



ALCDSB Vision  
Companions on the Journey

Disciples, Scholars, Stewards

# Discipleship

## As adult disciples, we...

- embrace that we are created in the image and likeness of God, on a journey back home to God. We support students, staff and parents in learning more about Jesus as we journey together.
- model our Catholic faith through prayer and joyful participation in all aspects of the spiritual life of the school and parish community
- listen to and learn our students' stories and build authentic relationships so that we educate the whole person (mind, body, heart and soul)
- co-create sacred spaces in every learning environment and throughout the school, parish and community with signs and symbols of our faith
- educate students in their most enabling learning environment, eliminating barriers and providing the required supports for them to achieve to the best of their God-given abilities
- place the whole child at the centre of the planning, teaching, learning, assessment and evaluation cycle

## As student disciples, we...

- understand that we are created in the image and likeness of God and know that we are loved
- pray joyfully and participate in all aspects of the spiritual life of the school and parish community
- reflect on our gifts and needs to become the best version of ourselves
- respect and contribute to the sacred spaces throughout the school, parish and community
- reflect upon who we are as learners in a variety of contexts to advocate for ourselves and others
- demonstrate agency by playing an active role in the shaping of our learning experiences

We listen to and learn  
each other's stories and  
build authentic  
relationships so that we  
educate each other –  
mind, body, heart and  
soul.

BUILDING  
RELATIONSHIPS





CREATED IN  
THE IMAGE OF  
GOD

We embrace that we are created in the image and likeness of God, on a journey back home to God, and support students, staff and parents in learning more about the person of Jesus on our communal journey.

A photograph of a man in a light-colored shirt playing a keyboard instrument in a church. He is seen from behind, facing a large group of children and adults seated in pews. The church interior features high ceilings, white columns, and stained glass windows. A large, ornate altar is visible in the background. Two circular callouts contain text.

MODEL OUR  
CATHOLIC  
FAITH

We model our Catholic faith through prayer and joyful participation in all aspects of the spiritual life of the school and parish community.

A photograph of a stone statue of the Virgin Mary with her arms outstretched, set in a garden with flowers and a chain-link fence. The statue is the central focus, surrounded by a variety of plants including purple and pink flowers and large green leaves. A chain-link fence runs across the background, and the scene is dappled with sunlight and shadows from nearby trees.


SPIRITUAL  
SPACES

We co-create sacred spaces in every learning environment and throughout the school with signs and symbols of our faith.



COMMUNITY OF  
FAITH

We pray joyfully and participate in all aspects of the spiritual life of the school and parish community.

A group of approximately ten children are standing on a dark stage. They are holding up large, pink heart-shaped signs. In the background, a large projector screen displays the text "What does love mean to you?" surrounded by several white butterfly graphics. The scene is lit with stage lights, and the children are dressed in casual clothing. A woman in a purple cardigan is partially visible on the right side of the frame.

GOD-GIVEN  
ABILITIES

What does love mean to  
you?


We reflect on our gifts  
and needs to become  
the best version of  
ourselves.





FAITH IN  
ACTION

We understand that we  
are created in the image  
and likeness of God and  
know that we are loved.



SYMBOLS OF  
OUR FAITH

We respect and  
contribute to the sacred  
spaces throughout the  
school, parish and  
community.

# Scholarship

## As adult scholars, we...

- co-create learning environments with our students that are welcoming, safe, inclusive, equitable and flexible to support student learning
- approach teaching and learning from an inquiry stance, designing cross-curricular learning activities that engage critical thinking and knowledge building to solve novel and relevant problems, or make sense of complex ideas in creative ways
- recruit interest by highlighting the utility and relevance of learning and demonstrate it through co-creation of authentic, rich, rigorous and engaging tasks
- plan to meet the needs of all learners by removing barriers and designing learning supports that are necessary for some but good for all learners using the Universal Design for Learning framework as a guide
- co-design learning goal(s) for various lessons/projects/inquiries based on overall curriculum expectations

## As student scholars, we...

- have voice and choice in the design of learning spaces (classroom, learning commons, hallways, outdoors) that meet our needs and help us to perform to the best of our ability
- look at Big Ideas and investigate to see if we can come up with solutions to school, community or global issues. We share our learnings with others in a variety ways
- make sense of the curriculum by connecting it to what we already know and want to learn more about. We persevere and try our best when we have some choices and options in what we are learning about and how we will share that learning
- make choices about various learning supports and tools available to us (e.g., virtual or concrete manipulatives, speech to text software, parallel tasks) that allow us to engage in and maximize our learning
- set and use goals as a normal part of learning. We reflect on goals as this helps us to focus our learning and retain new concepts and skills

- co-create success criteria with our students so that they shape and understand key indicators of quality work

- co-create success criteria with educators so that we know and can articulate key success indicators. We then design our learning, incorporating those elements into our work

- link assessment and evaluation to the co-constructed success criteria. Provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, is substantive and informative, is frequent, timely, and specific

- give input into the assessment process through self-evaluation, peer evaluation and regular reflection on the strengths and next steps for improvement of our work. We use feedback provided to us to revise and improve our work

- utilize a variety of assessment tools that comprise diagnostic, formative and summative assessments and are balanced in observation, conversation and product

- conference regularly with peers and educators with just-in-time feedback to improve the quality of work. Reflect on quality work and share with others through digital portfolios or social media

- work with colleagues to co-plan and co-teach groups of students on a regular basis that will address student needs with greater precision and personalization

- work with a variety of peers and educators who focus on and support our unique strengths and needs as part of the learning journey


- put students' needs at the centre of our planning and daily classroom experience whereby students are active agents in the teaching and learning process on their journey to becoming expert learners

- make, create, do, share, collaborate and publish in ways that are meaningful to us, using real-world tools



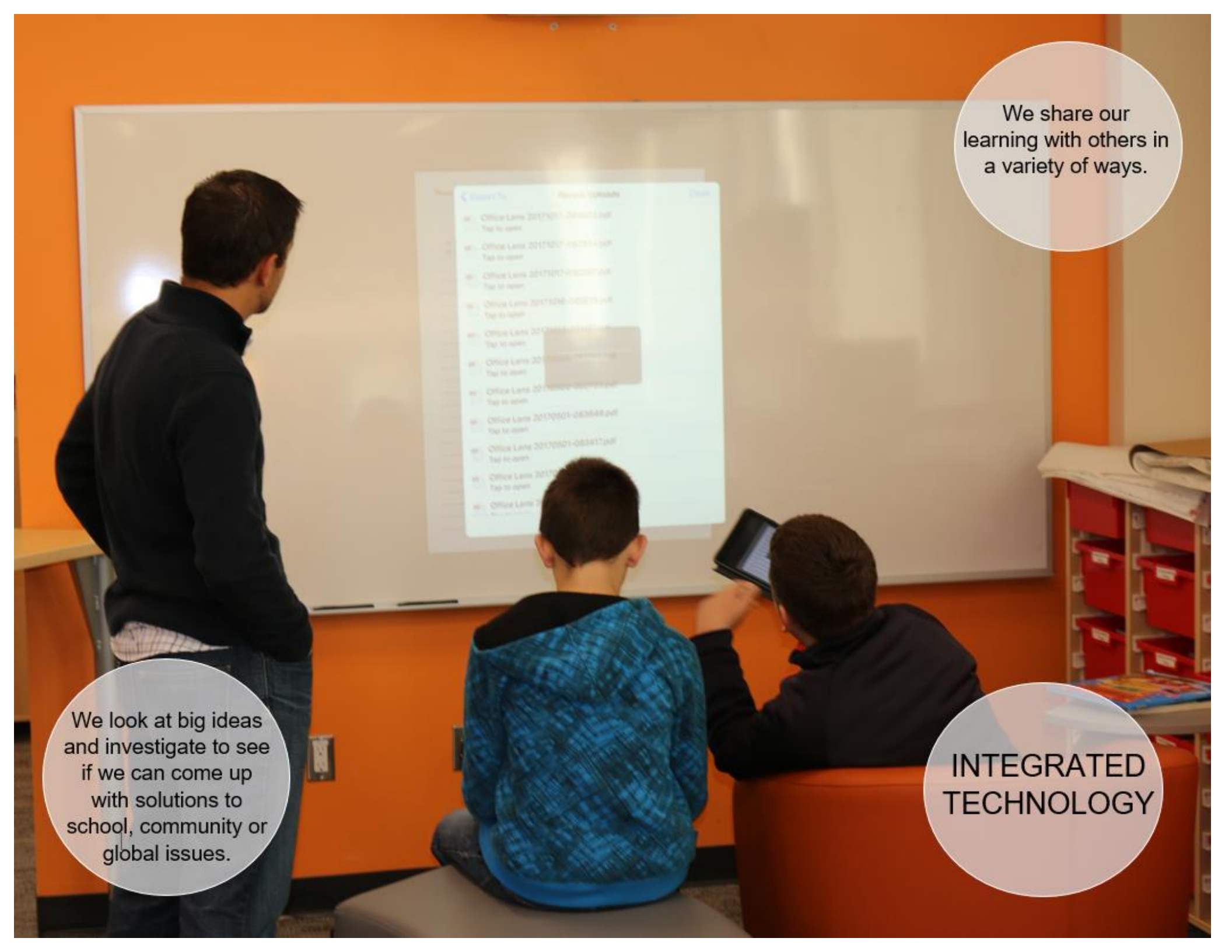
FLEXIBLE  
SPACES

We co-create learning environments that are welcoming, safe, inclusive, equitable and flexible to support learning.

A photograph showing children engaged in a hands-on learning activity. A large sheet of white paper is laid out on a blue carpet with colorful circular patterns. One child is kneeling on the left, using a marker to draw on the paper. Another child is standing in the center, holding a long, colorful marker. A third child is partially visible on the right, also working with the paper. There are several colorful geometric blocks scattered on the carpet around the paper. The scene is brightly lit, suggesting an indoor classroom or activity room.

## INQUIRY-BASED LEARNING

We approach teaching and learning from an inquiry stance, designing cross-curricular learning activities to engage critical thinking.

A man in a dark jacket stands on the left, looking at a whiteboard. Two boys are seated in front of the whiteboard. The boy on the right is holding a tablet. The whiteboard displays a list of PDF files with titles like 'Office Lems 20170211-000016.pdf'.

We share our learning with others in a variety of ways.

We look at big ideas and investigate to see if we can come up with solutions to school, community or global issues.

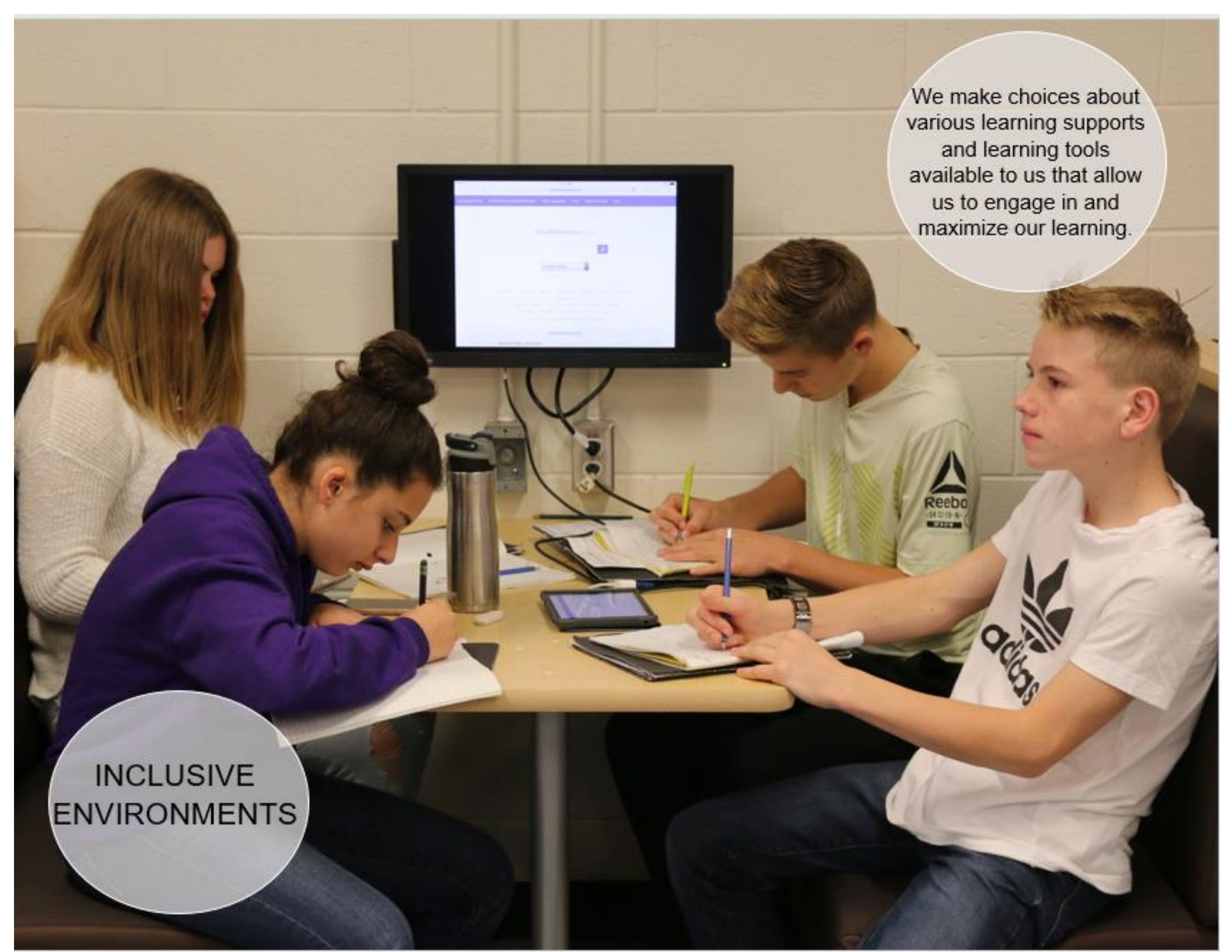
INTEGRATED TECHNOLOGY



COLLABORATIVE  
LEARNING  
SPACES


We plan to meet the needs of all learners by removing barriers and designing learning supports that are necessary for some but good for all learners using the Universal Design for Learning framework as a guide.



A photograph of four students in a classroom or computer lab. They are seated at a long table, focused on their work. A large monitor is mounted on the wall behind them, displaying a website. The students are using various tools like notebooks, pens, and a tablet. The background is a plain, light-colored wall with electrical outlets.

We make choices about various learning supports and learning tools available to us that allow us to engage in and maximize our learning.

INCLUSIVE ENVIRONMENTS




We make, create, do,  
share, collaborate and  
publish in ways that are  
meaningful to us, using  
real-world tools.

THE JOURNEY TO  
BECOME AN  
EXPERT LEARNER

SHARE OUR  
LEARNING

We make sense of our curriculum by connecting it to what we already know and want to learn more about.



A photograph of three students participating in a cardboard boat race in a swimming pool. The students, two girls and one boy, are wearing life jackets and are smiling as they sit in a boat made of cardboard boxes. The boat is floating on the water, and the students have their arms outstretched. The pool has lane lines in the background.

## STUDENT ENGAGEMENT

We recruit interest by highlighting the utility and relevance of learning and demonstrate it through co-creation of authentic, rich, rigorous and engaging tasks.



STUDENT-  
CENTRED  
LEARNING

We put everyone's needs at the centre of planning and daily classroom experience whereby students are active agents in the teaching and learning process.



REFLECT  
AND SHARE

We use a variety of assessment tools that comprise diagnostic, formative and summative assessments and are balanced in observation, conversation and product.



EXPERIENTIAL  
LEARNING

We know that goals are a normal part of the learning process. We think about and reflect on the goals as this helps us focus our learning and retain learning of new concepts and material.

# Stewardship

## As adult stewards, we...

- co-develop a community of faith who understands how to care for ourselves and others in a way that supports positive mental health and well-being
- cultivate mentally healthy classrooms by welcoming, including, understanding, promoting and partnering everyone as a school family
- model problem solving in real world, social and global contexts through the lens of Catholic Social Teachings and the Ontario Catholic School Graduate Expectations
- live our faith in relationship with all of God's creation
- grow in our understanding of issues that continue to impact the lives of Indigenous people in Canada and embed Indigenous histories and perspectives into teaching and learning
- model service to each other, our parent community, the parish, and local and global communities
- celebrate parents/guardians as the primary educators of their children and our partners in education
- model best practices to work to reduce our global ecological footprint

## As student stewards, we...

- use self-checks to take care of ourselves so that we can take care of others
- value our own mental health and well-being, and that of others, as an important condition of learning
- grow in our understanding of Catholic Social Teachings and Ontario Catholic School Graduate Expectations. We learn to apply them in a variety of academic and social contexts
- revere and protect all of creation
- recognize the unique contributions of Indigenous people to the history of Canada and work towards reconciliation and strengthening the ongoing relationship between Indigenous and non-Indigenous people
- engage in acts of service in our homes, school, church, community and the world
- share our school lives with our families
- consider our ecological footprint and how our habits and actions impact God's creation; and work to improve and do better



We model service to each other, our parent community, the parish and local and global communities.




COMMUNITIES OF SERVICE



INDIGENOUS  
EDUCATION

We infuse Indigenous  
histories and perspectives  
into teaching and learning.



We engage in acts of service in our homes, school, church, community and the world.

MODEL OUR SERVICE



OUTDOOR  
EDUCATION

We model problem solving in real world, social and global contexts through the lens of Catholic Social Teachings and the Ontario Catholic School Graduate Expectations.

A photograph of two young boys standing outdoors, holding a black tray with six small potted evergreen trees. The boy on the left is wearing a white hoodie and glasses, and the boy on the right is wearing a red shirt and glasses. They are both smiling. The background shows a grassy area, a fence, and trees with yellowing leaves, suggesting an autumn setting. There are two circular text overlays on the image.

STEWARDS OF  
THE EARTH


We live our faith in  
relationship with all of  
God's creations.



WORK WITH  
COMMUNITY  
PARTNERS

Family

We co-develop a  
community of faith who  
understands how to care  
for ourselves and others in  
a way that supports  
positive mental health and  
well-being.

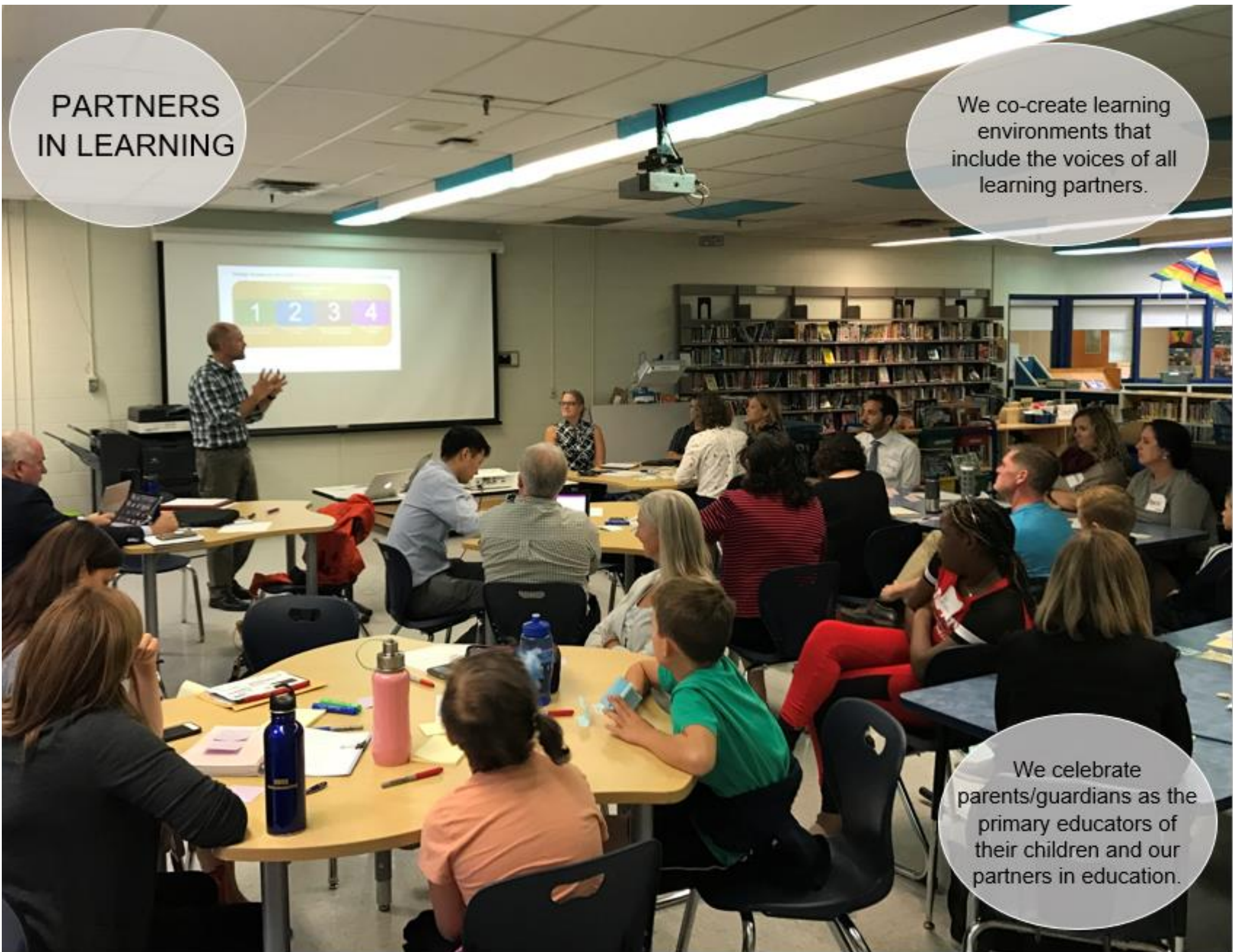


MODEL BEST  
PRACTICES

We consider our ecological footprint and how our habits and actions impact God's creation; and work to improve and do better.

PARTNERS  
IN LEARNING

We co-create learning environments that include the voices of all learning partners.



We celebrate parents/guardians as the primary educators of their children and our partners in education.