Part 2: Self-reflection: Essential Conditions

This tool, based on The Guide to Support Implementation: Essential Conditions, can be used during the implementation of a new program or practice to guide reflection by your team on the implementation process. By reflecting on and responding to the conversation starters provided, you can identify strengths, needs and gaps related to shared responsibility and culture and decide on ways to build on what is working and address any gaps. This tool can be used individually or as a group.

Shared Vision: Stakeholders share an understanding of and commitment to the intended outcomes.

A key component of successful Moving Forward With High School Redesign (MFWHSR) projects is clearly identifying and sharing the foundational principles, on which they are focusing.

Conversation Starters	Responses	Next Steps
To what extent has a shared vision of the project been developed (e.g., focusing on student-centred learning, the Foundational Principles Guiding High School Redesign)?		

Conversation Starters	Responses	Next Steps
How has your vision been communicated?		
How are team members articulating the vision?		

Leadership: Leaders at all levels have the capacity to champion the shift from the current reality to the intended outcomes.

MFWHSR leaders model a mindset supportive of multiple approaches and choices related to student learning.

Conversation Starters	Responses	Next Steps
How is leadership distributed in your initiative (e.g., school admin staff, teachers, district leaders, students, parents, community)?		
How are leaders supporting and sustaining implementation and modelling an open and supportive mindset?		

Research and Evidence: Current research, evidence and lessons learned inform implementation decisions.

Successful MFWHSR schools collect data from a variety of sources, including Tell Them From Me Survey, Accountability Pillar Online Report Initiative (APORI), diploma results, student and teacher voices.

Conversation Starters	Responses	Next Steps
What data, including research, evidence and lessons learned, is being systematically collected and analyzed?		
How is data being used to inform your implementation at the classroom, school and jurisdiction levels?		

Resources: Materials, human resources, funding and infrastructure are in place to realize the intended outcomes.

Resources are used in high schools to deliver and support instruction in a variety of ways (e.g., online, face to face, blended, flex block, learning commons, distance education, outreach, community partnerships, virtual and physical spaces and community environments for learning).

Conversation Starters	Responses	Next Steps
What resources are you currently using to support this initiative? (e.g., staffing, learning spaces, a variety of learning approaches, etc.)		
What other resources are suited for your context (e.g., technology tools, CTS programs, learning coaches, Alberta Distance Learning Centre content, education assistants, individualized program plans)?		

Techer Professional Growth: Teacher knowledge, skills and attributes are enhanced through ongoing professional learning.

Successful MFWHSR schools identified the use of numerous collaborative instructional practices, such as course building, project-based learning, team teaching and school-wide assessment conversations/practices.

Conversation Starters	Responses	Next Steps
How are teachers currently learning about the instructional practices to support student learning in this initiative?		
What is your professional learning plan to support this initiative?		
What collaborative inquiry practices are in place to challenge thinking and practice?		

Time: Adequate time must be provided to support implementation.

Conversation Starters	Responses	Next Steps
What strategies are in place to ensure that each stakeholder group has the time it needs to successfully implement and sustain the change?		
What is the overall implementation timeline; Exploration Stage, Installation Stage, Initial Implementation, Full Implementation? (NIRN) How often is it revisited? How are you recognizing notable milestones?		

Community Engagement: Parents, school councils, students, community members, businesses, industry and post-secondary institutions are partners in supporting implementation.

Successful MFWHSR schools indicated that effectively communicating to students and parents why teaching and learning is changing is seen as essential and ongoing.

Conversation Starters	Responses	Next Steps
How are community stakeholders identified or selected to support implementation? Are there others who could be involved?		
How are community stakeholders engaged with implementation?		
What strategies are you using to share the changes with your community?		