

ESSENTIAL CONDITIONS

1. This is a “school-based”, “learner-centered” reform, which has the goal of establishing natural learning patterns within the classroom, which will require *significant adaptation of existing structures*.
2. This is an educational reform, which *will impact on the entire system*: vertically in terms of power and hierarchy and horizontally in terms of the interrelationships of partners and structures.
3. This is a reform of *ownership*; drawing together and *empowering* learners, teachers, parents and the educational community at large through a comprehensive school implementation plan.
4. Schools must adapt their culture and organization to become *learning organizations*, which are open to reflection, change, growth, innovation and experimentation.
5. The implementation of the reform is predicated on the practice of *collaborative participatory management*, which permeates and extends from the classroom to the Council of Commissioners.
6. *Team building* within schools and the prioritization of a pedagogical context and purpose for staff meetings and interaction will be an essential catalyst for change.
7. *Expert groups* will have to be established and made available to serve as resources to the various needs and different approaches of the educational partners entrusted with reform.
8. The *availability of non-teaching time* will be critical in providing the opportunities for teachers and their partners to engage in collective strategies to realize the expectations of the reform.
9. There is *no “recipe” for a successful reform* – rather a menu of resources in the form of knowledge, skills and attitudes from which stakeholders will select the materials to build a plan aligning the culture and needs of their organization(s) with the reform.
10. The *process of change*, how people come to cope with and adjust to these expectations, is just as important as the objective of change.