



PEOPLE OF  
HOPE



**St. Paul GATE information evening (Gr. 2-6)**  
**Monday, September 8, 2025 6:00-6:45 pm**

# Prayer



Loving Father,

You sent your Son into the world to redeem us by his Cross and Resurrection. Send your Spirit upon us today to make us stewards of your gifts and witnesses of your Son, Jesus Christ, in our schools and in our world. Come live in our hearts and strengthen us to love and serve you. Let us glorify your name, being kind and generous to everyone we meet. With Christ as our model and our teacher, we celebrate and witness our faith, learning together, working together, and praying together in answering the call to a faith-filled life of service. Through our Lord Jesus Christ, your Son, who lives and reigns with you, in the unity of the Holy Spirit, forever and ever.

Amen.





# TREATY SIX ACKNOWLEDGEMENT

We acknowledge that we are on the traditional land of Treaty 6 and homeland of the Métis. We also acknowledge the Inuit and other diverse Indigenous peoples whose ancestors have marked this territory for centuries, a place that has welcomed many peoples from around the world to make their home here.

We, at Edmonton Catholic Schools, commit to restoring and honouring the Truth and Reconciliation calls to action; we strongly believe that truth must be acknowledged to move forward to reconciliation. Together, we call upon all our collective communities to build a stronger understanding of all peoples who dwell on this land we call home.





**Welcome to St. Paul's GATE program!**



# Gifted and Talented Education

## The Gifted Student

All students require opportunities to learn, grow and be challenged to strive for excellence. Students with exceptional talents and learning potential have needs that require specific knowledge and attention. Some common characteristics may include:

- Ability to comprehend ideas
- Enhanced emotional depth and sensitivity at a young age
- Strong sense of curiosity
- Enthusiastic about unique interests and topics
- Quirky or mature sense of humour
- Creative problem solving and imaginative expression
- Absorbs information quickly with few repetitions needed
- Self-aware, socially aware, and aware of global issues



# Gifted and Talented Education

Giftedness is defined as an advanced degree of general intellectual ability that requires differentiated learning experiences of breadth and depth beyond those normally provided. Students who are identified as gifted can experience advanced intellectual abilities accompanied by any or a combination of the following:

- heightened intensity
- exceptional creativity
- persistent intellectual curiosity
- rapid acquisition and mastery of concepts
- superior reasoning and problem-solving skills
- leadership capacity
- potential for advanced achievement in a specific domain or general academic aptitude



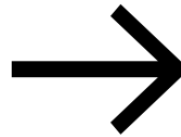
# Gifted and Talented Education

These attributes can require interventions beyond those available in a traditional program including:

- optimal pacing of learning
- interaction with like-ability peers
- individualized learning experiences
- increased breadth and depth
- specialized supports
- continual opportunity for challenge and advancement



# Why GATE at St. Paul?



## St. Rose Catholic Junior High School

- Accelerated Math and Science
- Honours Social Studies and Honours Language Arts

## Archbishop Macdonald High School- Gr. 10-12

We are a unique Catholic high school with specialized academic programs and a warm, personal environment in which to learn. Thus, a strong tradition of academic excellence with spiritual dimensions and community involvement is embedded in our school.



# Did You Know?

- The GATE program does not receive designated government funding. Unlike other program codes that are eligible for financial support, Code 80 does not currently qualify for such funding.
- GATE cohort composition is determined by registration numbers, and staffing is allocated in accordance with these enrollment figures. All program staffing and implementation is the school's responsibility.
- **Giftedness is dynamic—not static.**  
**It can change over time and varies across academic, social, and emotional development.**

*(Source: NAGC – National Association for Gifted Children)*



# Did You Know?

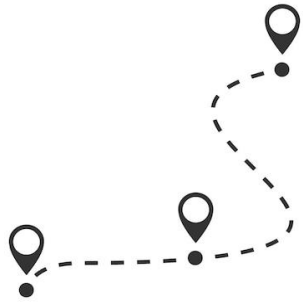
- We currently have 2 GATE cohorts:
  - \* Gr. 2/3 cohort (all day) → 19 students (9 Gr. 2, 10 Gr. 3)
  - \* Gr. 4-6 cohort → 17 students
    - 9 Gr. 4
    - 5 Gr. 5
    - 3 Gr. 6 (Gr. 6 stays in homeroom for AM)



# Our Journey



where we were, where we are and where we're going...



Year 1  
2022-23

- **Planning, research and collaboration with psychologists, division superintendents, curriculum consultants, St. Paul staff/teacher training**
- **Program development and implementation**
- **Gr. 1-3 in GATE classroom in AM/return to homerooms in PM**
- **Gr. 4-6 in homerooms in AM/GATE cohort/classroom in PM**
- **One specialized GATE teacher for both cohorts**

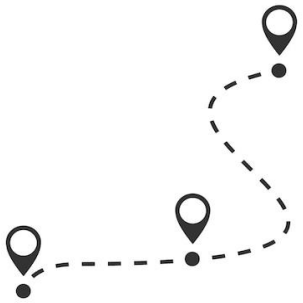
Feedback and  
reason for  
changes

- Students in Grades 1–3 missed foundational instruction in literacy and numeracy during the morning sessions.
- Grade 1 students experienced challenges with transitioning between classrooms.
- Social-emotional learning and the development of peer relationships were still emerging at this early stage.

# Our Journey



where we were, where we are and where we're going...



Year 2  
2023-24

- Continued research and work with department heads and psychologists
- Collaboration with consultants for program development and implementation (new curriculum)- each year required, with one specialized GATE teacher
- Gr. 2/3 in homerooms in the AM/GATE cohort/classroom in PM
- Gr. 4-6 in GATE cohort/classroom in AM/return to homerooms in PM
- No Gr. 1 GATE pullout- specialized GATE teacher in Gr. 1 once a week in collaboration with Gr. 1 teacher

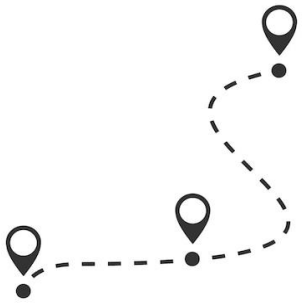
Feedback and  
reason for  
changes

- Provides both the Grade 1 teacher and the GATE teacher with time to observe and understand each student's strengths and areas for growth in a familiar learning environment.
- Supports the development of foundational academic skills within the core curriculum before introducing differentiated programming.
- Current registration numbers were not supporting the formation of multiple homerooms with multiple teachers, alongside separate GATE cohorts.

# Our Journey



where we were, where we are and where we're going...



Year 3  
2024-25

- Continued research and work with division specialists and psychologists
- Collaboration with consultants for program development and implementation with one specialized GATE teacher for both cohorts
- Gr. 2/3 GATE cohort ALL day (AM- homeroom, PM GATE classroom)
- Gr. 4-6 GATE cohort in AM GATE classroom, PM in each 4-5-6 homeroom)
- No Gr. 1 GATE pullout (push in model with Instructional Coach/GATE teacher)
- Gr. 1 GATE students visited GATE classroom with Gr. 2/3 cohort once a week for inquiry and project-based learning, access to GATE teacher once a week

Feedback and  
reason for  
changes

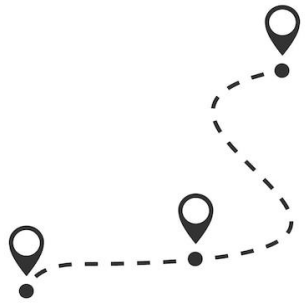
- Considerations around Grade 1 transitions, emotional readiness, self-management skills, and age-appropriate/developmental programming.
- Maintaining separate homerooms for Grades 4–6 alongside a Grade 4–6 GATE cohort was not feasible given current enrollment numbers and staffing resources.
- The model of one GATE teacher supporting all Grades 2–6 cohorts is not sustainable.
- Funding is required to provide multidisciplinary team (MDT) support for GATE students.
- Gr. 6 students returning to homeroom for AM- PAT's, new curriculum, friendships



# Our Journey



where we were, where we are and where we're going...



Year 4  
2025-26

- Continued research and work with division specialists and psychologists
- Collaboration with consultants for program development and implementation with one specialized GATE teacher for each cohort
- Gr. 2/3 GATE cohort ALL day (1 homeroom teacher, 1 GATE teacher)
- Gr. 4/5 homeroom + Gr. 6 homeroom (AM), Gr. 4-6 GATE cohort in PM with GATE teacher
- GATE cohorts for the full day allow for immersive, specialized programming and enriched learning experiences tailored to their unique needs.
- No Gr. 1 GATE pullout or push-in, enrichment within classroom

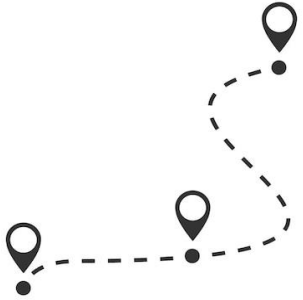
Feedback and  
reason for  
changes

- Gr. 1:
  - Age-Appropriate Environment: Supports social-emotional growth and peer connection.
  - Focus on Foundational Skills: Builds strong academic and self-regulation skills with same aged peers
  - Informed Decision-Making: Allows time to better understand learning needs before specialized placement (including the age of students)
- Sustainability of the program itself and students continuing within the program until junior high transition, along with staffing, classroom sizes and specialized GATE teachers

# Our Journey



where we were, where we are and where we're going...



Year 5  
2026-27

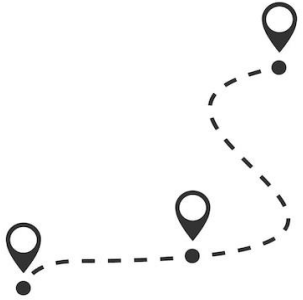
Things to  
consider:

- Program growth is driven by the number of students with psycho-educational assessments indicating a Full Scale IQ (FSIQ) of 125 or higher.
- Staffing of specialized GATE teachers is determined based on student enrollment and registrations
- Programming decisions consider the age of students and current research emphasizing a holistic approach to gifted education that addresses the whole child.
- Ongoing sustainability of the program is evaluated annually to ensure consistent quality and resource allocation.
- Extensive collaboration with a multi-disciplinary team of specialists
- Maintaining small class sizes allows for intentional and appropriate programming tailored to the unique needs of our gifted learners.
- Some students opt to return to their grade-level homerooms due to academic challenges, the desire to maintain or rebuild peer relationships, or to better manage stress and social-emotional well-being.

# Our Journey



where we were, where we are and where we're going...



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Looking ahead...

- GATE cohorts and groupings are determined based on student registrations, class sizes, and available staffing resources.
  - Budget allocations for GATE teacher staffing at St. Paul include provisions for multidisciplinary team (MDT) supports.
  - Increased registrations/admissions in the GATE program facilitate the establishment of full-day cohorts.
  - Programming is designed to be age-appropriate, with careful consideration given to the optimal age for program entry, based on the WHOLE child.  
*Should the starting age/grade change? Stay the same?*
  - It is essential that placement decisions are aligned with each student's individual needs and holistic development.
  - Deadlines to withdraw from program (affects staffing for GATE and homerooms)
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# What Gifted and Talented Education IS... And what it ISN'T.

## What GATE IS

Nurtures advanced academic potential & creativity

Focuses on whole-child development (academic, social, emotional)

Provides differentiated instruction tailored to strengths, and addressing areas for growth, while adhering to the Alberta Program of Studies

Encourages critical and creative thinking, inquiry-based learning and problem solving

Promotes collaboration and exploring diverse perspectives

Fosters motivation, curiosity, risk taking, and love of learning

Encountering challenges, learning from errors, exploring new possibilities through trial and error, using setbacks as learning opportunities, embracing growth through constructive feedback

## What GATE IS NOT

Just a faster or harder version of regular classwork; more homework

Only about test scores or grades

One-size-fits-all for all high achievers, it's "own" curriculum

High grade level worksheets, with rote memorization or drill-based tasks

A place where students must be perfect

A source of undue pressure or stress without support

Engaging only in tasks where they feel confident and assured of success, single correct solutions, only "right/wrong" types of answers and feedback



# What Gifted and Talented Education IS... And what it ISN'T.

## What GATE IS

Intentional, teacher facilitated exploration of concepts

Explicit instruction in research skills, with a focus on identifying credible sources and navigating authentic, trustworthy websites to support deeper learning and inquiry.

Technology as a "tool"

Promotes collaboration, discussion, and learning from diverse perspectives

Encourages flexibility in thinking and multiple solutions to problems

## What GATE IS NOT

"Free time"

A time for open internet use, unstructured browsing, or online gaming

Technology as a "toy"


An isolated or competitive environment

Focused on finding only one "right" answer





# A day in the life of a GATE student:



## MONDAY, JANUARY 6TH, 2025

Today's Activities	Learning Objectives
Brain Builders	-Practice adding and subtracting costs with whole numbers and decimals to stay within your budget.
Math Monday: <a href="#">Exploring Palindromic Numbers</a>	-Apply punctuation appropriately in written communication.
Words within Words: <a href="#">Rainbow</a>	-Monitor comprehension and apply skills to support understandings of texts.
Historian Project	
Warings Conjecture	
Six Minutes-Episode 28: Creepy Warehouse	

### Quote of the Day

*"Be nice to strangers. Be nice even when it doesn't matter"*  
-Sam Altman



# A day in the life of a GATE student:



## Wednesday, December 4th, 2024

### Learning Goals

- Compares information about a topic or issue, gathered from a variety of media
- Explore how oral traditions are shared.
- Learning about cultures, traditions, and histories can build appreciation of diverse communities

### Question of the Day

If you could invite one historical figure, one fictional character, and one animal to join you for a day of adventure, who would you choose and why?

What would you want to learn from the historical figure? How might the fictional character help during your adventure? What special skills or qualities does the animal bring to your team? How would they all get along?

### Today's Schedule

Question(s) of the day

WOWZA Wednesday-Fossil Fuels and Natural Resources

Placemat

Environmental Stewardship Assignment & Exploring the Earth's surface and stories of the past

Global- How does where I live impact my traditions and celebrations?-Christmas around the World

Exploration



# GATE

*Meeting and extending curricular outcomes through a lens of inquiry.*

## Reflection and Journaling

### Essential Questions

### Cross-Curricular Connections

How do people  
& land  
affect  
each  
other?



### Partnerships

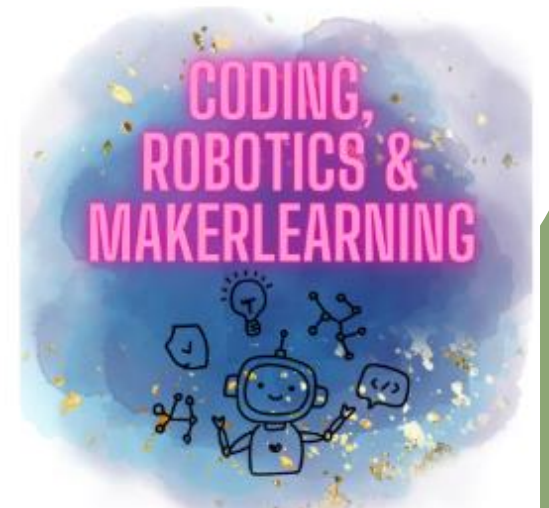
inquiring minds

### Alternative Environments



Exploring  
Student Interests  
& Passions

### Technology



# Specialized GATE teacher



The specialized GATE teacher is an experienced and skilled teacher, who possess the following:

- **Deep Content Knowledge** and intellectual curiosity
- **Differentiation Expertise**—adapts curriculum for depth, complexity, and pace
- **Creative Instructional Design** using inquiry, project-based learning, and open-ended tasks
- **Strong Emotional Intelligence**—supports social-emotional needs of gifted learners
- **Experience with Diverse Gifted Profiles**, including twice-exceptional (2e) students
- **Collaborative & Communicative**—works with families, staff, and advocates for gifted programming
- **Skilled in Assessment & Identification** of giftedness through formal and informal tools
- **Commitment to Equity**—ensures access to gifted services across backgrounds
- **Tech-Savvy**—uses digital tools to enhance learning and creativity





# What a Math lesson might look like in different learning environments

## Traditional classroom setting

- Teacher shows the whole class how to multiply using the traditional algorithm
- Students complete worksheets
- If students can accurately solve Gr. 3 curriculum, students are given Gr. 4 worksheets to complete (with larger numbers)
- If students are not yet able to multiply numbers, they are given addition problems instead.
- Work is marked by teacher and returned
- Students fix errors





# What a Math lesson might look like in different learning environments

Regular St. Paul Homeroom, with Enrichment and/or accommodations, as students need

- Teacher provides manipulatives (physical and technology) for students to explore
- Teacher introduces multiplication through various ways- repeated addition, creating arrays, using counters and connects addition to multiplication
- Students have time to explore and discuss in groups
- Teacher and Students work through a model problem together, sharing steps/strategies of HOW they solved the problem and different ways of figuring it out.
- Students are given word problems to work through, with access to manipulatives and peers- and explain HOW they solved it
- If peers got a different answer, they would work through the problem together to see where an error was made and how to figure out what the correct answer is
- Teacher circulates and works with small groups of students based on needs
- Enrichment: “You’re designing seating for a theater with rows and columns. How many different configurations can you make for 120 seats? How can you create a multiplication word problem from this. Can you relate it to division?”
- Accommodations: Teacher provides students with an array template to show “8 rows of 3”. Student uses colored counters to create the array and then count the total- teacher helps student connect the SUM to the PRODUCT and connects repeated addition to multiplication. Student has a multiplication chart to confirm. Teacher provides feedback along the way.



# What a Math lesson might look like in different learning environments

## St. Paul GATE classroom

Access to strategies/supports from St. Paul Enrichment for All homeroom, if and as needed by students, but followed up with:

**Cross-Curricular Project: “Design a Mini Market**

Students will work in small teams to design and simulate a miniature marketplace, integrating multiplication with economics, art, and persuasive writing. They'll create products, set prices, calculate costs and profits, and present their market to the class.

### **Subjects Integrated**

**Math:** Multiplication for pricing, inventory, and budgeting

**Language Arts:** Writing product descriptions and persuasive ads

**Art/Design:** Creating product packaging and signage

**Social Studies:** Exploring basic economic concepts like supply, demand, and trade

**Collaboration & Communication:** Team planning, negotiation, and presentation

Rubric evaluation, student reflection, peer feedback, teacher observation/check ins/feedback



# Our Evolving GATE Program: A Commitment to Growth and Excellence

At the heart of our GATE program is a commitment to continuous improvement. We are constantly evolving—making thoughtful changes based on feedback from families, teachers, and students, along with collaboration with colleagues, ongoing professional development, and input from educational specialists.

Our goal is to ensure the program:

Serves the unique needs of gifted learners

Reflects each student's learner profile

Nurtures their strengths and talents, academically, emotionally and socially

Supports areas for growth, self-regulation, and social-emotional learning

Fosters curiosity, a love of learning, and creative problem-solving

Builds a strong foundation for continued success on their educational journey

We are committed to creating a learning environment where gifted students are not only challenged academically but also supported emotionally and socially—so they can thrive both now and in the future.





**Thank you  
for joining us!**