

## **Catholic distinctiveness**

With respect to Catholic distinctiveness, it is reasonable to draw the definition of *Catholic distinctiveness* from authoritative sources such as Canon Law, the Vatican's Sacred Congregation for Catholic Education and the scholarly work of Gerald Grace entitled, "*Catholic Schools: Mission, Markets and Morality*". Through these authoritative sources, it is a reasonable interpretation to say that the following components must be in place in order for a school for it to be known as a Catholic school and thus distinct. These components are:

- 1. Education in the Faith:** Education in the Faith happens in an integral way throughout the day and in all curricular and non-curricular activities. Religious Education and Family Life Programs are integral parts of the formal curriculum. The Ontario curriculum and Ministry goals are delivered through the lens of the Ontario Catholic School Graduate Expectations.
- 2. Formation in Solidarity & Community:** There is a faith community present and is evidenced through policies and procedures; there is a sacramental presence and an ethos that flows from the Gospel Values.
- 3. Education for the Common Good:** The school is based on a Catholic world view as evidenced through the *Ontario Catholic School Graduate Expectations*.
- 4. There is a preferential option for the poor:** The school engages in social justice activities to ensure that what we are fortunate to have is shared equitably. We also realize that poverty of spirit and poverty of being through exclusion is as critical a need for addressing as is economic poverty.
- 5. Academic Education for Service:** That the school has an outward focus; a focus that is for the common good and is based on ensuring our students and staff are aware of and take up the challenge to live-out the *Ontario Catholic School Graduate Expectations*.