the pastoral will to convey the messages of Scripture and the historical tradition of the Catholic Church.
- The Religious Education Programs, as approved by the local Bishops, are taught in all schools. In Morinville and Legal, for schools where grade-equivalent programming in Public education is not provided within their respective communities or a lack of cultural cohesion would occur through addressing required and optional religious education in the same school (i.e. Grade 9 at MCHS) alternative life-skill programs will be made ~~are~~ available in recognition of our desire to serve all families.
- Schools and parishes work together to nurture the Sacramental life of our students.

## **We celebrate respect for the human person:**

- Respect entails the rights that flow from the dignity of each community member, care-giver, parent, student, and staff-member who collectively support our efforts to learn, live fully, and serve others.
- Respect for all people associated with our educational community means that each individual is treated and recognized as a Child of God.
- Respect when practiced in our schools will take place in a welcoming, caring, respectful, safe learning environment for all that respects diversity, and fosters a sense of belonging in accordance with the rights that are guaranteed under the *Canadian Charter of Rights and Freedoms*; *Alberta Human Rights Act*; *Alberta Bill of Rights*; *An Act to Amend the Alberta Bill of Rights to Protect our Children*; *Education Act*; *Alberta Act*; and all administrative procedures dedicated to achieving their objectives.
- \*Respect assures all students and staff will not be discriminated against according to the application that the *Alberta Human Rights Act* and *the Canadian Charter of Rights and Freedoms* has to the Board's Catholic Separate Schools.

\* Nothing in this policy or any other administrative procedures associated with the operations of the Division are to be interpreted so as to limit or be a waiver of the Greater St. Albert Catholic School Board's rights and powers pursuant the *Constitution Act, 1867* and the *Canadian Charter of Rights and Freedoms* to maintain the denominational character of Catholic schools. If any of the provisions in this policy conflict with the Greater St. Albert Catholic School Board's rights and powers pursuant to the *Constitution Act, 1867* and the *Canadian Charter of Rights and Freedoms* to maintain the denominational character of Catholic schools, the Greater St. Albert Catholic School Board's rights and powers, pursuant to the *Constitution Act, 1867* and the *Canadian Charter of Rights and Freedoms* to maintain the denominational character of Catholic schools will govern.

## **Goals and Objectives**

Goals are broad statements of the major priorities of the system. They assist the Board and administration to discharge their responsibilities. Objectives are more specific statements of the desired outcomes the Division wishes to achieve. In relation to basic education, goals serve several purposes:

1. They identify the distinctive role of the school and its contribution to the total education of youth.
2. They provide purpose and direction to curriculum planning, implementation and evaluation.
3. They enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and adjustments may be required from time to time to keep pace with social change. This statement of goals is to direct education for ECS through Grade 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media, and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and life long process. Schooling which has a more limited purpose refers to the learning activities planned and conducted by formal structures which influence individuals during a specified period.

There is, of course, a very close relationship between schooling and education – the learning which occurs in school influences and is influenced by what is learned outside the school.

The Board supports the provincial goals of education and schooling. In addition, the Board supports the development, adoption and periodic revision of Division goals and objectives. All staff, through the leadership of the Superintendent, are deemed to be agents of the Board in achieving Division goals and objectives.

## 1. Learning Expectations – Provincial

1.1 The goal of the Student Learning Ministerial Order No. 001/2013 for an inclusive Kindergarten to Grade 12 education is to enable all students to achieve the following outcomes:<sup>1</sup>

- 1.1.1 Be engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit;
- 1.1.2 Strive for engagement and personal excellence in their learning journey;
- 1.1.3 Employ literacy and numeracy to construct and communicate meaning;  
and
- 1.1.4 Discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:
  - 1.1.4.1 know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others;
  - 1.1.4.2 think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;
  - 1.1.4.3 identify and solve complex problems;
  - 1.1.4.4 manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;

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<sup>1</sup> From the September 2013 Guide to Education; Section – Program Foundations: Vision, Mission and Basic Education

- 1.1.4.5 innovate: create, generate, and apply new ideas or concepts;
  - 1.1.4.6 create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;
  - 1.1.4.7 apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance;
  - 1.1.4.8 demonstrate good communication skills and the ability to work cooperatively with others:
  - 1.1.4.9 demonstrate global and cultural understanding, considering the economy and sustainable development; and
  - 1.1.4.10 identify and apply career and life skills through personal growth and well-being.
- 1.2 Schools may also provide the opportunity for students to acquire a second language. When the primary language of instruction is not English, students must be able to demonstrate competence in reading and writing English.
- 1.3 Our schools are Catholic separate schools. Therefore, they will provide religious studies and faith permeation consistent with their constitutional guarantees.

## 2. Goals and Objectives of the Greater St. Albert Roman Catholic Separate School Division

Catholic schools, as agents of Catholic parents, have the responsibility to help all children to develop their unique individual capabilities to learn and to live, thereby experiencing humanity and the world as created by God and redeemed by Jesus Christ.

Catholic schools and Catholic parishes are complementary to the family which is the primary agent responsible for the child's development. Specifically, the goals and objectives of the Greater St. Albert Roman Catholic Separate School Division are to:

### **Goals**

1. Develop fully the spiritual, intellectual, physical, social and emotional capabilities of each child.
2. Operate in accordance with the current *Education Act* and the goals of schooling and education as adopted by Alberta Education.
3. Provide a system of education which will meet the educational needs of our students in an atmosphere permeated by the gospel values of Jesus Christ.

### **Objectives**

1. To provide opportunities for the maximum development of student attitudes, skills and competencies together with an understanding of the Catholic/Christian traditions and its significance in the lives of students and the world.
2. To provide the experience of living the Catholic/Christian educational community where the teachings and example of Jesus Christ are lived and taught and to strive for growth in Christian faith.
3. To develop in students a sense of Christian morality that will serve as a guiding principle for living.
4. To assist students to choose and develop a hierarchy of values consistent with nature of all God's people and the teachings of the Catholic/Christian faith.

Legal Reference: *Section 33, Education Act*

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