

## SUMMARY

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“There is no ready-made answer to the ‘how’ question. Singular recipes for success grabbed from some leadership gurus, ‘bells and whistles workshops’ or the latest management texts create dependency. They oversimplify what it will take to bring about change in your own situation. Even when you know what research and published advice tells you, no one can prescribe exactly what you have learned to your particular school and all the unique problems, opportunities and peculiarities it contains. You have to beat the path by walking it.”

~ Andy Hargreaves and Michael Fullan (83)

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Manitoba Education recognizes that change has already begun in some Manitoba schools and school divisions and that a will and a desire for Middle Years transformation exist in many other schools and divisions. As schools begin or continue to implement changes to Middle Years education, it is important that they do so with consideration of provincial, divisional, and school-based mandates, prevailing social conditions, professional will and capacity, and the impact of developments in information and communication technology. Knowing that innovation and change take time, capacity, and commitment will help reinforce the transformation process.

*Engaging Middle Years Students in Learning: Transforming Middle Years Education in Manitoba* presents a rationale for the transformation of Middle Years education in Manitoba and identifies five key action steps of the transformation. These action steps represent a synthesis of research in Middle Years education and the current realities facing young adolescents. These action steps are intended as a compass for educators to steer the transformation of their schools rather than as a narrow prescription for change. Educators will remain on the right course if they

- 🔑 develop a deeper understanding of young adolescents
- 🔑 provide more responsive teaching and learning experiences
- 🔑 nurture stronger learning relationships
- 🔑 increase student voice and choice
- 🔑 strengthen community involvement

As schools and school communities implement all five key action steps of the transformation process, the improvement in student engagement and commitment to learning should be evident to all members of the school and learning community. Different local conditions and resources may result in variations in student engagement, but with each variation, there will no longer be a question as to whether or not young adolescents are engaged in learning. Their improved academic achievement and attendance and their increased voice, responsibility, independence, and participation in learning will reflect their improved engagement.

