Essential conditions to support the implementation of

teaching practices that inspire student learning

This learning guide is designed for use by school leaders, professional learning communities, or as a self-paced study. The guide is based on video clips of two Alberta schools focused on their two year journey to re-conceptualize teaching and learning.

Time

Time is provided to support implementation

Successful implementation of your plan to build teaching practices that inspire student learning is possible when education stakeholders share responsibility to address these essential conditions within a culture of learning:

Shared vision

Leadership

Research and evidence

Resources

Teacher professional growth

⬤ **Time**

Community engagement

Learning guides and videos for each essential condition can be found at: www.essentialconditions.ca

Key ideas

During the next 15 years, education stakeholders will work collaboratively to achieve Inspiring Education's vision. Strategic short, mid and long term implementation plans will help to ensure the vision comes to life. Dedicated time will be needed to engage in meaningful professional learning that will lead to the implementation of new practices in the classroom. Creating flexibility in how teacher and student timetables are created may result in a greater ability to maximize available time and resources.

⬤ What Albertans are saying ...

Inspiring Education: A Dialogue with Albertans was an opportunity for thousands of Albertans to express their hopes, dreams and aspirations for our children's education. Here is an example of what was said about the importance of **time**.

" *Some consider the focus on time to be a deterrent to innovation in the education system. It forces schools to equate educational experience with time spent in class, without recognizing the unique needs, strength, challenges and passions of individual learners. Instead of making decisions based on what is best for the child, the focus is on time.* " — Inspiring Education, page 26, 27

⬤ What Alberta schools are saying ...

Leaders and staff from two Alberta K-9 schools used the opportunity of opening a new school to create a culture of learning that truly focused on inspiring all learners through innovative and thoughtful teaching and learning practices. View the video clip to hear their reflections on this rewarding and challenging journey.

EDMONTON PUBLIC SCHOOLS

BESSIE **Nichols** SCHOOL

MICHAEL **STREMBITSKY** SCHOOL

Time

⬤ Your opportunity to share…

As you plan for implementation, think about:

- How would your team use the following questions to guide and evaluate planning?
- How did the school teams in the video address these questions? What insights might be helpful to your staff?
- What additional questions need to be asked?

Guiding Questions

How will you address this essential condition?

- ⬤ How will the time required to make the change be reflected in the implementation planning?
- ⬤ What strategies are in place to ensure that each stakeholder group has the time they need to successfully implement and sustain the change (e.g., formal and informal learning, reflective practice)?
- ⬤ What is the overall implementation timeline and how often is the timeline revisited?
- ⬤ What are the time requirements and timelines for specific tasks or events within the implementation plan?
- ⬤ Other questions for your context?

Plans

What strategies, procedures and/or processes will you use to address this essential condition?

- ⬤

Outcomes

What will you accept as evidence that this essential condition is being addressed?

- ⬤ Are strategic short-, mid- and long-term implementation plans in place to address the time requirement to successfully implement and sustain the change at provincial, regional and local school board levels (e.g., time required for visioning, collaboration, communication, planning, professional learning, assessment and evaluation, reporting)?
- ⬤ Do school calendars, policies, collective agreements, timetables, and budget take into account the individual and collaborative time required to implement and sustain the change?
- ⬤ Do stakeholders have the time they need for formal and informal learning to support implementation?
- ⬤ Do stakeholders employ various strategies to make efficient use of time (e.g., job-embedded professional learning, distributed learning)?
- ⬤ What other evidence would you accept for your context?