



PEOPLE OF
Hope
HOPE



St. Paul GATE Open House
Wednesday February 11, 2026

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!

What is GATE

GATE is designed for students who benefit from:

- Advanced thinking opportunities
- Greater depth and complexity
- Open-ended problem solving
- Inquiry-based learning



What GATE is NOT

- A faster or harder version of classwork; more homework
- Only about tests/scores
- High grade level worksheets
- Rote memorization or drill based tasks
- A place where students must be perfect
- A source of undue pressure
- Single correct solution activities, only right/wrong types of answers



How We Understand Giftedness

We believe giftedness:

- Looks different in different children
- Can appear in many areas (thinking, creativity, problem-solving)
- Develops over time with the right support

Giftedness is about **potential**, not perfection.



What Learning Looks Like in GATE

In GATE classrooms, students:

- Explore big ideas
- Ask deep questions
- Solve complex problems
- Justify their thinking
- Reflect and revise their ideas

Learning is **active, collaborative, and inquiry-driven.**



How St. Paul GATE Differs From Other Academic Excellence Programs:

PROGRAM GOALS

GATE (St. Paul, ECSD)	COGITO (EPSB)	CHARTER (New Horizons)
<ul style="list-style-type: none">• Develop student potential• Think critically and creatively• Use their strengths responsibly• Grow confidence as learners	<ul style="list-style-type: none">• Develop academic skills to achieve excellent results• Demonstrate diligence and self-discipline	<ul style="list-style-type: none">• Encourage deep understanding, higher-order thinking, and problem-solving across disciplines.• Support mastery of provincial programs of study while enabling acceleration where appropriate.



How St. Paul GATE Differs From Other Academic Excellence Programs:

PROGRAM DELIVERY

GATE (St. Paul, ECSD)	COGITO (EPSB)	CHARTER (New Horizons)
<ul style="list-style-type: none">• Inquiry & project-based learning• Interdisciplinary connections• Student choice and voice• Collaboration and discussion• Reflection and metacognition• All programming follows the grade level curriculum as set to Alberta Education and Childcare	<ul style="list-style-type: none">• Teacher-led instruction• Structured classroom environment• Regular homework• Recitation, memorization and practice exercises to improve learning• Uniforms or a dress code requirement• All programming is based on curriculum determined by Alberta Education and Childcare	<ul style="list-style-type: none">• Gifted students may remain in regular classrooms with differentiation or pull-out enrichment, and supports are documented individually• Customized differentiation across content, process, and assessment• Cognitive criteria and advanced assessment practices to shape deliver



How St. Paul GATE Differs From Other Academic Excellence Programs:

ELIGIBILITY

GATE (St. Paul, ECSD)	COGITO (EPSB)	CHARTER (New Horizons)
<ul style="list-style-type: none">• Students require a full scale IQ (FSIQ) of 125 or higher• Determined by a Psychological Educational Assessment administered by a Registered Psychologies	<ul style="list-style-type: none">• Students must be in Kindergarten to Grade 9. Contact a school offering Cogito for information about eligibility and programming options.	<ul style="list-style-type: none">• Students generally need a Full Scale IQ (FSIQ) and/or General Ability Index (GAI) score at or above the 98th percentile (a standard score around 130)

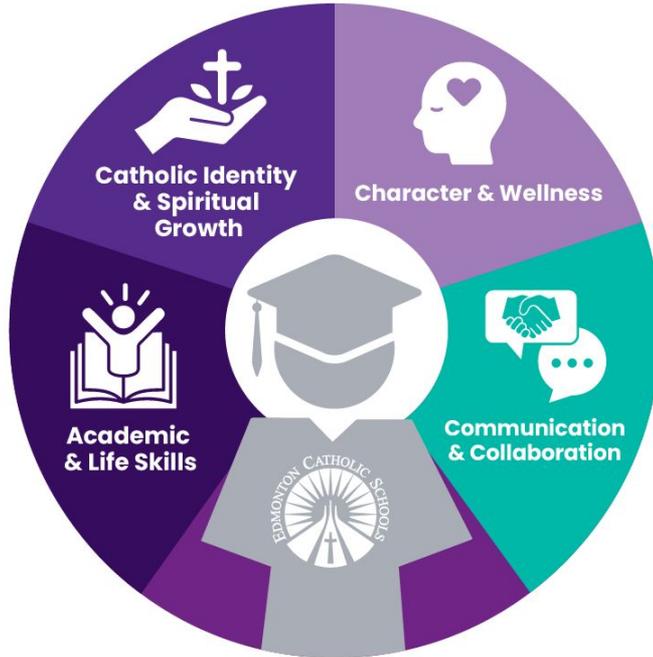


Our Why

We believe access to gifted education is an **inclusive support**. Gifted students need to access their grade level curriculum in a way that is engaging, authentic, challenging and meaningful.



PORTRAIT OF A GRADUATE



When a student experiences Optimal Learning while attending Edmonton Catholic Schools, they will be:

- Critical thinkers and problem solvers
- Creative and innovative
- Discerning believers and seekers
- Faith-filled stewards
- Lifelong Learners
- Empathetic and inclusive
- Resilient and wellness-focused
- Effective communicators and collaborators
- Ethical digital and global citizens



The Education Act requires school boards to ensure all students receive programming that enables achievement of the Alberta curriculum.

Inclusive supports are not separate from curriculum, they exist so students can access it.

PUBLICATIONS

Education Act

Summary Detailed Information Related (25)

DESCRIPTION
The Education Act specifies goals for Alberta's Early Childhood Services to Grade 12 (ECS-12) education system and identifies the roles and responsibilities of the Ministry, school boards, charter schools, private schools, teachers, parents and students. The Act came into force on September 1, 2019.

UPDATED
October 21, 2025

TAGS
legislation law

“Every individual... is entitled to have access in accordance with this Act to an education program.”

An Education Program is “an organized set of learning activities that is based on curriculum prescribed or approved by the Minister.”



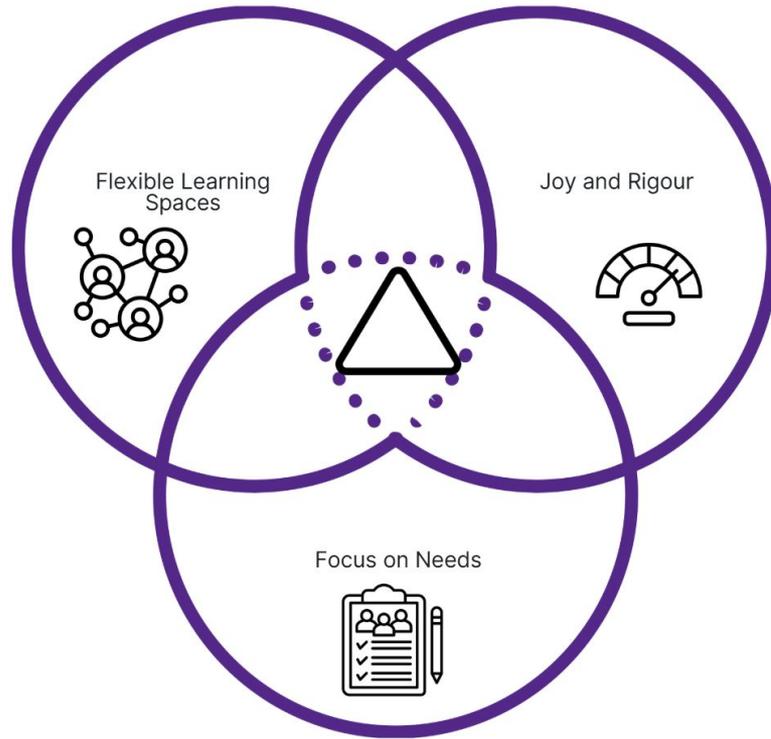
Curriculum is the destination and inclusive education is the bridge

Principles of inclusive education

The following 6 principles are key to achieving Alberta's vision for an inclusive education system. These principles can guide and inform value-based and learner-centred decisions related to policies, practices and actions at every level of Alberta's education system.

1. **Anticipate, value and support diversity and learner differences** – Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.
2. **High expectations for all learners** – Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.
3. **Understand learners' strengths and needs** – Meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the Ministry—to understand and respond to the strengths and needs of individual learners.
4. **Remove barriers within learning environments** – All education partners work together to remove barriers within the learning environment so that all learners are successful and can participate in the school community.
5. **Build capacity** – Government, school and system leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.
6. **Collaborate for success** – All education stakeholders, including school and system staff, families, community partners, post-secondary institutions, teacher preparation programs and government are committed to collaboration to support the success of all learners.





GATE Programs

2026-2027 School Year

2nd & 3rd Grade Cohort

-  Inquiry-Based Learning
-  STEAM Projects
-  Creative Writing & Storytelling
-  Problem Solving Challenges
-  Research Skills Development
-  Enrichment Units & Games

4th & 5th Grade Cohort

-  Advanced STEM Challenges
-  Debate & Public Speaking
-  Independent Study Projects
-  Critical Thinking Seminars
-  Leadership & Mentorship
-  Competitions & Field Trips



Why GATE Begins in Grade 2

Grade 2–3 is a key developmental transition.

By this age, students are ready to:

- Explain their thinking and use evidence
- Ask deeper questions and explore big ideas
- Work collaboratively and consider different perspectives
- Reflect on how their thinking changes over time



Why GATE Begins in Grade 2

Alberta's curriculum emphasizes strong **thinking, communication, and personal responsibility** skills.

Grade 2-3 is when these competencies are developed enough for students to fully benefit from GATE learning.

Starting GATE in Grade 2 and up allows us to:

- Provide the right level of challenge at the right time
- Build a strong foundation for deeper learning in Grades 5 and 6
- Ensure learning is developmentally appropriate and supportive



Alberta Education Competency Progression

	Kindergarten (ages 4–5)	Division 1 (ages 6–8)	Division 2 (ages 9–11)
<p>Critical Thinking involves reasoning logically to analyze and synthesize new knowledge with existing knowledge in a coherent way.</p>	<ul style="list-style-type: none"> • I wonder about the world around me. • I think about and share experiences or feelings. • I make predictions based on prior knowledge. • I make choices based on what I like or know. • I recognize how my thoughts, words, or actions affect others and myself. 	<ul style="list-style-type: none"> • I ask relevant questions to help me learn. • I use simple criteria to form opinions or make decisions. • I synthesize new understandings by comparing and contrasting information. • I reflect on contexts or experiences that influence my thinking. • I consider how my thoughts may be similar to or different from those of others. 	<ul style="list-style-type: none"> • I pose questions to analyze information or evidence. • I begin to analyze complex issues and ideas based on criteria I help to develop. • I evaluate the effectiveness of my own thinking or that of others. • I make inferences, predictions, or decisions based on information. • I consider perspectives that do not fit with my understandings.
<p>Problem Solving involves selecting strategies and resources to move from what is known to what is sought.</p>	<ul style="list-style-type: none"> • I communicate when I have a problem. • I ask questions to help me solve problems. • I explore ways to overcome challenges independently or with others. • I try new ways to solve problems. 	<ul style="list-style-type: none"> • I rephrase problems to clarify understandings. • I determine information that is relevant to help me solve problems. • I consider the possible outcomes of solutions. • I work toward solving problems even when there are challenges. 	<ul style="list-style-type: none"> • I acquire and select information to identify problems. • I generate solutions to complex problems based on criteria I help to develop. • I predict the possible outcomes of multiple courses of action. • I identify impacts of possible solutions. • I reflect on and revise approaches to solve challenges creatively.
<p>Research and Managing Information involves research skills as well as organizing and using information for specific purposes.</p>	<ul style="list-style-type: none"> • I use my senses to learn about the world around me. • I connect new information with things I already know. • I use information to understand my world and myself. • I share my ideas and information. 	<ul style="list-style-type: none"> • I collect information for a specific audience or purpose. • I organize and combine information from a number of sources. • I consider the content of information to determine its use. • I reference the source of information when using someone else's ideas. 	<ul style="list-style-type: none"> • I reflect on information gathering processes and revise if necessary. • I gather and organize information from multiple sources to enhance or clarify understandings. • I verify the accuracy of information collected from a variety of sources. • I apply socially accepted protocols when using, sharing, and storing information.



Alberta Education Competency Progression

Personal Growth and Well-being involves managing emotional, intellectual, physical, social, and spiritual aspects of living well. Students develop character and talent and apply the virtues of wisdom, courage, self-control, justice, charity, and hope.

- I seek out experiences that make me happy.
- I recognize and share my interests.
- I participate in new learning situations.
- I explore relationships through day-to-day interactions.
- I communicate needs for comfort or assistance.

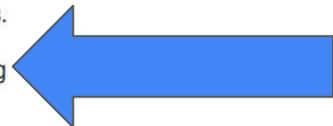
- I set goals to help address my wants or needs.
- I connect available resources to choices and opportunities.
- I recognize relationship boundaries.
- I communicate how groups and individuals care for each other.
- I adjust my actions in response to setbacks.

- I develop and apply strategies to accomplish personal and common goals.
- I use personal skills and abilities, programs, or relationships to support growth and well-being.
- I examine potential risks to privacy or emotional safety when making healthy decisions.
- I develop or maintain social networks to support well-being.
- I perform multiple attempts and encourage others to persist with challenging tasks.



Alberta Education Competency Progression

	Kindergarten (ages 4–5)	Division 1 (ages 6–8)	Division 2 (ages 9–11)
<p>Creativity and Innovation involves generating and applying knowledge and skill to create something new of value.</p>	<ul style="list-style-type: none"> • I create to learn and have fun. • I use my imagination to combine materials or ideas to create something new. • I change my creations based on new ideas, information, or materials. • I try new ways of doing things. 	<ul style="list-style-type: none"> • I create in a variety of environments for specific audiences and purposes. • I seek out the knowledge or resources needed to transform my ideas into creative works. • I use individual or group brainstorming to build or expand my ideas. • I work toward achieving creative goals even when there are challenges. 	<ul style="list-style-type: none"> • I create in a variety of contexts and with a variety of audiences to enhance learning, develop abilities, or communicate an intent. • I experiment with ideas, materials, or processes to express myself. • I evaluate and adapt creative ideas, products, or services in response to emerging conditions. • I understand that new challenges can help me develop resilience.
<p>Communication involves sharing ideas through oral, written, or non-verbal media.</p>	<ul style="list-style-type: none"> • I listen to others and respond to simple questions. • I communicate verbally or non-verbally. • I describe or represent my experiences, ideas, or feelings. • I communicate to interact, learn, or have fun. • I use a range of terms and symbols to express or interpret messages. 	<ul style="list-style-type: none"> • I communicate with peers and adults for specific purposes. • I use a variety of formats to communicate. • I use language structures and conventions that are appropriate for the context to interact with others. • I consider the contributions and feelings of others when exchanging ideas or information. • I paraphrase or restate messages to confirm understandings. 	<ul style="list-style-type: none"> • I communicate with audiences in a variety of contexts to enhance learning, develop relationships, or complete tasks. • I apply appropriate language conventions and protocols when receiving or expressing messages with varied audiences. • I respect social or cultural practices in formal and informal situations when communicating with others. • I consider the influence of emotions on behaviour, learning, and relationships when building shared understandings. • I share interpretations of ideas or information logically and clearly, using effects to enhance communications.



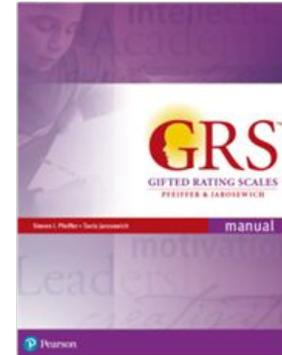
Alberta Education Competency Progression

	Kindergarten (ages 4–5)	Division 1 (ages 6–8)	Division 2 (ages 9–11)
<p>Collaboration involves working with others to achieve worthy common goals.</p>	<ul style="list-style-type: none"> • I interact in groups to learn and have fun. • I take turns when learning and playing with others. • I am a courteous member of my learning communities. 	<ul style="list-style-type: none"> • I experience a variety of roles when engaging in collaborative activities. • I contribute actively and respectfully to group work. • I encourage others to contribute their points of view when working toward group goals. 	<ul style="list-style-type: none"> • I exchange ideas and information respectfully when collaborating in digital or non-digital environments. • I encourage or assist others to successfully fulfill obligations associated with roles and responsibilities to contribute to group success. • I nurture positive relationships through compromise and being flexible. • I demonstrate sensitivity and respect for diversity when working with others to achieve a common goal.
<p>Citizenship involves participating in the institutions of our society as educated citizens. Students share responsibilities and approach the world with empathy, intellectual curiosity, and humility.</p>	<ul style="list-style-type: none"> • I interact with people in my communities. • I advocate for myself to experience success in learning and play. • I help others in familiar environments. • I make decisions based on what I like or know. 	<ul style="list-style-type: none"> • I consider similar or different points of view across a variety of contexts. • I consider positive and negative outcomes of decisions made in familiar contexts. • I fulfill obligations to my groups and communities. • I advocate for fair treatment of members of my groups and communities. 	<ul style="list-style-type: none"> • I identify and apply approaches to reach shared understandings between differing perspectives. • I use constructive decision-making processes to address individual or common interests. • I initiate or organize activities or events that address a common need. • I explain more than one perspective that is relevant to an idea, a decision, or an action.

Entrance into the GATE program- Current Students

Gifted Rating Scale

- Must know student for at least 6 months
- For current Gr. 2-5 students, the GRS-S (school) may be administered as an indicator of the probability of giftedness, prior to having a psycho-educational assessment completed
- Classification Ranges for Giftedness:
 - Very High Probability
 - High Probability
 - Moderate Probability
 - Low Probability



Entrance into the GATE program- New Students

New to St. Paul Grade 2-6 MUST have a Psychological Assessment completed by a registered psychologist by Spring 2026.

Students must receive a FSIQ of 125 or higher for entrance into the program.

Entrance into the GATE program- New Students

Our goal is to support a **positive, successful start** for every student.

Before entry, we meet with:

- **Students**
- **Parents / Guardians**
- **GATE staff**

This meeting is a chance to:

- Learn what GATE learning looks like
- Talk about student strengths, interests, and needs
- Ensure the program is a good fit
- Answer questions and address concerns

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)



GATE

Meeting and extending curricular outcomes through a lens of inquiry.

Reflection and Journaling



Essential Questions

Cross-Curricular Connections

How do people
& rrland
affect
each
other?

Alternative Environments

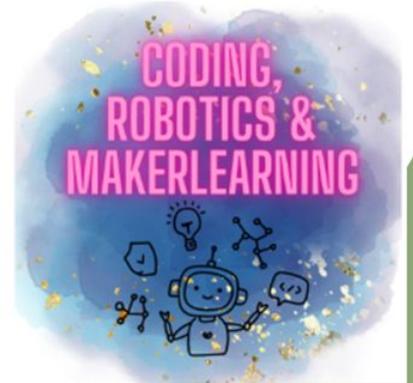


**Exploring
Student Interests
& Passions**



**Partnerships
inquiring minds**

Technology



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



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



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!**