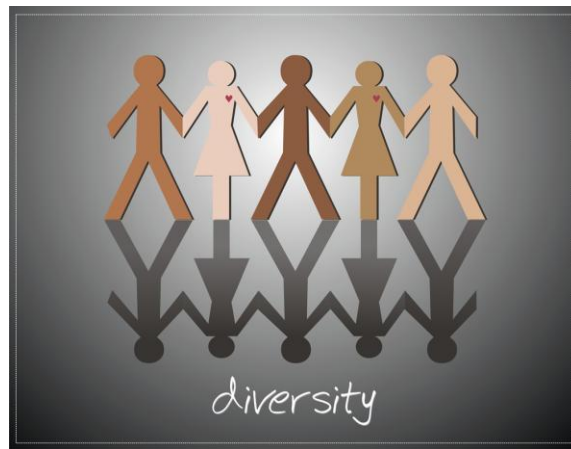# Action on Inclusion:

Implementing Inclusive Education Frameworks

Action on Inclusion: Implementing Inclusive Education Frameworks

The Goal: Building an Inclusive Education System in Alberta

The *Setting the Direction* Framework recommends the building of a single inclusive education system that meets the learning needs of all students, including those with diverse learning needs. In the context of the Framework, an inclusive education system is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. It also means that all students will have equitable opportunity to be included in the typical learning environment or program of choice.

The Strategy: This resource was developed by Parkland School Division based on adapting A Guide to Support Implementation: Essential Conditions. The FNMI Branch and ARPDC/NRLC worked to adapt the essential conditions to focus on support for implementation of collaborative frameworks. This resource also includes some of the adapted FNMI format and aims to focus on implementation of the action on inclusion intent.

The resource is intended to engage local education stakeholders (instructional staff, parents, and communities) in planning and implementing strategies focused on building high quality learning environments that support and honor diversity, equity and respect for all learners.

Outcome:

As part of the provincial Action on Inclusion initiative to design an Inclusive Education System, the school jurisdiction will need to redesign its current education model to develop a system that takes responsibility for ALL students and that ensures that all students have equitable opportunity to be included in the typical learning environment and setting that is best for them at a particular time.

SHARED RESPONSIBILITY

is a commitment among education stakeholders – Alberta Education staff, school boards, jurisdictional and school leaders, teachers, professional learning5 providers, students, parents, and school councils – to develop a shared understanding of and commitment to their respective roles and responsibilities to support implementation. In some cases education stakeholders' implementation support responsibilities might be shared, in other instances they will have distinct responsibilities.

Collaboration   Positive Working Relationships

Who will be involved with developing and carrying out this implementation plan?

The Essential Conditions

Addressing the essential conditions requires that education stakeholders collaborate to:

- Answer several guiding questions as they develop their implementation plans;
- Use a variety of implementation strategies that identify who will be responsible for what, by when, and at what cost; and
- Establish what evidence will be accepted that the essential conditions have been addressed.

Collaborative Partnerships

- o **Division Staff**
- o **Parents / Community**
- o **Education / Research / Community**
- o **Government & Community Agencies**

Collaborative Partnerships

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Adaptive Organizational Practices

- o **Leadership and Staff Commitment**
- o **Clear and Articulated Vision**
- o **Values-Based Approach to Teaching and Learning**
- o **Supportive Policy and Administrative Procedures**

Adaptive Organizational Practices

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Responsive Educational Practices

- o **Instructional Practices**
  - o **Asset-Based Approach**
- o **Learning Coaches**
- o **Curriculum and Program**
- o **Continuum of Supports and Services**
- o **Learner Assessment**
- o **Learning Resources**
- o **Celebrating Success**

Responsive Educational Practices

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Capacity Building

- o **Learning Coaches**
- o **Staff Development**
  - o **Administrators**
  - o **Classroom Teachers**
  - o **Educational Assistants**
- o **Parents**
- o **Government & Community Agencies**

Capacity Building

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School Communities

- o **Belonging and Acceptance**
- o **Safe and Caring**
- o **Community Engagement**
- o **Advocacy**

School Communities

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Inclusive Education Collaborative Framework Strategy:

Essential Condition	Key Activities	Stakeholders Roles and Responsibilities
Shared Decision Making / Shared Vision Stakeholders share understanding of and commitment to the jurisdiction's vision and framework for inclusive education		
Research and Innovation / Research and Evidence Current research, evidence, and lessons learned inform implementation decisions		
Leadership Leaders at all levels have the capacity to champion the shift from the current reality to the intended outcomes		
Responsive Educational Practices and Resources Human resources, materials, funding, and infrastructures are in place to realize the intended outcomes		
Capacity Building/ Instructional Staff Professional Growth Instructional staff's and learning coaches' knowledge, skills, and attributes are enhanced through ongoing professional learning		
Continuous Planning / Time Time is provided to support implementation		
Collaborative Partnerships /Community Engagement Parents, school councils, students, community members and agencies, businesses and post-secondary institutions are partners in supporting implementation		

Adapted from A Guide to Support Implementation: Essential Conditions, September 2010 www.essentialconditions.ca

Stakeholders share an understanding of and commitment to the intended outcome(s).

Guiding Questions

How will you address this essential condition?

- Who will develop the vision for an inclusive education model for the jurisdiction?

- How will stakeholders ensure that the values and core priorities integral to inclusive education are part of a shared decision-making process?

- How is the shared vision collaboratively developed with and endorsed by stakeholders?

- How is the shared vision articulated and communicated with stakeholders?

- How is the shared vision evident in the implementation plan?

- What evidence exists that the learning community is "living" the shared vision for all learners?

- What process is used to facilitate ongoing review of the shared vision by stakeholders?

Plans

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

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Evidence

What will you accept as evidence that this essential condition is being addressed? Examples of evidence may include:

- Stakeholders have a sense of ownership in the development of the vision. Stakeholders also support and can articulate the vision. All stakeholders endorse the vision that includes perspectives of inclusion that support diversity, equity and respect for all learners

- A strong, clearly articulated vision exists that reflects current research, as well as stakeholders' priorities, needs and contexts.

- Regular stakeholder communications reference the vision and describe how it has been implemented.

- The vision informs all implementation decisions. Qualitative and quantitative evidence demonstrate how implementation decisions align with the vision.

- The vision is periodically reviewed and revised as required.

Current research, evidence, and lessons learned inform implementation decisions.

Guiding Questions

How will you address this essential condition?

- What data, including current research, evidence and lessons learned, is being collaboratively and systematically collected, and analyzed for the benefit of all learners?

- How is data being used to inform implementation planning and evaluation at the classroom, school, jurisdiction, school board, and provincial levels?

- How is data being shared among stakeholders?

- How are learning coaches accessing effective coaching strategies from colleagues in other jurisdictions?

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Plans

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

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Evidence

What will you accept as evidence that this essential condition is being addressed? Examples of evidence may include:

- Existing data and current research, evidence, and lessons learned are identified, collected and analyzed for current trends and implications at the local level. Data sources may include, but are not limited to environmental scans, consultations, interviews, needs assessments, surveys, surveys, literature reviews, case studies, and student data.

- Student data should be comprehensive and balanced including measures that are qualitative and quantitative, cognitive and affective, and based on both classroom and external sources.

- Personnel responsible for managing and collecting data are identified.

- Data is routinely and regularly shared among stakeholders.

- Decisions about implementation are informed by current research and supported by evidence and lessons learned. Evidence, research and lessons learned are clearly referenced in implementation plans.

Leaders at all levels have the capacity to champion the shift from the current reality to the intended outcome(s).

Guiding Questions

How will you address this essential condition?

- How are current and future leaders being supported and developed?

- How are leadership roles and responsibilities articulated?

- What leadership decisions are required to support implementation of the vision at the jurisdiction level and the school level?

- How are the current and future leaders collaborating to build their leadership capacity?

- What leadership roles and responsibilities do learning coaches have in the implementation plan?

- How are leaders working towards sustaining implementation?

- What opportunities are provided to ensure ongoing development for selected learning coaches and to develop those who aspire to the positions?

Plans

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

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Evidence

What will you accept as evidence that this essential condition is being addressed? Examples of evidence may include:

- A plan exists for developing leadership capacity among all stakeholder groups which
   clearly delineates leadership roles and responsibilities, identifies future leadership opportunities, includes supports for instructional leadership aimed at continuous improvement, identifies champions to build capacity and commitment, and describes mechanisms for collaboration among current and future leaders.

- Leadership capacity is improved and distributed throughout the jurisdiction.

- Leaders are collaborating to support and sustain implementation.

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RESPONSIVE EDUCATIONAL PRACTICES AND RESOURCES

Human resources, materials, funding, and infrastructure are in place to realize the intended outcome(s).

Guiding Questions

How will you address this essential condition?

- What is the current capacity of instructional staff to support this change?

- What human and material resources are required to support this change?

- What budget is required to support this change?

- What infrastructure is required to support this change?

- How might this change be phased-in to optimize current capacity and available resources?

- What strategies are being employed to authorize, acquire, and/or develop the necessary resources?

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Plans

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

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Evidence

What will you accept as evidence that this essential condition is being addressed? Examples of evidence may include:

- The necessary personnel, materials, budget, and infrastructure are authorized, allocated and/or developed through strategic short-, mid-, and long-term resource plans to ensure sustainable change.

- Learning coaches are identified and have access to appropriate and adequate materials and resources to support their roles in implementing the change.

- Resources are obtained through collaborative partnerships with educational organizations and stakeholders where feasible.

- Resources are prioritized and optimized to support implementation.

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Knowledge, skills and attributes are enhanced through ongoing professional learning.

Guiding Questions

How will you address this essential condition?

- How are the needs of staff, learning coaches, school, system and province being addressed through professional learning?

- What are the essential professional development opportunities required to develop and support an inclusive education system in the jurisdiction?

- How are the current research, evidence and lessons learned informing professional growth planning and the design of professional learning opportunities?

- How are educators and learning coaches using self-assessment to inform their professional growth planning?

- How are curriculum, instruction and assessment integrated in the design of professional learning opportunities?

- How are educators and learning coaches collaborating to support their professional growth?

- What partnerships can be forged to support professional learning in schools and the jurisdiction?

Plans

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

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Evidence

What will you accept as evidence that this essential condition is being addressed? Examples of evidence may include:

- Effective teacher mentorship and coaching practices are in place.

- Coordinated, collaborative and comprehensive professional learning plans are in place to support implementation. The self-identified professional learning needs and preferences of participants are being met.

- Teachers have access to and are participating in a variety of learning opportunities that address their needs and preferences. Teachers are reflection on how their professional learning

- Teachers are reflective on their professional learning / practice.

Time is provided to support implementation.

Guiding Questions

How will you address this essential condition?

- How will current research about "change" be reflected in the implementation plan as it relates to the time required to affect change?

- 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 strategies are in place to ensure that learning coaches have the time they need to acquire the skills required to be successful in their new role?

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

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Evidence
What will you accept as evidence that this essential condition is being addressed? Examples of evidence may include:

- Strategic short-, mid-, and long-term implementation plans are in place to address the time requirements to successfully implement and sustain the change at provincial, regional and local jurisdiction levels (e.g. time required for visioning, collaboration, communication, planning, professional learning, assessment and evaluation, reporting)

- School calendars, policies, collective agreements, timetables, and budgets take into account the individual and collaborative time required to implement and sustain the change.

- Stakeholders have the time they need for formal and informal learning to support implementation.

- Stakeholders employ various strategies to make efficient use of time (e.g. job-embedded professional learning, distributed learning).

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Parents, school councils, students, community members, business, industry and post-secondary institutions are partners in support for implementation.

Guiding Questions

How will you address this essential condition?

- How are stakeholders identified or selected to support implementation?

- How are stakeholders engaged in supporting implementation?

- How are the diverse needs of stakeholders addressed to ensure community engagement?

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

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Evidence
What will you accept as evidence that this essential condition is being addressed? Examples of evidence may include:

- Strategic plans are in place to engage community stakeholders in supporting implementation (e.g. stakeholders are involved in curriculum development; are consulted on the development of provincial frameworks and regional/local initiatives; participate in knowledge and skill development activities; and assist in implementation).

- Stakeholders communicate, collaborate, and establish partnerships and networks to support implementation.

- A record of community engagement (e.g. participation, representation and results) is collected.

- A record of how community involvement has positively impacted implementation is collected.

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Partners to Support Implementation

Inclusive Education Collaborative Framework Strategy:

What are the indicators of a successfully implemented strategy?

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*"**Hope** is a heart that is open to the world around you.*

***Hope** is knowing that things change –*

and that we can help things to change for the better."

Volunteers of America

School Division: _____

Team Members:

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Inclusive Education Collaborative Framework Strategy:

Timeline for Implementation:

Essential Condition	Not Yet	Partly	Yes	Notes, Ideas, Reflections
Shared Decision Making / Shared Vision Stakeholders share understanding of and commitment to the jurisdiction's vision and framework for inclusive education				
Research and Innovation / Research and Evidence Current research, evidence, and lessons learned inform implementation decisions				
Leadership Leaders at all levels have the capacity to champion the shift from the current reality to the intended outcomes				
Responsive Educational Practices and Resources Human resources, materials, funding, and infrastructures are in place to realize the intended outcomes				
Capacity Building/ Instructional Staff Professional Growth Instructional staff's and learning coaches' knowledge, skills, and attributes are enhanced through ongoing professional learning				
Continuous Planning / Time Time is provided to support implementation				
Collaborative Partnerships /Community Engagement Parents, school councils, students, community members and agencies, businesses and post-				

Inclusive Education Framework

Adapted from A Guide to Support Implementation: Essential Conditions, September 2010 www.essentialconditions.ca

Notes and Reflections:

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Action on Inclusion: Implementing Inclusive Education Frameworks

PD Resource developed by Parkland School Division as a result of a grant from Alberta Education to Edmonton Regional Learning Consortium (ERLC) to field test "A Guide to Support Implementation: Essential Conditions "