

Vision

The Regina Catholic School Division will provide a quality Catholic education that is faith based, student-centered, and results-oriented.

Mission

The Regina Catholic School Division will work with the community and the local church to provide a quality Catholic education that fosters academic excellence and the development of informed, responsible citizens.

Values

Accountability, Collaboration, Honesty, Integrity, Respect, Wellness

Commitments

Catholic Communities of

Faith: *The school community understands, nurtures and supports the value of Catholic education.*

Literacy Numeracy: *Students meet or exceed grade level expectations in reading, writing and mathematics.*

Equitable Opportunities & Transitions: *Student diversity, wellbeing and overall development is supported.*

Essential Skills & Practices in 21st Century Education: *Students develop and share their skills, gifts and knowledge.*

NURTURING CATHOLIC DISCIPLESHIP

The importance of developing students as good citizens and disciples is part of our mission within Regina Catholic School Division. The criteria within the life skills and living our faith outlines the qualities that lead to student success. In the past, these skills may have been assessed as part of the subject mark. This practice, however, can distort the picture of the student's actual competence in the subject. Marks allotted for effort, bonus marks or marks deducted for late work can misrepresent what a student actually knows, understands or can do in a particular unit of study.

Therefore, by working with your child's teacher and talking with your child about how to meet expectations required when doing their work, you are helping to make your child more responsible and be accountable for their work. Handing work in late is an issue about behavior and not about performance. There are other ways to deal with late work, such as phoning parents, having students come in during lunch hour or afterschool to complete an assignment. Meeting deadlines and managing schoolwork are important life skills and need to be addressed, but not included as level of achievement.

The **Life Skills and Living our Faith** will be reported separately and will be accompanied by a rubric with a written description of each of the skills. Your child will be involved in a process of goal setting and self-assessment, reflecting on their areas of strengths and areas where they may require improvement.

LIFE SKILLS AND LIVING OUR FAITH			
1 – Seldom	2 - Sometimes	3 - Usually	4 - Consistently
The student has not yet demonstrated enough measurable progress toward required levels of understanding and performance	The student is beginning to meet the required levels of understanding and performance	The student's understanding and performance are solid, with achievement at the required level	The student's understanding and performance are far beyond the expectation

“We do not learn from experience... We learn from reflecting on experience.”
 ~ John Dewey

	Term		
	1	2	3
Responsibility/Organization <i>(All must test their own work; then that work rather than their neighbours work, becomes a cause for pride – Galatians 6:4)</i>			
I am prepared for class and manage my materials.			
I am accountable for my actions and decisions.			
I manage my tasks and am punctual with assignments.			
I engage with others with courtesy and respect.			
Collaboration/Community Building <i>(Now you are the body of Christ and each one of you are a part of it – 1 Corinthians 12:27)</i>			
I am open to listening to the opinions of others.			
I work towards resolving conflict.			
I show self-control.			
I respect the property of others.			
I demonstrate Christ-like behaviours to contribute to a safe and caring Catholic school environment.			
Active Faith Learning (Confidence) <i>(Whatever you do, do it all for the glory of God – 1 Corinthians 10:31)</i>			
I demonstrate curiosity and a willingness to try new things.			
I fully participate in faith-based activities.			
I understand my strengths and intentionally work on areas that need improvement			
I persevere when tasks are difficult.			

Student Self-Assessment allows students to evaluate their own work and progress in learning. This is valuable because students can then pinpoint gaps in their learning and where they can improve.

“Not hearing is not as good as hearing, hearing is not as good as seeing, seeing is not as good as knowing, knowing is not as good as acting; true learning continues until it is put into action.”

~Xunzi

STUDENT ENGAGEMENT

GOAL SETTING - STUDENT INVOLVED CONFERENCES - CELEBRATION OF LEARNING - PORTFOLIOS

As part of the process of on-going informing, parents will be invited to a Student Involved Conference twice during the school year, once in the fall and once in the spring. While the conference format may vary between primary grade levels (Celebration of Learning) and middle level students, the conference provides an opportunity for students to engage in meaningful conversations about their learning; discussing their learning goals with parents and teachers as part of a collaborative process.

Best practices would suggest that over the past 20 years, there has been an evolution with how to best communicate student learning in ways that support learning and student growth. One of the most powerful options is to have students talk about their learning and share their achievement and evidence that supports their growth. Equally, parents increase their understanding of learning and assessment, while allowing them to participate in the reporting and informing process rather than merely responding to it.

During the conference, students will discuss the skills and processes they have learned, as well as share goals they have set to further improve themselves. Students have been taught how to select representative work, how to engage in self-assessment and how to analyze their own strength and weaknesses, including how to report their progress. Parents and teachers may ask questions of the student and provide feedback on their work and performance.

The goal setting process, which is a part of self-assessment, further provides students with opportunities to think about their current level of performance and then imagine and project how, where, and when new learning possibilities will take shape. When students think about their learning and plan for new learning intentions, it helps to make the learning personalized, creating a greater potential for success.

Goal setting offers many benefits...

Student goal setting:

- helps learners figure out what they already know and what they need to learn next;
- helps learners become more specific and descriptive about what they know, can do, or articulate, and what they need to know, do or say in the next steps of learning;
- encourages learners to set specific and attainable goals through a deliberate and structured self-examination of evidence of learning; and,
- provides students with increased means for explaining evidence of learning in relation to goal-based targets

Self-assessment and goal setting are inter-connected ideas. It is difficult to set a goal without first assessing where one is at in order to imagine new directions that lead to the establishment of a learning goal.

Viewing:

Student Involved Conferences

Who Owns the Learning – Digital Portfolios

Student Engagement through...

- *Goal Setting*
- *Self-Assessment*
- *Student Involved Conferences*
- *Celebration of Learning*
- *Samples of work*
- *Portfolios*

Student Involved Conferences/Celebration of Learning helps...

- *Students to be accountable for their learning and take responsibility for it.*
- *Student learn to self-assess their growth as a learner.*
- *Students are active participants in their learning.*

STUDENT LEARNING PORTFOLIOS

In the process leading up to a student-involved conference, students will create a learning portfolio representing work over the past few months of school. The learning portfolio is an organized, purposeful collection of student work, either as a paper copy or in digital format. The evidence in the portfolio will also help students reflect on what they have been learning and what they still need to learn, including setting goals for future growth.

In Regina Catholic Schools, the portfolio will contain an on-going collection of work samples that document student learning over time. The samples contained in the portfolio should present a clear picture of the learner and include criteria against which the student was assessed. The student, with teacher guidance, is the one who selects the work to be included in the learning portfolio. The teacher ensures students understand the purpose of the portfolio and that it represents some, but not all of, the work they have done in class over a period of time. The samples in the portfolio can reflect a student's skills, ideas, interests, accomplishments, strengths and weaknesses.

A Digital Portfolio is great for learning purposes because it allows students to build a digital footprint that documents learning over time. It also allows students multiple ways to showcase learning by capturing the moment in real time. Other benefits include:

- ✓ Provides students with the opportunity to capture visible growth, not only the end product, but the learning process and their thinking
- ✓ Provides an opportunity for self-reflection where students can think critically about their own work and how their work has changed over time. (e.g. "I used to do this – now I can do this").
- ✓ Give students an authentic opportunity to share their learning with parents, teachers and sometimes their peers.
- ✓ Provide an opportunity for on-going reflection and sharing through on-line journals, blogging, project web-sites, video projects, digital narratives/stories and E-portfolios where students can share their interests and passions.