

# A Guide to Support Implementation: Essential Conditions

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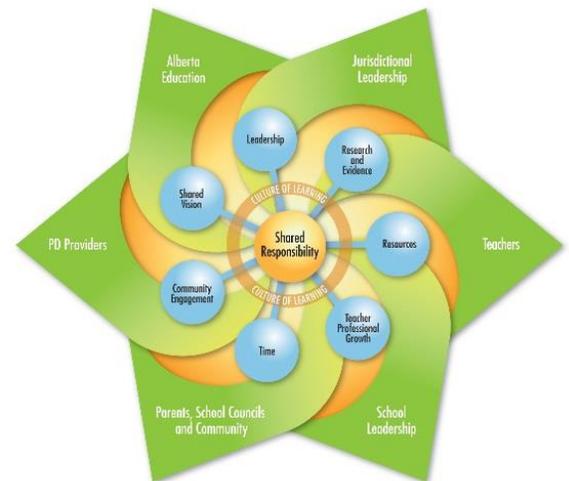
This document supports district literacy and numeracy leaders in implementing effective literacy and numeracy programming for all students. Leaders can use this document to plan their implementation of effective literacy and/or numeracy programming, to support and sustain the effectiveness of literacy and numeracy programming, and as a self-evaluation and reflective tool.



## A Guide to Support Implementation: Essential Conditions for Literacy and Numeracy Programming

The seven essential conditions for effective literacy and numeracy programming include:

1. A shared vision for literacy and numeracy programming – stakeholders share an understanding and commitment.
2. Literacy and numeracy leadership – leaders at all levels have the capacity to champion the implementation.
3. Research and Evidence – the implementation is based on current research, evidence and lessons learned.
4. Resources – Human resources, materials, funding and infrastructure are in place.
5. Teacher professional growth - teacher knowledge, skills and attributes are enhanced through ongoing professional learning.
6. Time – adequate time is provided to support the implementation.
7. Community engagement – parents, school councils, students, and community members work in partnership.





## A Reflective Approach

Reflective practice is critically important in our diverse and complex schools and classrooms today. Teachers need to guard against routine action that “serves as a barrier to recognizing and experimenting with alternative viewpoints.” ... Reflective action on the other hand involves active, persistent, and careful consideration of any belief or practice” (Zeichner & Liston, 2014).

This document can be used as a guide for districts, schools and teachers in literacy and numeracy to:

- determine strengths and areas of need in their current programming
- engage staff in ongoing discussion, goal setting and long-term planning
- support collaborative planning and the building of professional learning communities
- align programming within a district and school.

Select and use the various sections of this resource as relevant to your district/school. Similar principles apply whether you are working as a stand-alone school or as an entire district, whether your focus is literacy or numeracy.





# An Educated Albertan

The Ministerial Order on Student Learning (001/2013) sets the Goals and Standards applicable to the Provision of Education in Alberta.



This poster is designed to support awareness and understanding of the Ministerial Order on Student Learning (001/2013) and its impact on education in Alberta. <https://inspiring.education.alberta.ca/htmlative/ministerial-order-on-student-learning/>  
 This poster is available as a result of a grant from Alberta Education to regional consortia to support implementation. For further supports for implementation visit your regional consortium.

Regional Consortia:



[www.arpc.ab.ca](http://www.arpc.ab.ca)

[www.crcp.ab.ca](http://www.crcp.ab.ca)

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## What is Literacy?

“Literacy is the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living” (Alberta Education, 2015).

## What is Numeracy?

“Numeracy is the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living” (Alberta Education, 2015).

Literacy and numeracy are foundational to

successful learning and living. They are lifelong active processes that begin at birth and develop throughout one’s lifetime. Literacy and numeracy enable individuals to reach their full potential, achieve a better quality of life, and contribute to their communities. To discover and make meaning of an increasingly complex and evolving world, students need the confidence and habits of mind to acquire, create, connect and communicate information in a variety of contexts, going beyond the basic skills of reading, writing and solving simple arithmetic problems.



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**1. A Shared Vision – Stakeholders share an understanding of and commitment to effective literacy and numeracy programming in school(s).**

Essential Elements	Possible Actions and Considerations
<p>1.1 District, including senior administrators, collaboratively develop a shared vision for literacy and/or numeracy programming and shares it with key stakeholders.</p>	<p>District engages in conversations building shared beliefs, an understanding of what literacy and/or numeracy is and how it is best learned.</p> <p>District creates a literacy and/or numeracy vision. Consider collaborating with other districts who have or will be working on this process.</p> <p>District stakeholders are involved in the development of the vision and are able to articulate the thinking behind it.</p>
<p>1.2 District develops an implementation plan.</p>	<p>District’s vision is clearly communicated to all district staff and other key stakeholders (parents, community members, board members, etc.) The vision remains a visible presence in ongoing stakeholder communications and the consistency of vision is preserved as staff change year to year.</p> <p>Key personnel are selected to implement the vision. A timeline is created. Success criteria and end targets are set. Budget is allocated.</p> <p>The vision aligns with District Education Plan and School Education Plans.</p> <p>Stakeholder priorities, needs and contexts are factored into the implementation plan. Will it be rolled out in phases? Only to certain target groups? To everyone at once? Plan for short-term goals and ‘wins’.</p>
<p>1.3 District develops a process for gathering evidence of successful implementation and an ongoing review of the vision.</p>	<p>Qualitative and quantitative evidence is gathered.</p> <p>The District has a process for ongoing review of the district literacy and/or numeracy plan including all stakeholders.</p>
<p>1.4 School policies and practices are aligned with the district literacy and numeracy vision.</p>	<p>Schools identify how closely current processes align to the vision, what they would like to incorporate and where they could use support.</p> <p>Literacy and/or numeracy plans are collaboratively developed and communicated to all school staff. School literacy and/or numeracy plans align with the district vision.</p>





**2. Leadership – Leaders at all levels have the capacity to champion the implementation of literacy and numeracy programming in their schools.**

Essential Elements	Possible Actions and Considerations
<p>2.1 Development of school literacy and numeracy leaders.</p>	<p>Identify district leaders who will support the work in schools and build the capacity of literacy and numeracy leaders, both those in formal and less formal roles.</p> <p>Identify teacher leaders in each school who:</p> <ul style="list-style-type: none"> <li>● have a strong understanding of literacy and/or numeracy development</li> <li>● have the communication and personal skills to foster positive relationships in order to coach and support learners and colleagues</li> <li>● are open to change and are able to innovate and apply best practices in literacy and numeracy</li> <li>● embrace the philosophy of a growth mindset when it comes to learners</li> <li>● engage in ongoing professional learning related to literacy and numeracy and</li> <li>● collaborate with other literacy and numeracy leaders</li> <li>● mentor new staff.</li> </ul>
<p>2.2 Determination of district and school-based literacy and numeracy leadership roles and responsibilities</p>	<p>Identify key roles in the school and amount of time allocated for each leader.</p> <p>Identify when and how frequently to communicate progress with the principal or supervisor.</p> <p>Identify what fits within the role of literacy and numeracy leaders and what is beyond the scope of their work: How can they be best utilized to implement the vision? How can they avoid compromising their designated time with unrelated tasks and set realistic expectations given their allotted time?</p> <p>Keep literacy and numeracy an ongoing topic at department and staff meetings and share exemplary classroom practices.</p> <p>Keep school literacy and numeracy implementation visible in the school and at the district level.</p>





<p>2.3 District leaders, school administrators, and school literacy and numeracy leaders foster communication regarding school literacy and numeracy programming among staff, stakeholders, and feeder schools.</p>	<p>Ensure literacy and numeracy leaders are aware of Alberta Education's Student Records regulations (<a href="#">Alberta Regulation 225/2006</a>).</p> <p>Ensure there is a divisional student records policy and that literacy and numeracy leaders are aware of the policy.</p> <p>Student IPP files are updated and relevant information is noted in student records.</p> <p>Literacy and numeracy programming, individual student literacy and numeracy results and ongoing needs/goals are shared when students transfer from class to class, program to program or to another school in the district.</p> <p>Literacy and numeracy leaders ensure that literacy and numeracy assessments are administered in order to provide diagnostic and responsive programming information.</p> <p>Principals and literacy and numeracy leaders share vision, literacy and numeracy approaches being implemented, and site-specific initiatives with stakeholders, community members and feeder schools.</p> <p>Develop systems to ensure effective programming will continue when the literacy and/or numeracy leader is no longer in place or when staff members change.</p>
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**3. Research and Evidence – The implementation of literacy and numeracy programs is based on current research, evidence and lessons learned.**

Essential Elements	Possible Actions and Considerations
<p>3.1 Identifying current research, trends and implications in literacy and numeracy programming.</p>	<p>Literacy and numeracy leaders choose credible information sources, including literature reviews, case studies, and teaching resources containing well-research content and field-tested approaches when implementing or modifying a literacy and/or numeracy program.</p> <p>When time and resources permit and there is sufficient interest, literacy and numeracy leaders should be supported to attend professional learning opportunities, take university courses, read professional journals and participate in professional conversations with peers across the province.</p> <p>Literacy and numeracy leaders consider the local context and the needs of students when choosing relevant research to incorporate.</p> <p>New program implementations are more successful when teachers are provided with the research, are allowed to generate their own conclusions and are included in the decision-making process for how best to integrate new pedagogy.</p>
<p>3.2 Data needs to be collected and analyzed for the benefit of all learners. Data is then used to inform implementation, lesson/program planning and evaluation.</p>	<p>School, district and provincial assessments are analyzed by staff to track growth, to determine positive trends, to identify areas for improvement, and to inform programming needs, next steps and further interventions. Teachers participate in collaborative scoring sessions where possible.</p> <p>Schools and/or districts use common assessment tools.</p> <p>School and/or districts identify the number of diagnostic assessments required and when they should be administered in each class.</p> <p>Student literacy and numeracy data is shared with the next year’s teacher.</p>
<p>3.3 Data collected is shared among stakeholders.</p>	<p>District leader collects school data to assess the effectiveness of the implementation plan.</p> <p>Literacy and numeracy leaders and school administrators collect data to provide evidence of improvement at the school level or to identify areas for growth.</p> <p>Parents and students receive ongoing feedback related to the child’s literacy and numeracy progress (e.g., goal setting, weekly journals, IPP notes, progress reports, parent-student-teacher interviews). Parents are informed of the results of any diagnostic testing or specialized assessments.</p>



**4. Resources – Human resources, materials, funding and infrastructure are in place to support effective literacy and numeracy programming.**

Essential Elements	Possible Actions and Considerations
4.1 Assess current capacity to support this change.	Answer questions such as: <ul style="list-style-type: none"> <li>● Are there knowledgeable literacy and numeracy leaders in your district and school(s)?</li> <li>● How many resources are currently available to school(s)?</li> <li>● Where are the strengths?</li> <li>● What are the key areas of need?</li> <li>● Are funds available to support literacy and numeracy programming?</li> </ul>
4.2 Human resources are available at school and district levels to support implementation of the literacy and numeracy vision.	Consider the possible human resources required: <ul style="list-style-type: none"> <li>● designated FTEs for learning coaches in the areas of literacy and numeracy, district consultants and administrative staff</li> <li>● teachers and educational assistants able to work with flexible student groupings</li> <li>● staff collaboration time and</li> <li>● sub release time for teachers to assess learners and to collaboratively mark writing tasks.</li> </ul>
4.3 Teachers use quality resources.	Establish criteria for determining the quality of a resource. Districts may provide recommended resources.  Resources are aligned with the Alberta Education Programs of Study, curricular outcomes and An Order to Adopt or Approve Goals and Standards Applicable to the Provision of Education in Alberta (Ministerial Order on Student Learning (#001/2013)).  Establish a system for distributing classroom resources (e.g., teacher resource room).  There is a school resource room and/or learning common. (See Alberta Education, Learning Commons Guidelines: <a href="http://education.alberta.ca/department/ipr/slsi.aspx">http://education.alberta.ca/department/ipr/slsi.aspx</a> .)  Teachers have access to LearnAlberta ( <a href="http://www.learnalberta.ca/">http://www.learnalberta.ca/</a> ) and the Inclusive Education Library ( <a href="http://www.learnalberta.ca/content/ieptlibrary/">http://www.learnalberta.ca/content/ieptlibrary/</a> ).
4.4 Students have access to varied learning resources that complement their	Students have access to both print and multimedia materials:  Literacy: Students have access to a wide range of media and diverse texts: pictures, novels, poetry, fiction, non-fiction, graphic texts, electronic texts,





diverse needs.	<p>posters, pamphlets, etc.</p> <p>Numeracy: Students have access to a wide range of digital and print resources, as well as manipulative and concrete materials.</p> <p>Resources:</p> <ul style="list-style-type: none"><li>• are levelled</li><li>• are relevant and age-appropriate</li><li>• reflect diverse cultures and languages</li><li>• reflect the community (student population)</li></ul> <p>Technology applications/extensions are available to make text accessible (e.g., text to speech, Read&amp;Write Gold).</p>
4.5 There are protocols for tracking, acquiring and reallocating resources.	<p>Complete an inventory of the resources available in the school.</p> <p>Ensure there is a mechanism to determine school needs.</p> <p>Staff members are given opportunities to provide input on the purchase of new resources. A plan to acquire identified resources is co-constructed.</p> <p>There is a process in place for situations where teachers are permitted to individually purchase resources.</p> <p>Schools are aware of any policies in the division related to censorship and the sharing, reallocating, and/or disposing of resources.</p>





**5. Teacher Professional Growth - Teacher knowledge, skills and attributes are enhanced through ongoing professional learning related to effective literacy and numeracy programming.**

Essential Elements	Possible Actions and Considerations
<p>5.1 Building leadership capacity and sustaining implementation among the school staff.</p>	<p>Targeted time provided to build leadership capacity in schools:</p> <ul style="list-style-type: none"> <li>● Professional learning funds are budgeted</li> <li>● Job-embedded learning, peer coaching, release time for observations and collaboration</li> <li>● Professional learning is directly tied to students' literacy and numeracy needs</li> <li>● Literacy and/or numeracy leader regularly engages in conversations with staff about strategies that have proven successful and encourages reflective practice (lessons learned).</li> </ul> <p>Provide copies of guiding texts and key literacy and numeracy resources to leaders and teachers as part of the district implementation plan.</p>
<p>5.2 Teachers are reflective about their strengths and their areas of need in relation to literacy and numeracy programming; teachers are supported as they take risks, grow and change.</p>	<p>Teachers recognize what a successful implementation of literacy and numeracy learning looks like.</p> <p>Teachers are able to identify and seek solutions for challenges they face in literacy and numeracy instruction.</p> <p>Teachers collaborate with other staff regarding literacy and numeracy programming and/or belong to face-to-face or online professional learning communities.</p> <p>Literacy and numeracy goals are identified in their Professional Growth Plan (PGP) and professional learning relates to their PGP.</p> <p>District leaders and school-based leaders recognize that teachers need support, patience and possibly extended coaching as they explore and experiment new approaches.</p>
<p>5.3 Teachers are informed of upcoming professional learning sessions and are encouraged to attend.</p>	<p>Professional learning opportunities are regularly shared with staff. Literacy and numeracy leaders inform teachers of sessions that correspond to their areas of need/interest; e.g., PLCs, district and/or provincial sessions.</p> <p>Teachers are aware of local processes for applying to attend, receiving approval and getting expenses reimbursed.</p>





**6. Time – Time is provided to support the implementation of effective literacy/numeracy programming.**

Essential Elements	Possible Actions and Considerations
6.1 The literacy and numeracy implementation plan is regularly reviewed and updates are reported.	Time is provided for stakeholders to meet and discuss progress. The plan and implementation timeline are reviewed and adjusted as required.
6.2 Time is provided to understand pedagogical shifts, honour where teachers are and provide steps to move forward.	<p>Allow teachers time to process and respond to changes as well as honour where they are.</p> <p>Allow time to connect with all teachers to share the implementation plan and give them multiple ways to engage in the process in response to their needs and their levels of proficiency.</p> <p>Participating teachers are given support to build, enhance and/or modify their current literacy and numeracy practices to more closely reflect effective literacy and numeracy programming; e.g., creating collaborative teams, providing sub release time, classroom observations.</p> <p>There is a continuum for any change process. Teachers are all at a different place in their understanding and application of best practices in literacy and numeracy instruction.</p>
6.3 Time is allocated during key events to highlight literacy and numeracy-based practices and celebrate successes.	Possible events for sharing best practices and celebrating success include staff meetings, grade meetings, district PD days and collaborative/cohort team meetings.
6.4 Extended blocks of school time are dedicated to literacy and numeracy instruction.	<p>Literacy: Students receive daily instruction in literacy, including reading, writing, speaking, listening, viewing, and representing.</p> <p>Numeracy: Students receive daily instruction to support numeracy by considering quantitative and spatial information as they occur in all subject areas.</p> <p>A schedule is developed to manage targeted interventions with students during the school day.</p>





**7. Community Engagement – Parents, school councils, students, community members, businesses, industry and post-secondary institutions are partners in supporting effective literacy and numeracy programming.**

Essential Elements	Possible Actions and Considerations
7. 1 District collaborates with parents, community, businesses, government and post-secondary institutions to extend partnerships for student literacy and numeracy growth and development.	Partnerships with stakeholders are actively sought out and supported:  Literacy: public/community library, home reading programs, newcomer programs, family literacy, preschool, health providers.  Numeracy: Junior ATB, Entrepreneurial Adventures, Junior Achievement, Numeracy for All, family numeracy night
7. 2 A literacy and/or numeracy focus is evident in the school.	A community member walking in the school would notice that there is a literacy and/or numeracy focus.
7. 3 Students have access to literacy and numeracy opportunities in the community.	Students have access to learning opportunities in the community on a regular basis (e.g., community sharing day, guest speakers, library events).
7. 4 Family and community members celebrate and participate in school literacy and numeracy activities.	Family and community members are invited to engage in and celebrate literacy and numeracy activities.  There is a regular ongoing method of communicating with parents and the community regarding literacy and numeracy activities and initiatives (e.g., newsletter, website, phone call outs, parent-information night).

