



Moving Forward with High School Redesign program review 2016

Highly Adaptive Learning Systems: Research in Seven Redesigned High Schools in Alberta

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- The intent of this report is to inform future High School Redesign initiatives and identify elements of leadership and professional learning that are required for high schools across the province to actualize the goals of the redesign process.
- This study provide a conceptualization of highly adaptive learning systems.
- Conditions impacting change include a variety of high impact conditions and interconnections (school, district, system):
- These conditions include:
 - removing the Carnegie unit (25 hour-- -per credit requirement);
 - developing a highly connected and trusting learning community;
 - engaging in collaborative Inquiry; (c) making teaching visible;
 - developing a comprehensive understanding of the curriculum and assessment; and seeking input from school and system level influences, including students.
- The findings from this study provide a deeper understanding of the conditions that impact iterative change and the leadership and pedagogy required to create adaptive learning systems in high schools.

Recommendations

What conditions exist within the school that allow for the scalability of the high school success undertaken by the school?

Learning systems need:

- to remove structures such as a 25-hour per credit requirement for all learners;
- to embrace a theory of action for change in which the attitudes and actions that foster highly collaborative, connected and trusting learning communities are expected and supported;
- a collaborative inquiry approach to redesign;
- visible teaching.
- require a comprehensive understanding of curriculum and assessment; and
- to regularly seek input from students and other school and system level influences.

In what ways do principals support teachers' professional learning?

- Ongoing, continuous professional learning focused on student learning is required throughout the learning system for leaders and teachers; learning systems need to have high expectations for all learners.
- Learning systems require a collective, design-based orientation to leadership guided by a theory of action for change.
- School leaders need to continually use data-informed, research-based, multiple indicators of success as evidence to inform iterative changes during cycles of inquiry.
- All levels within learning systems need highly adaptive networks of school and system level influences guided by a theory of action for change.

Original report:

<http://abhsredesign.ca/high-school-redesign-research/>

OTHER READING RESOURCES

[The Conditions Necessary for a School Leader to Successfully Implement an Initiative](#) (pdf)

[Moving Forward with High School Redesign Guiding Questions](#) (pdf)

[Future Wise: Educating Our Children for a Changing World](#)

It's a decision that is made every day, every hour, every minute a teacher is in the classroom – the answer to the question, “What’s worth learning?” Harvard professor David Perkins wonders if we can find a more important question, given the times in which we find ourselves.

[Focus on Inquiry Report](#)

Many teachers across Alberta are learning to develop instructional design, teaching, and assessment practices that are more closely aligned with contemporary research on how people learn. One of these learning-focused designs is discipline-based inquiry learning.

[Education: Inquiry : Ontario Inquiry Model K-12](#)

In Ontario K-12 schools, research projects are organized around the four stages of discovery and guided inquiry as outlined on page 23 of the 2010 Ontario School Library Association document [Together for Learning: School Libraries and the Emergence of the Learning Commons](#).

[Study: Effective Principals Embrace Collective Leadership](#)

An **expansive study** devoted to examining the traits of effective school principals has found that high student achievement is linked to “collective leadership”: the combined influence of educators, parents, and others on school decisions.