

## DRAFT - Essential Conditions to Support Implementation September 2009

Support for implementation is a shared responsibility. This can best be attained through addressing the *Essential Conditions to Support Implementation* developed in a culture of learning.

**Culture of Learning:** A culture of learning is defined as a social/emotional environment where inquiry, risk-taking, sharing, and collaboration are promoted and encouraged with the goal of optimizing student learning.

### **Shared Responsibility:**

Shared responsibility is a commitment by all stakeholders whereby each clearly understands and accepts their role in supporting successful implementation. Stakeholders understand and determine roles and responsibilities to ensure successful implementation. Essential conditions are in place to support successful student learning.

<b>Essential Conditions:</b>  <b>Definition &amp; Guiding Questions</b>	<b>What will you accept as evidence that the essential condition has been intentionally addressed?</b>	<b>What tools or instruments will you use to gather evidence that this essential condition has been addressed?</b>
<b>Shared Vision:</b> Shared understanding of the desired outcome of successful implementation to support teaching and learning. <ul style="list-style-type: none"> <li>• Has the vision been built collaboratively with key stakeholders?</li> <li>• Has the vision been clearly articulated, shared and reviewed with all stakeholders on an ongoing fashion?</li> <li>• Has a review process been planned as part of the development to facilitate ongoing feedback?</li> <li>• Are there clear and cohesive links from the shared vision to the implementation plan?</li> <li>• What can you point to that shows this shared vision lives in your learning community?</li> </ul>		
<b>Leadership:</b>  Building the capacity of leaders who lead the shift from current reality to desired outcomes. <ul style="list-style-type: none"> <li>• Is there a structure within the plan to develop and support future leaders?</li> </ul>		

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<ul style="list-style-type: none"> <li>• To what extent have the leadership roles and responsibilities been articulated?</li> <li>• What leadership decisions have been made to implement the vision?</li> <li>• What role does collaborative learning play in supporting current leaders and developing future leaders?</li> </ul>		
<p><b>Evidence Informed and Research-Based:</b></p> <p>Current research, lessons learned, and evidence of learning informs professional practice and implementation.</p> <ul style="list-style-type: none"> <li>• To what extent are decisions about planning, implementation and assessment influenced by data, research and present practice?</li> <li>• Is there a plan to systematically collect student learning data?</li> <li>• Have you analyzed classroom data? School data? System data? What other evidence do you have available?</li> <li>• What collaborative processes are in place to review the connections between and the implications of current research, the data collected, and student learning?</li> </ul>		
<p><b>Resources:</b></p> <p>Human resources, materials, funding and infrastructure required to implement.</p> <ul style="list-style-type: none"> <li>• What are the human and material resources required for this initiative?</li> <li>• What is the budget for the initiative?</li> <li>• What infrastructure changes are</li> </ul>		

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<p>necessary?</p> <ul style="list-style-type: none"> <li>• Will a phased in approach be necessary?</li> </ul>		
<p><b>Teacher Professional Practice:</b></p> <p>Teacher knowledge, skills and attributes enhanced through ongoing professional learning.</p> <ul style="list-style-type: none"> <li>• What evidence are you using and how is it impacting your professional practice?</li> <li>• How does current and relevant research inform and influence your work?</li> <li>• What role does collaboration with peers play in guiding your professional practice?</li> <li>• To what extent has your participation in professional learning influenced and expanded your knowledge and understanding of teaching and learning?</li> <li>• How are you aligning curriculum, instruction and assessment?</li> <li>• What evidence of implementation can be observed in your classroom/school/jurisdiction?</li> <li>• How does self-assessment impact and inform your professional practice?</li> </ul>		
<p><b>Community Engagement and Networks:</b></p> <p>Partnerships and networks with community (parents, students, community members, business and industry, post-secondary institutes) fostered in support of implementation.</p> <ul style="list-style-type: none"> <li>• Are all community stakeholders represented?</li> </ul>		

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<ul style="list-style-type: none"> <li>• What strategies are used to foster community engagement and collaboration?</li> <li>• Are there diverse groups within the community that have unique needs, which should be met to ensure their involvement?</li> </ul>		
<p><b>Time:</b></p> <p>Intentional provision of time to engage in formal/informal learning to support implementation.</p> <ul style="list-style-type: none"> <li>• What innovative strategies are being used to reallocate time to clearly signal that planning, implementation and assessment of this initiative is a priority?</li> </ul>		