Re-imagining, Re-conceptualizing, and Re-thinking our School:

Epiphany of Our Lord Catholic Academy of Learning

http://www.tcdsb.org/schools/epiphanyofourlord/Pages/default.aspx

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2015-2016
The 21st C Learner is...

- a self-directed learner
- globally aware
- an innovator
- a communicator
- civically engaged
- a problem-solver
- financially & economically literate
- a critical thinker
- information & media literate
- a collaborator
The Academy
Right now, why are we called an “Academy”? A: The sign outside indicates that we are called a “Catholic Academy” and not a “Catholic School”.

What do we offer at the “Academy” that differentiates us from “a school”? Is it specialty programs of some sort? Is there a different schedule/timetable from the norm? Is there an alternative teaching methodology or pedagogical approach to teaching and learning that differs from other schools?

No. No. No. Nothing at all – The sign outside is the sole indicator that differentiates us from “schools”.

Mission
Epiphany of Our Lord Catholic Academy of Learning is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope, and charity. Epiphany of Our Lord Catholic Academy of Learning is committed to meeting the diverse needs of each student within a safe and nurturing setting. We are passionately committed to incorporating innovative educational methods that foster intrinsic motivation, life-long learning, self-responsibility and social competence.

Vision
Epiphany of Our Lord Catholic Academy of Learning is a publicly-funded, co-educational, Catholic school serving students from Kindergarten to Grade 8. Epiphany of Our Lord Catholic Academy of Learning provides our students with the Ontario Ministry of Education’s Curriculum with high expectations, within a caring, supportive, and motivating environment. We focus on academics, a healthy active-living program, including an intramural program and specialty program delivery. At Epiphany of Our Lord Catholic Academy of Learning, we pride ourselves in promoting the academic, social, physical, spiritual, and character development of our students and the facilitation of interactive communication between our parents, staff, students, and community partners.

Our students will be self-motivated, intellectual achievers with a strong sense of self. Their empathetic, unwavering spirit will allow them to confidently embrace the challenges and opportunities encountered throughout life, ultimately to become compassionate, resilient and authentic leaders.

What sets Epiphany of Our Lord Catholic Academy of Learning apart from other elementary schools is our unique, personalized, and blended self-directed learning (SDL) environment, which puts students in the driver’s seat of their educational journey. We focus not only in preparing our students for high school, but for life-long learning (see chart on the right).
Beginning in our Kindergarten classes, we introduce elements of SDL programming whereby there is less teacher-direction and the subtle introduction of more student inquiry and direction. Along the SDL Spectrum, this would be called “Incidental Self-directed Learning”. In subsequent grades, as we move along the continuum, the essence is for students to gradually think more independently (increased emphasis on inquiry, problem-solving and creative activities) with a gradual and progressive increase and higher degree of self-direction.

Our aim to eventually be in a position whereby students in our Intermediate grades (working collaboratively with their teacher) can have the freedom to continue to purposely customize a learning program they feel is best suited for their unique goals, abilities and interests (i.e., Self-Manage: The introductory use of “learning guides” into the curriculum). As such, our intermediate students are engaged in a rigorous curriculum that allows for a gradual transition into “high school mode”. This is accomplished by providing opportunities to progress through their assignments at a more personalized rate reflecting their individual needs and learning pace. Although students study somewhat at their own pace, they must still follow and fulfill the requirements of the curriculum set out by the Ministry of Education (see The SDL Spectrum Chart below).

The main advantage of a blended self-directed learning is that it empowers the student to take more responsibility and interest in decisions that will affect their education. Students will graduate from Epiphany of Our Lord Catholic Academy of Learning feeling a unique sense of ownership and having had the opportunity to have some ‘hands-on’ control of their learning.

The SDL Spectrum

![SDL Spectrum Diagram]

Features
At Epiphany of Our Lord Catholic Academy of Learning, we pride ourselves in promoting the academic, socio-emotional, physical, spiritual, and character development of our students by providing them with a challenging, varied and supportive learning environment. We set high personal and academic standards for our students. We believe, with rigorous, positive teacher support and direction, that students will rise to the challenge of high expectations and readily demonstrate their learning.
Our students are recognized and respected as unique individuals, and their successes reflect our own dedication to providing a high quality, well-rounded education. At Epiphany of Our Lord Catholic Academy of Learning, we remain committed to our students, our parents, and our philosophy.

We believe that a partnership of families is critical to maximizing the success of our students. Interactive communication between the classroom teachers, the school and our families are integral to our program.

- Epiphany of Our Lord Catholic Academy of Learning delivers an enriched curriculum within a challenging and supportive environment enhanced by our outstanding facilities.
- Our small classes and dedicated professional staff promote both the character and skills development of our students within a kind, caring, and nurturing environment.
- Epiphany of Our Lord Catholic Academy of Learning offers early literacy, arts and physical education programs as well as our strong academic curriculum.
- Through our enriched Ontario Ministry of Education curriculum, Epiphany of Our Lord Catholic Academy of Learning cultivates an intellectual curiosity and prepares students to be successful both in school endeavours and in our global society.

Virtue and Character Education

At Epiphany of Our Lord Catholic Academy of Learning, we believe that our individual character is formed from the values, habits and virtues that we practice in every aspect of our lives. We are guided by our Gospel Values and shepherded by our Catholic Social Teachings. Every month is comprised of a different Virtue and Character Trait that each class studies at their own grade level. Our program starts in Junior Kindergarten and carries on with them as students grow and mature into active members of the community. The children learn basic guidelines for proper behaviour and they are further encouraged to develop into lifelong habits. Positive habits are the foundation upon which we gain both personal and academic excellence and discipleship – putting our words and beliefs into action.

Our Virtue and Character Education is everything that we do that influences the character of each child we teach. Our main point is that we identify behaviours, beliefs, and attitudes that we admire in other individuals, and we gear our behaviours to be like them. This is an idea that is not so new, but what Character Education is. It is the conviction that one of the most powerful tools in this process is the use of stories and situations to motivate us to think and respond appropriately.

At the core of our program is the idea that whenever any academic subject or skill is being taught, ideas of truth, what is right and what is wrong are being relayed to the students. The concepts that we teach on daily basis (month by month) are the foundations for developing positive beliefs, values, morality, and ethics within a community. It is our goal to continue to teach about the Virtues and Character development in all our co-curricular activities as well.

Code of Conduct

Total commitment to the learning process is expected of all our students and staff. Epiphany's goal is to promote a positive, caring and secure educational environment. The Epiphany of Our Lord Catholic Academy of Learning Code of Conduct outlines all expectations of students, staff and parents, the process for addressing concerns and the possible consequences for failing to meet these expectations. All families will receive a Parent-Student Handbook (version 2015) upon registration and this document is available to view and/or download from our website at:
http://www.tcdsb.org/schools/epiphanyofourlord/aboutus/SchoolHandbook/Pages/default.aspx

The Foundation: Our staff and students will transform the world through witness, faith, innovation and action

Our vision of Catholic education invites each one of us – parents, students, teachers, administration, and support staff — to work together as a community of believers committed to putting the values of our faith into practice in the daily life of the school, the home, and in all of society.
Preparatory Curriculum

*Epiphany of Our Lord Catholic Academy of Learning* will offer a “rigorous” high-school preparatory curriculum from JK through Grade 8.

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<tr>
<th>Early Learning Program (JK/SK)</th>
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<td>Drama &amp; Dance</td>
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**Epiphany of Our Lord Catholic Academy of Learning for the Twenty-first Century**

*Epiphany of Our Lord Catholic Academy of Learning* strives to support high-quality learning while giving every child the opportunity to learn in the way that is best suited to his or her individual strengths and needs. Our curricular programs, from JK to Grade 8, are designed to help each child reach his or her full potential through motivating programs of learning that are coherent, relevant, engaging and age appropriate. Our programs recognize that, today and in the future, each child needs to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that each child in our school be connected to the curriculum; that they see themselves in what is taught, how it is taught, and how it applies to the world at large. *Epiphany of Our Lord Catholic Academy of Learning* recognizes that the needs of each learner are diverse, and we support each learner to develop the knowledge, skills, and perspectives needed to demonstrate learning at high levels, to be an informed, productive, caring, responsible, healthy, and active citizen in his/her own community and in the world.

**Epiphany of Our Lord Catholic Academy of Learning Goals**

We recognize that inherent in all we do is a cycle of learning and building capacity to improve and facilitate success for our whole community - parents, students, and staff. Our school goals are living, fluid, and will continue to evolve.

**Goal #1 (Numeracy and Literacy)**

To increase student achievement in literacy/numeracy assessments and in daily tasks in rich, non-threatening learning environments that promote risk-taking in teaching and learning. We will nurture and model a set of beliefs in one’s behaviour, outlook, and a mental attitude that will encourage and foster growth – a model of rigour and a “growth mindset”.

**Goal #2 (Learning Opportunities)**

To foster student success by providing engaging, motivating, and intentional opportunities to support differentiated learning (i.e., IEPs, accommodations, modifications, multiple intelligences) via best practices from around the world with an emphasis on 21st Century teaching – We’re stepping outside the four walls.

- [The realm of possibilities exists in each of you!](#)
- [Leaving to Learn](#)
- [Ten Student Expectations](#)
Goal #3 (Engagement & Empowerment)
Engage and empower students in rich parish and school community leadership opportunities to further develop Catholicity and continue to implement relevant, authentic, and meaningful initiatives. We will strive to foster and strengthen our relationships with our community partners in relevant and meaningful ways - *We will continue to do good, because it is good to do.*

Paying it Forward

"Think of an idea to change our world ... Then, put it into action!"

Living Our Catholic Values: To apply our Catholic Social Teachings in all we do
- Students will be instructed in a curriculum that is rooted in Gospel values and informed by the Ontario Catholic School Graduate Expectations
- Staff and students will participate in ongoing faith development through liturgical celebrations and other opportunities for spiritual growth
- Parents will be supported in their integral role of nurturing the relationship between home, school, and parish
- Epiphany will develop decision-making processes that reflect Catholic social values

Fostering Student Achievement and Well-being: To support our students in meeting the Ontario Catholic School Graduate Expectations
- Students, staff and parents will share a common understanding of the curricular programs, methodology, and expectations
- Use teaching and learning strategies that have proven results to provide students opportunities to become: discerning believers, effective communicators, reflective thinkers, self-directed learners, collaborative contributors, caring family members and responsible citizens (Ontario Catholic School Graduate Expectations)
- Employ a variety of instructional strategies to ensure that the individual learning needs of each student are accommodated and that each student is engaged in his or her learning
- Provide each student with equal access to learning and technology and strive to close the opportunity gap so that each student can achieve to his or her full potential
- Strive to ensure that the physical, emotional, intellectual and spiritual needs of each student are considered and addressed
- Provide each student with a safe, healthy learning environment by promoting a positive school climate, inclusive and accepting of each student and by promoting the prevention of bullying

Communication and Understanding: Value and Success
Communication with parents is vital in all we do - Parents need to be in the loop. We will do our utmost to give parents the information on rationale and benefits of what we are doing. Parents need to see value in what we are doing and they need to see that their child will be successful ... **VALUE + SUCCESS = UNDERSTANDING**
Classroom teachers will strive to provide parents information in writing about classroom, policies, procedures, expectations, philosophies, and thank them for their support. Teachers will let parents know that they are welcome and encouraged to be active participants in their child’s learning and the parents will know that the teacher is there for them too.

We will:
- Ensure timely and sensitive responses to stakeholder questions and concerns
- Create opportunities for meaningful dialogue, feedback, and input from all parties
- Build and maintain supportive and engaging community partnerships
- Ensure open and transparent comportment in all processes and activities

**Rigor in a classroom is the process of:**
- Creating an environment in which each student is expected to learn at high levels
- Each student is supported so that he/she can learn at high levels
- Each student is expected to demonstrate learning at high levels

Rigor means our classrooms are MOTIVATING
Rigor means our lessons are ENGAGING and RELEVANT
Rigor utilizes a “GROWTH MINDSET” on a daily basis
Rigor is something that can be LEARNED, PRACTICED, and used in all aspects of life
Rigor is a set of STANDARDS, PRACTICES, and EXPECTATIONS that we establish
Rigor means we establish a RELATIONSHIP between parents-students-staff

Rigor is not just something that applies to our students; rather, it is established for each student and each staff members of Epiphany – we are all accountable and take personal ownership for our teaching and learning.

To this end, our focus is to not only prepare our students for high school education, but for life after school, through curricular opportunities that emphasize the development of **Seven Essential Survival Skills** that are critical in a changing world:

- Critical Thinking and Problem-solving
- Collaboration across networks and leading by influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective oral and written communication
- Accessing and Analyzing information
- Curiosity and Imagination

The result of weaving together the elements of curriculum, instruction, and assessment in a way that maximizes the learning of each child is the essence of what a “rigorous” curriculum is all about.

At Epiphany, we use information technology to deliver appropriate components of the curriculum and in the process encourage mastery of the technology skills essential for success in today’s world – we have state-of-the-art technology and our “Connected Classrooms” allow our students to work in an effective and meaningful manner in all subject areas. We have a BYOD (Bring Your Own Device) Policy and we do equip each student with the necessary tools to be readily “connected” with the outside world.

**Epiphany of Our Lord Catholic Academy of Learning** is a unique learning environment in that it is the only school of its kind within the TCDSB family. Caring and dedicated staff and commitment to our philosophy will develop, strengthen, and refine our students’ skills and work habits as a learner.
Our courses meet and exceed Ontario Ministry of Education requirements and are delivered by a highly competent, passionate, and dedicated staff. Classes are typically multi-aged, within Ministry of Education guidelines, and our small school setting enables our teachers to motivate and engage each student as well as support each student to achieve his or her true potential.

**Assessment (See Index Pages 33-35)**
The main purpose of assessment and evaluation is to improve student learning. Information gathered helps teachers identify students’ strengths and those areas needing improvement, as well as program areas of strength and those needing improvement. It is important that teachers adapt their instructional methods to the needs of their students.

Assessment is the process of gathering information from a variety of sources, including assignments, demonstrations, projects, homework completion, classroom participation, performances, and tests. This information should demonstrate how well students are achieving the curriculum expectations. As part of assessment, teachers, peers, and individual students provide descriptive feedback that guides efforts for improvement. Assessment is ongoing and supportive.

At *Epiphany of Our Lord Catholic Academy of Learning*, our courses reflect well-designed assessment and evaluation based on curriculum expectations and achievement criteria, which allow our teachers to focus on high standards of achievement for all students. Our teachers employ a combination of diagnostic and formative assessment, and summative evaluations, based on the provincial curriculum expectations and the achievement levels outlined in “Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010”, and in the curriculum policy document for each discipline, to ensure that their assessment and evaluation is valid and leads to the improvement of student learning.

In recognition of the particular knowledge and skills that students are expected to demonstrate by the end of each subject/year, our assessment and evaluation varies from class to class. However, all assessment and evaluation is based on the established expectations and achievement levels. The culminating activity for each course is designed to reflect the particular course. It may or may not be a test. However, all students and parents will be aware of the breakdown of assessments and the value on all assignments, homework, participation, and assessments (both formative and summative).

**Curriculum**
*Epiphany of Our Lord Catholic Academy of Learning* offers the Ontario Ministry of Education curriculum. We are a smaller school (approximately 170 students) and our classes are all within Ministry of Education guidelines. Given our “Balanced School Day” Schedule, we effectively and efficiently use our classroom time and maximize the opportunities for instructional time and student - teacher interaction. Our goal is to deliver the curriculum in a manner that develops the child’s skills as a learner. Skills such as problem solving, research, planning, organization, teamwork, presentation, interpersonal, and computer literacy will be developed. In short, through our efforts, our resources and professional development support for our teachers, we provide the optimum learning environment for your child to develop the skills and knowledge needed to maximize their potential. Finally, as a partner in the success of your child’s education, each parent will be provided with direct access to their school's website and the teacher’s website link. This will provide you with access to the classroom calendar, assignments, homework and teacher contact information.

*Epiphany of Our Lord Catholic Academy of Learning* provides programs to prepare our students for high school. The type of programming that we provide at *Epiphany of Our Lord Catholic Academy of Learning*, specifically a blended model of “self-directed learning” within the spectrum, allows for our intermediate students the opportunity to transition into high school mode in preparation for their next step of young adult.
Epiphany of Our Lord Catholic Academy of Learning attempts to provide a wide range of opportunities and learning experiences at all grade levels that will meet the individual needs and interests of our students.

Epiphany of Our Lord Catholic Academy of Learning encourages all of our students to strive for excellence in their Academic, Athletic and Personal pursuits. Please see Index for more information.

Evaluation (See Pages 23-28)
Evaluation is the process of judging the quality of a student’s work on the basis of established achievement criteria and assigning a value to represent that quality. It reflects a student's level of achievement of the provincial curriculum expectations at a given time.

Our students will be evaluated using the expectations of the Ministry Curriculum. Parents will receive a Province of Ontario Progress Report (November). There will be two official Province of Ontario Report Cards during the school year (February and June). These reports are summative by design.

Unique to Epiphany of Our Lord Catholic Academy of Learning are two other reports parents will receive; we will be issuing Interim Progress Reports (October and April). These reports are formative reports and serve as a method of feedback for students and parents. As such, the Epiphany Interim Progress Reports focus on long term growth as opposed to term by term growth – hence, they are not summative nor “graded”. These reports focus on the following areas:

- Character and Skills Development
- Ontario Report Work Habits and Learning Skills
- Ontario Catholic Graduate Expectations
- Catholic Social Teachings
- Essential Survival Skills
- Curricular Subject Areas

In addition, teachers will provide the students and parents with specific “Success Criteria” that will be used in evaluating students, before a unit is taught. For example, should a project be assigned, the “Success Criteria” for evaluating the project will be provided at the start of the activity. This will provide students, parents, and teachers with consistent, detailed and fair criteria for evaluating the assignments of our students. Students will be well-versed on the use of “Success Criteria” and “Learning Goals”. Please see Index for more information.

Kindergarten Program – Full Day

Early Learning Program (ELP)
The ELP curriculum is based on the materials covered in the kindergarten years. Students further develop their reading, writing and speaking skills. Teachers track each student’s literacy skills providing specific strategies needed to monitor and stimulate their development. Epiphany of Our Lord Catholic Academy of Learning’s Junior and Senior Kindergarten program is designed to develop the personal, social, spiritual, physical, and academic skills of the student.

Goals
Our goal is to strive for excellence through a curriculum based on high academic standards provided within a stimulating and supportive play-based environment. Each area of study in the curriculum is targeted with the expectation that the child will master and extend the basic skills and knowledge related to each subject.
**Beginning Stage**
The initial stage of our programs is spent assessing the individual skills and needs of the students. As they become accustomed and comfortable with their new environment, students are challenged on an individual basis to excel within their strengths and improve upon their weaknesses.

**Early Start Programs**
In our Literacy program, by the end of Kindergarten the children are able to begin reading simple books. They are initially encouraged to print in lower case letters as their readers are in lower case print. Their progress is tracked using a variety of assessment tools designed to provide the teacher with specific strategies needed to monitor and stimulate the development of each student’s literacy skills.

Mathematics and Science are introduced through a “hands on approach”. This will expose our students to materials that are used to facilitate and extend their understanding along the continuum (C-P-A approach), from Concrete to Pictorial to Abstract.

Students will be exposed to the basics in our Music program (Vocal), which starts in Junior Kindergarten.

Students participate in weekly Physical Education & Health lessons as a part of our daily physical and health education program.

**Curricular Programming (Grades 1 to 8)**

**Literacy**
Language development is central to students’ intellectual, social, and emotional growth, and must be seen as a key element of the curriculum. When students learn to use language in the elementary grades, they do more than master the basic skills. They learn to value the power of language and to use it responsibly. They learn to express feelings and opinions and, as they mature, to support their opinions with sound arguments and research.

Our students become more aware of the many purposes for which language is used and the diverse forms it can take to appropriately serve particular purposes and audiences. They learn to use the formal language appropriate for debates and essays, the narrative language of stories, the figurative language of poetry, the technical language of instructions and manuals.

They develop an awareness of how language is used in different formal and informal situations. In sum, they come to appreciate language both as an important medium for communicating ideas and information and as a source of enjoyment. Language skills are developed across the curriculum and cumulatively through the grades.

Language is the basis for thinking, communicating, and learning. Students need language skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning. Learning to communicate with clarity and precision, orally, in writing, and through a variety of media, will help students to thrive in the world beyond school. Language is a fundamental element of identity and culture. As students read and reflect on a rich variety of literary, informational, and media texts, they develop a deeper understanding of themselves and others and of the world around them. If they see themselves and others in the texts they read and the oral and media works they engage in, they are able to feel that the works are genuinely for and about them and they come to appreciate the nature and value of a diverse, multicultural society. They also develop the ability to understand and critically interpret a range of texts and to recognize that a text conveys one particular perspective among many.
Students use and develop important language skills as they read and think about topics, themes, and issues in various subject areas. Language facility helps students to learn in all subject areas, and using language for a broad range of purposes increases both their ability to communicate with precision and their understanding of how language works. Students develop flexibility and proficiency in their understanding and use of language over time. As they move through the grades, students are required to use language with ever greater accuracy and fluency in an ever-expanding range of situations. They are also expected to assume responsibility for their own learning and to apply their language skills in more challenging and complex ways.

Our Numeracy program focuses on developing problem solving skills, and applying these skills through enrichment activities in all grade levels. Success in Literacy and Numeracy is often a foundation for success in other subjects.

Learning and Teaching Technology
One of the key elements of Epiphany’s School Learning Improvement Plan is to continue to evolve our leadership in the integration of new Information and Communication Technology (ICT) in curricular and co-curricular programs as well as in the school at large. We are continuously exploring and monitoring technological advances for new and promising applications and integrating new applications seamlessly into the curriculum and all aspects of school life.

The ICT component of our School Learning Improvement Plan has the full support of our school community – teachers, students, parents, TCDSB, and community partners. The School administration provides leadership for innovation by spearheading ICT initiatives in the school through strategic planning and support for the implementation of initiatives.

Our students utilize ICT skills through a variety of activities explicitly written into our school curriculum and designed to deliver appropriate portions of the Provincial Curriculum in all subject areas.

At Epiphany of Our Lord Catholic Academy of Learning, we embrace the use of ICT in our curriculum and classrooms and dedicate 15% to 20% of course time to its integration. This curricular commitment is made possible by having our teachers and students equipped with laptop computers, tablets, desktops, and iPads. Our purpose is to provide our students with the ICT resources to be used as tools in the development of research, communication, analysis and problem-solving skills and to equip our students with the skills necessary to compete in tomorrow’s environment.

Epiphany of Our Lord Catholic Academy of Learning houses a small library, a Student Computer Lounge and a Primary Common Room, providing students with a variety of quiet and diverse spaces where they can engage in their school work, finish homework or read. Another feature available to our students is our wireless IT.

Math Program (Supplemental Material): Singapore Math
Singapore consistently tops tables in mathematics results in TIMSS, (Trends in Mathematics and Science Study). The secret to Singapore Math is that it slows down the learning process and more thoroughly grounds elementary students in the fundamentals – it uses a C-P-A approach (Concrete-Pictorial-Abstract). Since 2013, Epiphany has been gradually supplementing our Mathematics program with the Singapore Math framework from JK to Grade 8. We will continue to monitor the results and successes of the mathematics curriculum and undeniably watch our students flourish. Our teachers continue to learn about the program and we are encouraged and confident that we will continue to see increased student achievement.
Science
Science is designed to cultivate a sense of curiosity in the students of Epiphany. As students explore topics in the four strands of the science curriculum (Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems), each student gains scientific knowledge using real-life contexts and develop critical thinking and observational skills as they complete a variety of hands-on explorations.

Science and technology underpin much of what we take for granted, including clean water, the places in which we live and work, and the ways in which we communicate with others. The impact of science and technology on our lives will continue to grow. Consequently, scientific and technological literacy for all has become the overarching objective of science and technology education throughout the world.

Achievement of both excellence and equity underlies the goals of the science and technology program. Our science curriculum goals outline the skills and knowledge that students will develop, as well as the attitudes that they need to develop in order to use their knowledge and skills responsibly.

Technology is also a way of knowing, and is also a process of exploration and experimentation. Technology is both a form of knowledge that uses concepts and skills from other disciplines and the application of this knowledge to meet an identified need or to solve a specific problem using materials, energy, and tools (including computers).

Athletic Program
Epiphany of Our Lord Catholic Academy of Learning promotes a healthy active lifestyle. The three main areas of our Athletic program are healthy living, fundamental movement skills, and active participation. Students will engage in physical education classes, daily physical activity (DPA) and weekly health classes as part of the curriculum.

Students are also encouraged to participate in our co-curricular sports activities. We offer intramural programs and team sports. As a TCDSB school, students experience the many challenges and thrills of competing with other TCDSB schools.

Arts Program
Epiphany of Our Lord Catholic Academy of Learning recognizes the importance and benefits of a strong foundation in the arts. Our Program is designed to introduce and nurture awareness for the Arts: Dance, Drama, Music and Visual Arts. Students learn to think and reason creatively by analyzing various artwork, musical compositions, and performances. They also look at cultural, historical and social references in relation to particular periods and movements in art.

The Arts Program is divided into four main areas of study: Dance, Drama, Music and Visual Arts. Teachers provide a solid program, introducing students to basic principles and concepts. Throughout their elementary experience, students nurture a fondness for the Arts. Every aspect of the performing arts is covered within the Dance & Drama Program.

Students demonstrate their understanding of the basic elements, interpret the meaning of literary materials, and create dance and drama pieces. They also learn to make comparisons between their own and professional works. Production and technology aspects are introduced to students in later grades.
**Drama**
The drama curriculum is intended to help students to develop an understanding and appreciation of drama, as well as the ability to create works using the forms, concepts, elements, and conventions of the discipline. Through exploring drama, students will develop an understanding of the art form, themselves, and others, and will learn about the lives of people in different times, places, and cultures. As they work in role in a context, they will come to understand particular situations, texts, ideas, and stories. In addition to role playing, students will use their growing understanding of drama forms, conventions, and elements to develop process drama with others, explore issues through improvisation, or develop or interpret scenes.

Students will expand their thinking, solve problems, and develop their ability to express ideas and feelings through aspects of the art form such as contextual or process drama and role play. Students will explore dramatic situations episodically and should assume different roles using various drama conventions. They will also develop practical artistic skills, critical analysis skills, and a variety of communication skills that will enable them to clarify and articulate their own point of view.

Drama provides many opportunities for students to practice communicating with different audiences for a variety of purposes, through moving, speaking and writing in role. Role playing is a key component of the drama curriculum. Pretending to be someone else involves an act of the imagination that is of central importance in the development of the ability to understand others. As students “live through” experiences of others in imagined situations, they learn to understand a variety of points of view and motives and to empathize with others. This exploration of the “as if” in roles and worlds will help students deepen their understanding of humanity and issues of equity and social justice. Students will also learn to use language effectively to communicate a character’s emotional state and point of view.

**Dance**
The dance curriculum is intended to help students to develop an understanding and appreciation of dance, as well as the ability to create works using the elements and the choreographic forms of the discipline. Through exploring dance and movement, students will develop an understanding of the art form, themselves, and others, and will learn about the lives of people in different times, places, and cultures. They will develop practical artistic skills, critical analysis skills, and a variety of communication skills.

Dance is expressive movement with purpose and form. All dance communication is transmitted through movement – that is, through the body movements and gestures of the dancer. A dancer is, therefore, both the performer and the instrument through which dance is expressed. Students will be encouraged to develop their own movement vocabularies that they will use to create dance pieces that communicate their feelings, ideas, and understandings.

This approach to dance, as outlined in our curriculum, is based on dance pedagogies and focuses on the use of movement and the elements of dance instead of rote repetition of dance steps.

**Music Program** “The halls are alive with the sound of music”
The Music program teaches students the elements of musical creativity and composition. Strong emphasis is placed on using and understanding basic terminology; reading, writing and performing various sounds. Students also learn to analyze and express their responses to music, drawing from cultural, historical and social references. Students in ELP to Grade 4 develop their singing abilities; Students in Grade 5 to 6 will strengthen their singing abilities while being introduced to instrumental music; Students in Grades 7 to 8 will further develop their playing (instrumental) abilities.
**Instrumental Music** (Grades 7 to 8) has begun to blossom over the past two years at Epiphany and it continues to grow in both numbers and passion. At times, a group of students may form a “string quartet” to entertain the school. There are at least two band performances every year (December - Christmas Concert and May - Spring Concert). At times, there may be other opportunities to perform at special events. Students may also have the privilege of performing at The TCDSB Music Festival, held annually in Toronto (hosted at Epiphany in 2013-2014, 2014-2015).

**Vocal Music** (Grades JK to 6) and Glee Club (all grades) continue to grow in popularity and in confidence. Our program also allows for the opportunity to develop a choir for all our students. Students and staff give plenty of their “free” time to practice and train for glee and choir. We are aiming to have a “full-time choir” of dedicated singers who will be able to sing at our school events (i.e., monthly mass, graduation, Christmas Advent Mass, etc.) and other school events throughout the year. An essential element or part of both the vocal and instrumental curriculum is theory curriculum in music.

**Visual Arts Program**

*Epiphany of Our Lord Catholic Academy of Learning’s* Visual Arts program develops creativity and the ability to communicate through visual images. Students learn to use the elements and principles of design through a variety of media such as painting, drawing, photography, sculpture, arts and crafts, printmaking and architecture. Students apply their understanding of the elements and principles of design by verbally analyzing artworks from different periods, movements and their own work.

Our Art program will challenge our students by engaging them in a range of creative and innovative art making experiences. Students have the opportunity to develop skills in a diverse and broad range of art forms and media including drawing, painting, sculpture, ceramics, traditional photography, digital imaging and graphic design.

The visual arts curriculum is intended to help students develop their creativity, as well as the ability to communicate their understanding of the world around them through visual arts. In learning to express themselves in visual ways, students will sharpen their powers of observation, imagination, and invention. In developing the ability to respond to, analyze, and describe works of art, they will learn to interpret art works and to communicate their understanding of the meaning and intentions they see in the works. The development of visual literacy skills and knowledge will therefore prepare students to investigate and understand images, media, and art works, and will equip them to interpret the complex contemporary visual world.

The visual arts curriculum is rooted in the experience of art making. Visual arts provide ways of describing, exploring, and responding, and can be used to express ideas, experiences, and feelings. In order to make visual art works, students need to acquire a range of skills and some specific knowledge. It is essential for students to be engaged in meaningful, open-ended art-making activities that enable them to express personal feelings, experiences, and ideas and develop the skills to use art tools, materials, and techniques that are appropriate for the grade. When students become familiar with the possibilities and limitations of a variety of tools, materials, and techniques and can demonstrate control of these resources, they will be expected to apply their knowledge and skills in making artistic choices in their own work.
Media Arts and Multimedia Technology:
Although media arts do not represent a separate strand, the arts curriculum must take it into account. There has been a global transformation of culture, as new and emerging media forms have blurred the boundaries between the arts, leading to the creation of new art forms and new ways of looking at the arts.

A new aesthetic sensibility has arisen from the technological revolution, allowing young people to view the world through multiple modalities. Multisensory and cross-disciplinary approaches are challenging fixed forms and categories as means for interpreting human experience. Traditional definitions of the arts do not sufficiently take these forces into account.

New technologies are increasingly being used in teaching, learning, and creating in the arts. These technologies are contributing to the emergence of new art forms. Moreover, the use of multimedia technology also gives students opportunities to develop collaborative skills, since creating a multimedia project in the arts often involves a number of learners. Such collaborative and interactive activities foster holistic learning, the integration of skills and knowledge, and the development of transferable skills. Students also need to develop the ability to think critically when creating and viewing print and electronic media so that they are aware of the effect of media on their perceptions and experience of the world.

Modified Self-Directed Learning (Grades 7 to 8)
- Student sets learning targets for himself/herself (co-created with teacher)
- Student knows which parts of the lessons he/she does not understand
- Student asks questions when he/she is not sure about the lessons.
- Student looks for more information to help understand the lessons better.
- Student makes a list of what he/she needs to do for his/her learning (i.e., success criteria).
- Student completes his/her schoolwork on time.
- Student tries to understand where it went wrong (i.e., feedback)
- Student tries different ways to solve problems on his/her own.
- Student uses what he/she learns in class after his/her lessons.
- Student finds out more than what teachers teach in school.
- Student uses the computer to:
  - go online to ask people outside the school for ideas on lessons;
  - become better at a skill that he/she is interested in;
  - get ideas from different websites and people to learn more about a topic
- Students are involved in understanding what is needed to be successful in school and in the real world. They are explicitly involved in the development, strengthening, and application of the Seven Essential Survival Skills required for personal achievement in the 21st Century.
- Student is explicitly engaged in his/her own learning and recognizes you earn what you get and that nothing is given without being earned. Personal achievement is due to one’s effort and willingness to engage ... and personal failure is yours too - learn from it and move on!
- Students will be given: formative feedback on tasks (during the task) in order to continue to refine and improve the end product; various forms of evaluations (before, during, and after the task); and students will be given the support needed to be successful – keep in mind, this is not a crutch, rather support comes in the form of encouragement, praise, positive reinforcement, critical analysis and communication with peers/teacher/parents
- Students will come to understand that the real world is not all nice smelling flowers and pretty butterflies – there will be bumps along the way and failure is part of the learning. Learn to fail/lose now, so you understand what it feels like and learn from your failure. Ask good questions to take something from “failure” and build on it.
In the final analysis, each Intermediate student is provided an opportunity to transition towards the rigors of high school in a nurturing and supportive environment:

- Each student is expected to achieve high expectations at a level that is appropriate for him/her
- Each student is motivated (sees value and success) and engaged in the classroom (material is relevant) and feels empowered (growth mindset) and it is authentic (high school model)
- Each student is supported by the teacher by: Feedback, meetings, talks, scaffolding, visuals, audios, ICT, Success Criteria, Learning Goals; Relationships (home-school-student) are established; Essential Learning Skills are taught, developed and strengthened; Essential Keys to Learning are explicitly taught (each student needs to know how he/she learns and what strategies work or don’t work – metacognition)
- Each student is expected to demonstrate learning in a various forms (assessments)
- There is accountability for all stakeholders – Students, Teachers, and Parents all play a critical role for achievement to take place and all are responsible in making BSDL a successful mechanism for each student to take greater ownership for his/her own learning.

Robotics

Our Grade 7 and 8 students will be teaming up with local high school students from Mary Ward Catholic High School to work on a “Robotics” Initiative. This initiative exposes students to a variety of real-world applications of Robotics. First, the students will use software to develop knowledge and skills by programming and building a “Robot” to perform various tasks. Epiphany students will work with high school students to achieve their goal— to build and programme a robot that will perform a given task (i.e., lift an object).

Growth Mindset

What is it? [https://www.youtube.com/watch?v=ElVUqv0v1EE](https://www.youtube.com/watch?v=ElVUqv0v1EE)

*Mindset* is a simple idea discovered by world-renowned Stanford University psychologist, Carol Dweck, in decades of research on achievement and success—a simple idea that makes all the difference.

In a **fixed mindset**, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They’re wrong!

In a **growth mindset**, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships. When you read Carol Dweck’s book, *Mindset*, you’ll see how. Click the links below for more:

- Carol Dweck: The Power of Yet
- A Growth Mindset
- A Study in Praise Mindset
- Mary Cay Ricci
Intramural Program
Students have access to intramural programs during our 2 – 45 minute daily breaks (i.e., lunch). Our intramural programs are available to students from Grade 1 to Grade 8 and are designed to encourage participation and practical application of the skills taught in our physical education classes. Some sporting activities of the Intramural Program are: soccer, volleyball, basketball, skooterball, team handball, skooter-hockey, and other activities.

Specialty Sports Programs
A component of our Physical and Health Education program includes special sporting lessons put on by various sporting associations (i.e., Cricket Association, Tennis Association, Curling Association, etc.). Highly skilled and qualified instructors teach these classes, focusing on the individual skill development, knowledge development of the sport, and elements of fun for our students.

Nutrition Program (Morning Snack)
*Epiphany of Our Lord Catholic Academy of Learning* offers a Nutrition Program (Morning Snack) at a very reasonable contribution and is served directly in the classroom. The Nutrition Program ensures that students have a nutritious morning snack (3 food groups) every day during the busy school week. For more information, visit our website:
http://www.tcdsb.org/schools/epiphanyofourlord/snackshack/Pages/default.aspx

Before & After School Program
The Before & After School Program (YMCA) provides a safe, secure and stimulating transition between the home and *Epiphany of Our Lord Catholic Academy of Learning*. The Before School program runs from 7:00 a.m. to 8:45 a.m. Parents drop-off their children knowing they are safe and supervised by qualified staff. Following dismissal from class, the students are escorted to the After School program. The After School program closes at 6:00 p.m. and provides a variety of supervised activities including educational games, gym time and quiet area for the completion of homework.

Dress Code
At *Epiphany of Our Lord Catholic Academy of Learning*, we adhere to an Appropriate Dress code - This signifies that *Epiphany of Our Lord Catholic Academy of Learning* is a special place in which special kinds of behaviour are required.

The way that staff and students dress has an impact on the tone of the school; therefore, all are expected to dress appropriately for their particular roles in the school and in a way that shows respect for themselves, others and the school. Our standard of dress and appearance marks our school as a place of dignity and minimizes distractions to learning. Casual clothing in which students feel comfortable for various learning activities such as physical education, co-curricular activities, and outdoor science projects or art assignments is acceptable.

The dress code is in effect throughout the building on school days during school hours. The final decision as to proper dress will be made by the school administration. Violation of the dress code could result in the parent(s) being contacted and/or the student being sent home to change. Exceptions are made during evenings, weekends and on specific school “Casual Days”. Our uniform colours are blue and white. For more information, please visit our website at:
http://www.tcdsb.org/schools/epiphanyofourlord/DressCode/Pages/default.aspx

Parents may wish to visit the TCDSB website for further information as well:
**Homework Club (Books, Ball, and More)**

Our Homework Club runs from 3:45 to 4:30 p.m. under the supervision of qualified teaching staff. This allows students and their families the opportunity to pursue interests outside of school without affecting the completion of their assignments. Access to the library and computers are available to the students at this time.

For more specific details on your child's grade specific curriculum, please choose a grade below:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
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<tbody>
<tr>
<td>Grade 5</td>
<td>Grade 6</td>
<td>Grade 7</td>
<td>Grade 8</td>
<td></td>
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</tbody>
</table>

**The 12 Keys to Learning**

What is key in learning? These keys are meant to bring understanding about what learning is, and how learning can be improved by understanding the message of each one of these keys. These keys give us a keen insight on how learning works and what we can explicitly do to support personal learning. Click on the link below the diagram to find out more information about each key to your personal learning.

![Diagram of the 12 Keys to Learning](http://www.learning-knowledge.com/learningkeys.html)

**Learning isn’t a means to an end; it’s an end in itself.**

Helpful Links for Students

http://www.bjpinchbeck.com/index.html
Need help with Math, English, Science, or Computers? There really is a BJ Pinchbeck and he started this website when he was nine years old with his dad. You can find pretty much anything – check it out!

http://www.thecanadianencyclopedia.com
A reliable website for everything Canadian.

http://www.collectionscanada.gc.ca/education/008-2010-e.html
This is a website organized by subject.

https://www.tcdsb.org/schools/epiphanyofourlord/thefuture/Pages/Student-Support-Websites.aspx
This is a link to a wide assortment of Math websites for learning and fun.

https://www.tcdsb.org/schools/epiphanyofourlord/thefuture/21st%20Century/Pages/default.aspx
This is a link on our school website to many amazing websites for all students with lots of helpful links.

Helpful links for adults

http://www.edu.gov.on.ca/abc123/eng/index.html
This is a Ministry of Education website for parents and guardians. It features podcasts, links, and helpful tips about practical ways you can help your child succeed in school.

http://www.pbs.org/parents/lions/activities/literacy_tips.html
This is a great site with practical tips about how to include literacy in your day to day lives. It’s also paired with fun online games that you can play together.
**Epiphany of Our Lord Catholic Academy of Learning**

**About the Husky**
The Husky is free-spirited, good-natured, very playful, athletic, and agile. The Husky loves the great outdoors and requires vigorous exercise, especially in cool weather.

The husky loves to go running every day, always, for he is independent and born to run. If something catches his interest, he'll be gone.

Teaching him to work as a team to accomplish a task gives the husky a purpose in life. Without such rigorous exercise, mental activity, and lots of companionship, the husky can be incredibly, destructive and get in trouble. The Husky is inclined to use his intelligence in clever and very innovative ways. This is why we are the Epiphany Huskies!

**The Epiphany House System**

**Structure:**

The House System provides the framework for pastoral care of students, encourages participation in sporting and cultural co-curricular activities and promotes leadership development.

The House System promotes a keen but good-natured rivalry between House teams to see who will win the House Trophy at the end of each year. Points towards this prize accumulate from the various sporting and cultural, and academic competitions that are held throughout the year.

By setting up a House System, we suspect that strong house loyalty and a sense of fun and friendly competition will continue to provide opportunities for personal growth and success, as well as create a fun-filled and positive school atmosphere.

During the year, the Houses compete against each other in a number of activities which may change from year to year. Some of these activities are listed below:

- Physical activity competitions (Carnaval, Play Day, etc.)
- Organization of Sports Events (Soccer, Volleyball etc.)
- Participation in before and after school physical activities
- Community outreach programs
- Contribution to school Culture
- Building projects at the school (e.g. Science fair competition)
- Student of the Month
- Competitions
  - **Academic** (i.e., Presentations, Poetry, Writing, Readings etc.)
  - **Social** (i.e., organize school events, initiatives, tournaments, etc.)
House groups can also be used to:
• Welcome visitors to the school
• Represent the school at functions
• Co-ordinate activities around the school or sporting events
• Develop a sense of ownership at Epiphany
• Develop a sense of responsibility in the care of their school

House System Ethos

The purpose of each house is to guide and support the academic, social, emotional, spiritual, and personal development of each student during their time at school.

House leaders (Grade 8 students) will build strong partnerships with student to help each student relate in a more positive way to life in school. This concept is akin to fostering a 'Family Unit' and is further reinforced by the fact that we all belong and all of us are welcome in God’s family. The sense of “family” in each of the 4 houses will promote a feeling of identity and belonging and a sense of self-worth.

House Meetings will be held at random times during the school year to introduce new activities.

Benefits of the House System

We believe that the House System will support our students by achieving the following:
• Student Centered Focus: Each student will be treated as an individual.
• A caring, supportive environment: Each student will be a valued member of a small ‘family unit’ within a larger ‘family’ within the whole school.
• Respect, consideration and courtesy.
• A well-ordered, stimulating and enjoyable atmosphere in which deep learning and effective teaching can flourish.
• Support for each of our students who already want to learn (do well in school) and serve (do good because it’s good to do)
• Positive self esteem amongst students and value of the ethos of the school community.
• The opportunity to obtain the essential learning skills necessary for a rapidly changing society.
• Equal opportunity and encouragement to achieve a student’s full potential.
• Building of interpersonal skills within groups of students of all ages.
• Peer support to prevent bullying and stop it when necessary.
• Promotion of Student Responsibility, Team skills, Leadership skills and Cooperation.
• Extra-Curricular activities which will enhance each student’s school experience.
• Development of personal and social skills and well-being.
• A school in which Students, Parents, Staff, Administrators and the wider School community be justly proud.

The Houses

1. Each student will be placed into one of four Houses –
   Artaban (red), Melchior (yellow), Balthazar (blue), and Caspar (green)

The theme from which the names are derived is based upon famous Kings (or Magi) who journeyed from afar to bring gifts to the newborn King. The House names are the names of the four Magi – Melchior, Balthazar, Caspar and Artaban.

Houses are broken up into mixed genders ranging from K-8. The average size of each House is 30 - 50 students and staff.
At the beginning of the academic year the new students (JK) are assigned to one of the Houses and meetings are held to elect the new House Captains (Grade 8 student).

The House Captains are responsible for organizing House teams for a variety of activities that take place during the year. The Grade 8 teacher will help in the Election process.

**The House Team**

**The House team will consist of:**
1. Head of House (teacher), who will ensure that all House activities are organized properly.
2. Assistant Heads of House (all other staff members).
3. All staff members are assigned to a House
4. Each House will also consist of a boy and girl House Captains (Grade 8 students) to show leadership and guidance.

**How to obtain House points (a few examples, but not limited to)**

**Merit Based - Monthly House Points: *TOKEN REWARDS SYSTEM***

Each month there will be a specific academic/social focus based on and around the student report card. Class teachers will be able to hand out tokens every week to students who demonstrate the categories for the month. Five points are awarded to each student who receives a token. The student who receives the most tokens in a month will be rewarded with Student of the Month.

*Focus Examples may be:*
*Organization*
*Effort and Persistence*
*Comportment (Self-Regulation)*
*Improved Organization*
*Improved Comportment (Self-Regulation)*
*Improved Effort*
*Respectfulness*
*Helpfulness*

**Merit Based - Personal House Points**

a. Merits will be awarded to students who do extra things in and outside of the school. For example, students who help organize activities in school, also for students who make a significant contribution to their community, as well as student’s whose work gets sent out of school for assessment by Local, Provincial or Federal agencies.
b. Points will also be awarded to the House for the Student of the Month.

**Physical Activity House Points**

a. Points will also be awarded for physical activity games and competitions within the school (i.e., House league sports and clubs).
b. Any student that participates in co-curricular activities will also receive points for participation to go towards their house.
Academic Activity House Points

a. Points will also be awarded for Academic activities within and outside the school (For example, Science Fair, Art contests, Music Festivals, Poetry, etc.)
b. A student that participates in other optional academic activity will also receive points for his or her house.

Student Council Activities
Each student that participates in school-wide activities organized by the Student Council receives points for participation for their House. In some cases students are also awarded with points for winning these competitions (i.e., Wacky-Hair Day, Pajama Day, etc.).

House of the Month
The House with the most points accumulated within a month will be allocated bonus points as the House of the Month.

End of the School Year
All points contribute to the overall House competition, and an update of the Championship table. At the end of the year the House with the most points will be declared the winner in a school assembly and receive the House Trophy for the year.

The Epiphany Houses
The Four Magi Houses
Each House takes its name from each of the Magi

**Christus Mansionem Benedicat**

<table>
<thead>
<tr>
<th>Artaban House</th>
<th>Melchior House</th>
<th>Balthazar House</th>
<th>Caspar House</th>
</tr>
</thead>
</table>

"May Christ Bless the House"
The Story of the Magi

Stories are told about the Kings (Magi) travelling from afar to bring gifts to the newborn King. This is how the Magi are often described:

**Caspar**, who has brown hair and a brown beard and wears a green cloak and a gold crown with green jewels on it. He is the King of Sheba. Caspar represents the Frankincense brought to Jesus.

**Melchior**, who has long white hair and a white beard and wears a gold cloak. He is the King of Arabia. Melchior represents the Gold brought to Jesus.

**Balthazar**, who has a black beard and wears a purple cloak. He is the King of Tarse and Egypt. Balthazar represents the gift of Myrrh that was brought to Jesus.

Most people know only of the three wise men (magi) making the journey to find the newborn King. Yet, there was a fourth magi - His name was **Artaban**.

Click the link to watch the video of his story http://youtu.be/-IS58VSKB_k

The Story of the Fourth Magi - The Movie (1hr. 11min.)
Click the link below to watch the story of Artaban’s (fourth wise man) search for the Lord Jesus, bearing gifts which he used to help others, but indeed he was giving to the Lord.

The message: *Do good because it's good to do!*

https://www.youtube.com/watch?v=EWbrtRy3Y

The School Pledge

I pledge today and every day to do my best in all I do.
I promise to do good because it’s good to do.
I will respect myself, respect others, and respect God.
I will treat others the way I want to be treated, because we all belong to God’s family.
I am here to learn all I can, to try my best, and be all I am.
I know that life is work – and I will work in all I do to be all I can!

Husky Pride

Every month, we will honour students whom have been caught demonstrating Husky Pride – Throughout the month, people submit names of students (in a drop box in the Office) in an anonymous manner and write why this person stood out.

There is no prize ... There is no award and there is not even a certificate of any kind - Nothing of the sort! There’s only one thing that comes with the Gotcha Programme - The knowledge that somebody has done something good that someone noticed – and that’s **Doing good, because it’s good to do!**
Today’s life requires far more than thinking skills and content knowledge. The information age requires students to pay rigorous attention to developing adequate character and career skills for life. To build a “caring community” means that everybody in the school—students, staff, administration—treats everyone else with kindness and respect. To accomplish this goal, students will need to play an active role in shaping the culture and environment of the classroom, as well as of the school at large.

Here are some ways we aim to make that happen:

- Social and emotional learning is emphasized as much as academic learning
- Cooperation and collaboration among students are emphasized over competition
- Values such as fairness, respect, and honesty are part of everyday lessons in and out of the classroom
- Students are given ample opportunities to practice moral behavior through activities
- Discipline and classroom management concentrate on problem-solving rather than rewards and punishments

**Level of Development:**

- D = Developing (Basic Knowledge – Early and Supplemental)
- M = Maturing (Basic Understanding – Integration, Not Yet)
- S = Strengthening (Applied Understanding - Competent)
- W = Well Developed (Discovery and Integration - Innovation)

<table>
<thead>
<tr>
<th>Development</th>
<th>Character and Career Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness, Respect, and Empathy:</td>
<td></td>
</tr>
<tr>
<td>D M S W</td>
<td>- The ability and willingness to respect oneself and others and be empathetic to others</td>
</tr>
<tr>
<td>       </td>
<td>- The ability and willingness to sense and appreciate the emotions and feelings of others</td>
</tr>
<tr>
<td>Responsibility and Time Management:</td>
<td></td>
</tr>
<tr>
<td>D M S W</td>
<td>- The ability and willingness to accept that we are accountable for our actions and that we follow through on our actions/promises</td>
</tr>
<tr>
<td>       </td>
<td>- The ability and willingness to use class time in an efficient and effective manner to complete work and do</td>
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<tr>
<td>Honesty, Caring &amp; Trustworthiness:</td>
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</tr>
<tr>
<td>D M S W</td>
<td>- The ability and willingness to behave in a sincere, trustworthy, and truthful manner</td>
</tr>
<tr>
<td>       </td>
<td>- The ability and willingness to show empathy and care for the feelings of others</td>
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<tr>
<td>Integrity, Fairness &amp; Equity:</td>
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<tr>
<td>D M S W</td>
<td>- There is consistency between “what we say and what we do” as well as “what we believe and how we behave”</td>
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<tr>
<td>       </td>
<td>- “Treat others the way you want to be treated” … no stereotyping, discrimination, prejudice, “dissing” … Be fair and equitable to others</td>
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<tr>
<td>Perseverance, Courage, and Optimism:</td>
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<tr>
<td>D M S W</td>
<td>- The ability and willingness to stick to a goal and work hard even in the face of obstacles and challenges and seek help when necessary</td>
</tr>
<tr>
<td>       </td>
<td>- Do the “right” thing, even if it’s not the popular thing to do … recognize risks and dangers and avoid unwise risks to gain approval from others</td>
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<tr>
<td>       </td>
<td>- The ability and willingness to maintain a positive attitude (Have hope!)</td>
</tr>
<tr>
<td>       </td>
<td>- We are able to see opportunities in the face of adversity (i.e., assignment or situation) and see the bright side to it</td>
</tr>
<tr>
<td>Flexibility, Imagination &amp; Creativity:</td>
<td></td>
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<tr>
<td>D M S W</td>
<td>- The ability and willingness to be able to go with the flow … We adhere to routines, but sometimes things happen and routines must be altered</td>
</tr>
<tr>
<td>       </td>
<td>- The ability and willingness to complete work in a creative and unique manner … to do something that goes beyond “just finishing the work”</td>
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</table>
The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for post-secondary education and the world of work.

Strong learning skills and positive work habits are often an indicator of future success in school, at home, and in life in general. Learning skills and work habits will look different in individuals as they grow and mature. Teachers will work together with students to develop the criteria used to assess learning skills and work habits.

Parents and their child(ren) are important partners in the learning and assessment process. Teachers will help students to understand what they are expected to know and be able to do in order to successfully demonstrate these learning skills and work habits on a regular and consistent basis; set goals for continued growth; and build on strengths, use learning preferences, and focus on areas of need to achieve success.

Through regular communication and feedback, teachers, students and parents/guardians are all encouraged to work collaboratively together to set and regularly monitor goals for developing all of the learning skills and work habits.

### Level of Development:

- **D** = Developing (Basic Knowledge – Early and Supplemental)
- **M** = Maturing (Basic Understanding – Integration, Not Yet)
- **S** = Strengthening (Applied Understanding - Competent)
- **W** = Well Developed (Discovery and Integration - Innovation)

<table>
<thead>
<tr>
<th>Development</th>
<th>Ontario Report Work Habits &amp; Learning Skills</th>
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<tbody>
<tr>
<td><strong>Responsibility</strong></td>
<td>D M S W</td>
</tr>
<tr>
<td>- fülls commitments in learning environments;</td>
<td></td>
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<tr>
<td>- completes and submits class work, homework, and assignments according to agreed upon timelines;</td>
<td></td>
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<tr>
<td>- manages his/her behaviour.</td>
<td></td>
</tr>
<tr>
<td><strong>Independent Work</strong></td>
<td>D M S W</td>
</tr>
<tr>
<td>- monitors, assesses, and revises plans to complete tasks and meet goals;</td>
<td></td>
</tr>
<tr>
<td>- uses class time appropriately to complete tasks; and</td>
<td></td>
</tr>
<tr>
<td>- follows instructions with minimal supervision.</td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>D M S W</td>
</tr>
<tr>
<td>- accepts various roles and an equitable share of the work within a group;</td>
<td></td>
</tr>
<tr>
<td>- responds positively to the ideas, opinions, values, and traditions of others;</td>
<td></td>
</tr>
<tr>
<td>- builds healthy peer relationships;</td>
<td></td>
</tr>
<tr>
<td>- works with others to resolves conflicts &amp; builds consensus to achieve group goals;</td>
<td></td>
</tr>
<tr>
<td>- shares information, resources, and expertise to solve problems and make decisions.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>D M S W</td>
</tr>
<tr>
<td>- creates and follows a plan to complete work and tasks;</td>
<td></td>
</tr>
<tr>
<td>- establishes priorities and manages time to achieve goals; and</td>
<td></td>
</tr>
<tr>
<td>- gathers, evaluates &amp; uses information, technology and resources to complete tasks.</td>
<td></td>
</tr>
<tr>
<td><strong>Initiative</strong></td>
<td>D M S W</td>
</tr>
<tr>
<td>- acts upon new ideas and opportunities for learning;</td>
<td></td>
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<tr>
<td>- demonstrates a willingness to take risks;</td>
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<tr>
<td>- demonstrates curiosity and interest in learning;</td>
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<tr>
<td>- approaches new tasks with a positive attitude;</td>
<td></td>
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<tr>
<td>- recognizes and advocates appropriately for the rights of self and others.</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Regulation</strong></td>
<td>D M S W</td>
</tr>
<tr>
<td>- sets his/her individual goals and monitors progress towards achieving them;</td>
<td></td>
</tr>
<tr>
<td>- seeks assistance when needed; perseveres when facing challenges.</td>
<td></td>
</tr>
<tr>
<td>- assesses and reflects critically on her/his strengths, needs and interests;</td>
<td></td>
</tr>
<tr>
<td>- identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;</td>
<td></td>
</tr>
</tbody>
</table>
## Ontario Catholic Graduate Expectations

This image of the learner is in keeping with the life of Jesus and our Christian Gospel Values.

The life roles, knowledge, skills and attitudes outlined describe the distinctive expectations that the Catholic community has for graduates of our Catholic Schools. These expectations are based on research which identified current and future educational goals and priorities across the province and enhance the expectations of the Ontario Ministry of Education and Training as outlined in provincial curriculum documents.

As growth to full Christian maturity is a lifelong journey, we recognize that the attainment of these expectations will continue beyond graduation and well into adulthood. Given that faith development is also an internal process, it is clearly understood that these expectations are beyond quantitative measurement.

### Level of Development:

- **D** = Developing (Basic Knowledge – Early and Supplemental)
- **M** = Maturing (Basic Understanding – Integration, Not Yet)
- **S** = Strengthening (Applied Understanding - Competent)
- **W** = Well Developed (Discovery and Integration - Innovation)

### A Discerning Believer:

A student formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living ... Because I am a believer, I will live my life like Jesus!

### An Effective Communicator:

A student who speaks, writes and listens honestly and sensitively, responding critically in light of Gospel values ... Because I have a voice, I will use it lovingly, and I will live my life like Jesus.

### A Reflective, Creative, and Holistic Thinker:

A student who solves problems and makes responsible decisions with an informed moral conscience for the common good ... Because I have ideas, I have a purpose, and I will live my life like Jesus.

### A Self-Directed, Responsible, Lifelong Learner:

A student who develops and demonstrates their God-given potential ... Because I am a learner for life, I can reach my dreams by living my life like Jesus.

### A Collaborative Contributor:

A student who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good ... Because I am a team player, I know that ‘Together is Better’, and we will live our lives like Jesus.

### A Caring Family Member:

A student who attends to family, school, parish, and the wider community ... Because I care, I pray for all my families, and I will live my life like Jesus.

### A Responsible Citizen:

A student who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life ... Because I accept my responsibilities, I can make a difference, and I will live my life like Jesus.
The Key Principles of Catholic Social Teachings is discipleship. Discipleship involves: Awareness & Observation; Reflecting & Understanding; Discerning & Planning; and eventually discipleship is fundamentally rooted in Purpose & Action.

**Level of Development:**
- **D** = Developing (Basic Knowledge – Early and Supplemental – Awareness/Observation)
- **M** = Maturing (Basic Understanding – Integration – Reflecting/Understanding, Not Yet)
- **S** = Strengthening (Applied Understanding – Competent – Discerning/Planning)
- **W** = Well Developed (Discovery and Integration – Innovation – Purpose/Action)

### Catholic Social Teachings

<table>
<thead>
<tr>
<th>D</th>
<th>M</th>
<th>S</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Dignity:</strong></td>
<td>The student will recognize that in a world warped by materialism and declining respect for human life, the Catholic Church proclaims that human life is sacred and that the dignity of the person is the foundation of a moral vision for society. Our belief in the sanctity of human life and inherent dignity of the human person is the foundation of our social teaching.</td>
<td></td>
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</tr>
<tr>
<td><strong>Rights and Responsibilities:</strong></td>
<td>The student will recognize that Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities to one another, to our families, and to the larger society.</td>
<td></td>
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</tr>
<tr>
<td><strong>Peace:</strong></td>
<td>The student will recognize that Catholic teaching promotes peace as a positive, action-oriented concept. &quot;Peace is not just the absence of war,&quot; said Pope John Paul II, &quot;it involves mutual respect and confidence between peoples and nations. It involves collaboration and binding agreements&quot;. Peace and justice are linked: Peace is the fruit of justice.</td>
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</tr>
<tr>
<td>** Preferential Option for the Poor and Vulnerable:**</td>
<td>The student will recognize that Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Matthew 25:31-46) and instructs us to put the needs of the poor and vulnerable first.</td>
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<tr>
<td><strong>Solidarity:</strong></td>
<td>The student will recognize that Catholic social teaching proclaims that we are our brothers’ and sisters’ keepers, wherever they live. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. Solidarity means that “loving our neighbour” has global dimensions in an interdependent world.</td>
<td></td>
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<tr>
<td><strong>Community and the Common Good:</strong></td>
<td>The student will recognize that in a global culture driven by excessive individualism, our tradition proclaims that the person is not only sacred but also social. How we organize our society in economics and politics, in law and policy directly affects human dignity and the capacity of individuals to grow in community. Our Church teaches that the role of government and other institutions is to protect human life and human dignity and promote the common good.</td>
<td></td>
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</tr>
<tr>
<td><strong>Role of Government:</strong></td>
<td>The student will recognize that the state has a positive moral function as an instrument to promote human dignity, protect human rights, and build the common good. Its purpose is to assist citizens in fulfilling their responsibility to others in society. In today’s complex society these responsibilities cannot adequately be carried out on a one-to-one basis. Citizens need the help of government to fulfill these responsibilities and promote the common good.</td>
<td></td>
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</tr>
<tr>
<td><strong>Stewards of Creation:</strong></td>
<td>The student will recognize that Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God’s creation. This environmental challenge has fundamental moral and ethical dimensions which cannot be ignored.</td>
<td></td>
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</tr>
<tr>
<td><strong>Dignity of Work and Rights of Workers:</strong></td>
<td>The student will recognize that in a marketplace where too often the quarterly bottom line takes precedence over the rights of workers, we believe that the economy must serve people, not the other way around. If the dignity of work is to be protected, then the basic rights of workers must be respected – the right to productive work, to decent and fair wages, to organize and join unions, to private property and to economic initiative.</td>
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</tr>
<tr>
<td><strong>Participation:</strong></td>
<td>The student will recognize that all people have a right to participate in the economic, political, and cultural life of society. It is a fundamental demand of justice and a requirement for human dignity that all people be assured a minimum level of participation in the community. Conversely, it is wrong for a person or a group to be excluded unfairly or to be unable to participate in society.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Curricular Subjects Formative Feedback

The student is expected to learn at high levels; The student is supported so he/she can learn at high levels; The student is expected to demonstrate personal learning at high levels.

**Achievement Levels:** The student has demonstrated ...

1 - some of the required knowledge and skills in limited ways. Achievement does not yet approach the provincial standard.

2 - some of the required knowledge and skills. Achievement is approaching the provincial standard (Not Yet).

3 - most of the required knowledge and skills. Achievement meets the provincial standard.

4 - the required knowledge and skills. Achievement exceeds the provincial standard.

☐ If this box is checked, the Expectations and Achievement are based on the Student’s IEP

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td>Literacy (Reading, Writing, Media Literacy, Oral Communication)</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>World Languages (French/Cantonese/Mandarin/Tagalog/Tamil)</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Religious Studies &amp; Family Life</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Music (Vocal/Instrumental)</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Numeracy</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Dramatic Arts (Drama/Dance)</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Science &amp; Technology</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Social Studies</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>History/Geography</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Physical Education &amp; Health Studies</td>
</tr>
<tr>
<td></td>
<td>General Comment(s)</td>
</tr>
</tbody>
</table>
Essential Survival Skills

These skills are needed for success in school and in the world of work and these skills are explicitly taught in order for a student to be a successful learner, to be a continuous learner, and an active and informed citizen.

For more details, see: https://www.youtube.com/watch?v=NS2PqTTxFFc

Level of Development:
- **D** = Developing (Basic Knowledge – Early and Supplemental)
- **M** = Maturing (Basic Understanding – Integration, Not Yet)
- **S** = Strengthening (Applied Understanding – Competent)
- **W** = Well Developed (Discovery and Integration - Innovation)

<table>
<thead>
<tr>
<th>Level of Mastery</th>
<th>Essential Survival Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D M S W</strong></td>
<td><strong>Critical Thinking and Problem Solving:</strong> The objective analysis and evaluation of an issue in order to form a judgment for or against a position. It also involves the process of exploring and finding solutions to difficult or complex issues.</td>
</tr>
<tr>
<td><strong>D M S W</strong></td>
<td><strong>Collaboration across networks and Leading by influence:</strong> The action of working with others to produce/create something or achieve a common goal. Team work happens across the world and you must respect and understand differences among team members (cultural, religious, styles, etc.)</td>
</tr>
<tr>
<td><strong>D M S W</strong></td>
<td><strong>Agility and Adaptability:</strong> The jobs are changing rapidly – In tomorrow’s world, how quickly can you learn new skills and deal with changes? Deadlines change, can you?</td>
</tr>
<tr>
<td><strong>D M S W</strong></td>
<td><strong>Initiative and Entrepreneurialism:</strong> Look to go beyond what is expected – be different and explore what is beyond what you see and know. Is there an area to explore that others have overlooked? Dare to step outside the box and do something new/different</td>
</tr>
<tr>
<td><strong>D M S W</strong></td>
<td><strong>Effective oral and written communication:</strong> The need to analyze and reason (thinking); The need to write with voice, clearly articulate a point of view (persuasive)</td>
</tr>
<tr>
<td><strong>D M S W</strong></td>
<td><strong>Accessing and Analyzing information:</strong> The ability to do an effective web search and skill to differentiate what is important/relevant and what is not important (trivial)</td>
</tr>
<tr>
<td><strong>D M S W</strong></td>
<td><strong>Curiosity and Imagination:</strong> The use of the imagination or original ideas, especially in utilizing different techniques and/or approaches in the production of an artistic work, process, or invention to capture imagination</td>
</tr>
</tbody>
</table>

Teacher: _______________________________ Date: _______________________________

Cut off and return bottom portion to the teacher

I have read the Interim Report ☐

Comments (optional): ____________________________________________________________

__________________________________________________________________________

Parent Signature: ___________________________ Date: _____________________________
Curriculum Guidelines and Expectations (Ministry of Education)
Parents can click on a link and readily check out the curriculum expectations (Ministry of Education) for their child’s grade:

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

Is *Epiphany of Our Lord Catholic Academy of Learning* the right school for my child?
Thank you for considering *Epiphany of Our Lord Catholic Academy of Learning* for your child’s education. We appreciate the amount of time and effort required to find the "right" school for your son or daughter as this decision is one which will impact his/her future for many years to come. At Epiphany, we are committed to providing each student with the essential life skills needed for success in school and in the world of work - combining the best of traditional education and modern technologies.

While we believe that you will have a good understanding of our school’s distinctive qualities from our website, we invite you to come and take a tour of our school. It is then that you will somewhat appreciate our school community and the traditions that will make us one of TCDSB’s best schools.

**Staff**
Our teachers will be leaders in curriculum development and pedagogy.

**Graduates**
Capable and confident, our graduates will be exceptional students who know without question that the realm of possibilities is boundless. They will demonstrate learning at the highest level.

**What we need to do?**
- Staff will need to be selected and receive PD days and have personal initiative to be better and informed in order to plan out our work in theory and deliver in reality
- Delve into the curriculum in a more authentic, meaningful, and engaging way
- Focus on the “plan” – Further develop a school culture of rigor, growth mindset, etc.
- School Learning Improvement Plan ties into the new model … all “reading the same book”
- Continue to connect CST, OCGE, BLIP, SLIP, SSLN, HAT into our new model
- Get parents/students excited about the “new” direction and delivery model
- Create a formative assessment model to examine, reflect, report successes and/or failures
- PD and examination of various “world best practices” (Singapore Math) and delivery programmes.
- Five steps to Growth:
  1) Believe it
  2) Teach it
  3) Model it
  4) Nourish it
  5) Assess it
- Parents need to see value in what you are doing and they need to see that their child will be successful ... **VALUE + SUCCESS = UNDERSTANDING**
- These components assist students and teachers in achieving outcomes by way of establishing a set of common standards, explicit daily practices, essential competencies, and a clear set of growth minded expectations for each student
Essential components of the teaching and learning process that will translate into success

1) Student Support (Feedback, Scaffolding, Success Criteria, Learning Goals)
2) The Seven Essential Learning Skills & The 12 Keys to Learning
3) Relevance
4) Results
5) Relationships
6) Motivating
7) Engaging
8) Accountability
9) Growth Mindset
10) Demonstrate learning at high levels
11) Doing new work in new ways

What are we asking from the board?
Commitment to provide a yearly allotment of code days (for a period of time) for PD; Provision of a Start-up budget (to be used for purchase of necessary text books, programme materials, and subject specific supplementary materials); staffing accommodations to cater to enriched curricular needs; and a “growth mindset”.

What do we need to do to get started?
By becoming an Academy of Learning, we are open to being a “model school” – starting in September 2015 and moving towards an authentic and meaningful educational experience for our students and staff. We would love to be involved in PD with and for other schools as to our journey. We look forward to taking part in shared dialogue with other leaders and innovators in the field of education.

We will continue to Plan, Act, Observe, and Reflect and do the following:

- Know what Rigor IS and what it IS NOT
- Begin to explicitly model and practice a GROWTH MINDSET
- Know our CONTENT material and BEST PRACTICES
- REFLECT on what needs to be done
- Have a PLAN ... start small, focused, and intentional
- COLLABORATE with colleagues to put the plan into action (i.e., Literacy Continuum)
- ACT ... Take small steps, but take real steps not just lip service - ACTIONS SPEAK
- OBSERVE what “you” have done and where “you” are today compared to yesterday and where “you” want to go tomorrow – Be CREATIVE, PURPOSEFUL, and CRITICAL
- Stay POSITIVE ... don’t let others weaken your resolve
- Take RISKS and be INNOVATIVE
- Remember to F A I L ... learn from it and do it better
- COMMUNICATE and create RELATIONSHIPS with students, colleagues, and families
**Teacher’s Role**
The single most important relationship between student and teacher in our “Modified Self-directed Learning” model is embodied in the role teachers play. Teachers serve as coaches, mentors, facilitators and guides and stress collaboration and high expectations. Further to this, Teachers provide as much support to each student as needed to allow each student to meet the expectations set and likewise provide each student with the opportunities to demonstrate his or her learning.

**Collaborative Learning Environment**
In a learning-centered environment, there is a focus on active learning, reflection, and collaboration amongst staff and students.

**Authentic Assessment**
Educators support assessment strategies which encourage students to demonstrate their knowledge and skills in a variety of forms in order to support the improvement of learning and as a means to assess the learning.
Continuous Progress
Students learn in different ways and at different rates, and each student is at a different place in the learning continuum. The process of continuous progress is one of accountability involving the student, parent and teacher. Continuous progress involves developing a plan to meet the needs of the learner that leads to continual student success.

Learning
*Epiphany of Our Lord Catholic Academy of Learning* believes that it is important that standards of achievement be set high, teachers support each student to succeed to learn well, and that each student is given every opportunity to demonstrate his or her learning.

Objectives
We would like to promote an understanding of our school’s program and culture, and foster an understanding of what a blended self-directed learning model is all about. Using the strength of our partnership with Mary Ward CHS, our unique program delivery model, our educational experiences, we will disseminate information and we will continue to promote and develop a blended self-directed learning model of education at the elementary level.

Through a collaborative approach to professional development, our teachers will be encouraged to continue to be life-long learners by their personal initiative to learn more about SDL (and make the necessary changes to meet the needs and strengths of elementary students). Teachers will be encouraged to undertake joint projects (within the school and in conjunction with our local high schools) which will allow us to learn from each other. This supportive approach will assist our teachers to address common concerns and seek solutions which will be of benefit to our staff and students.

We will strive to enhance our model of blended self-directed learning through periodic review of our basic principles, research, current and best practices, and utilize the skills of like-minded schools to enhance our model.

Mary Ward CHS will undeniably serve as a resource and reference to our staff and administration in learning about self-directed instruction and will, where applicable, assist our school to undertake the tenets of SDL in a manner that would suit an elementary school.

Partner schools (i.e., Mary Ward CHS) are those which support and have implemented the practices and values of the SDL model. We will encourage our staff to create partnerships with such schools and teachers engaged in SDL practices. Partnerships with a school or teacher would entail:

- a willingness to share best practice with us through school visits
- the possibility of attendance at the CCSDL Annual General Meeting in April (see Andrea Magee – Principal at Mary Ward CHS)
- To be open to pursue a variety of opportunities to collaborate

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” — John Dewey

“Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results.” — John Dewey
LITERACY ASSESSMENTS
KINDergarten/PRIMary LITERACY ASSESSMENTS

These assessments provide information about a student’s foundational literacy skills in oral language, phonemic awareness, reading and writing. Teachers may use these assessments to plan instruction for students in Kindergarten and for Primary students who have not yet developed these skills and require further support. Suggested timelines can be found in Comprehensive Literacy Assessments page 11.

<table>
<thead>
<tr>
<th>Oral Language Development Checklist</th>
<th>Letter-Name</th>
<th>Letter-Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides information about a student’s proficiency in oral language development (language of socialization, language structures, and language of literacy and thinking).</td>
<td>Provides an indication of the student’s knowledge of the alphabet and letter names.</td>
<td>Provides an indication of the student’s ability to produce a sound (phoneme) that corresponds to an individual letter or letter combination.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concepts of Print</th>
<th>Phonological Awareness</th>
<th>Blending and Segmenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides an indication of what the student is attending to in terms of print and basic book conventions.</td>
<td>Provides the teacher with the opportunity to observe student’s word, syllable, rhyme, and sound awareness in the context of reading and writing.</td>
<td>Provides an indication of a student’s ability to manipulate individual sounds in spoken words, an important skill for effective reading and spelling.</td>
</tr>
</tbody>
</table>

THE READING ASSESSMENT: RUNNING RECORD AND COMPREHENSION CONVERSATION

The Reading Assessment is used to observe, record and analyze an individual student’s reading behaviour including the use of the cueing systems, fluency and comprehension. This assessment is recommended for students from K to Grade 3 and for students in the Junior grades reading below level P.

PURPOSE: Analysis of the running record and comprehension conversation supports teachers in determining and planning next steps for reading instruction and in making informed decisions about grouping students for guided reading.

QUICK COMPREHENSION ASSESSMENT (QCA) and ONTARIO COMPREHENSION ASSESSMENT (OCA)

QCA (Grades 3-6) and OCA (Grades 7-8) are whole class assessments which require students to read a selected informational text and complete a written response. They are used to assess a student’s ability to determine important ideas, infer, extend understanding, evaluate and demonstrate metacognition.

PURPOSE: These assessments provide information to support the planning of reading instruction focusing on the comprehension strategies and skills students need to develop in both large and small groups. In addition, the OCA reflects the Ontario Language categories of achievement in the areas of knowledge, thinking, communication, and application.
WRITING ASSESSMENT

The Writing Assessment is a whole class assessment for Grades 1–8, which requires students to produce a sample of writing using the writing process: generating ideas and planning (organization), draft and revision (voice, word choice, sentence fluency) and producing a published copy (editing). This allows students to demonstrate their ability in each of the steps.

PURPOSE: This assessment supports teachers in planning writing instruction based on students' strengths and needs. It provides information to guide students with understanding text form, purpose and audience and the writing process: generating ideas and planning, drafting, organizing, revising, editing.

READING ATTITUDE SURVEY

The Reading Attitude Survey is a whole class survey to determine students' self-concept as a reader.

PURPOSE: This survey provides information on whether student's value reading and understand reading for learning. The survey supports teachers in selecting strategies to encourage positive attitudes towards literacy, helps the teacher to be responsive to student voice and assists in building classroom libraries.

ADDITIONAL JUNIOR/INTERMEDIATE LITERACY ASSESSMENTS

<table>
<thead>
<tr>
<th>Vocabulary Measure</th>
<th>Spelling Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides an indication of the student's grade level in vocabulary. It indicates whether the student is below, at or above grade level.</td>
<td>Provides an indication of the student's level of proficiency within the 5 stages of spelling development.</td>
</tr>
</tbody>
</table>
Assessment Timelines

## RECOMMENDED LITERACY ASSESSMENTS

<table>
<thead>
<tr>
<th>LITERACY ASSESSMENTS</th>
<th>WHOLE CLASS/INDIVIDUAL</th>
<th>GRADES</th>
<th>RECOMMENDED TIMELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Reading Assessment: Running Record and Comprehension Conversation</td>
<td>Individual</td>
<td>K</td>
<td>If student is ready October January April</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-3</td>
<td>October January April</td>
</tr>
<tr>
<td>Reading Attitude Survey</td>
<td>Whole Class</td>
<td>4-8</td>
<td>September</td>
</tr>
<tr>
<td>QCA; Quick Comprehension Assessment</td>
<td>Whole Class</td>
<td>3-6</td>
<td>September January</td>
</tr>
<tr>
<td>OCA; Ontario Comprehension Assessment</td>
<td>Whole Class</td>
<td>7-8</td>
<td>September January</td>
</tr>
<tr>
<td>Writing</td>
<td>Whole Class</td>
<td>1-8</td>
<td>September December/January March/April</td>
</tr>
</tbody>
</table>

### Kindergarten/Primary Assessments

<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter-Name</td>
<td>K-1</td>
</tr>
<tr>
<td>Letter-Sound</td>
<td></td>
</tr>
<tr>
<td>Concepts of Print</td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td></td>
</tr>
<tr>
<td>Blending and Segmenting</td>
<td></td>
</tr>
</tbody>
</table>

Ongoing for students who need support with these skills

<table>
<thead>
<tr>
<th>Additional Junior Assessments</th>
<th>Individual/Whole Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Measure</td>
<td>4-8</td>
</tr>
<tr>
<td>Spelling Measure</td>
<td></td>
</tr>
</tbody>
</table>

As Needed

January 2014

https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/Literacy/Pages/default.aspx