



# Building School Leadership Capacity with *Together for Learning*

Linking the Learning Commons to *Leadership Framework for Principals and Vice-Principals* (Ontario Ministry of Education, 2007)

## Ontario Leadership Framework: Building Capacity with *Together for Learning*

Leader Practices	<i>Together for Learning</i> and the Learning Commons Model
<b>Setting Directions</b>	
❖ motivates and works with others to create a shared culture and positive climate	<ul style="list-style-type: none"> <li>➔ Everyone is a learner In the Learning Commons: both students and teachers strive to improve</li> <li>➔ Focus on learning to learn develops metacognition as well as skills for collaboration, responsibility, and engagement in the learning community</li> </ul>
❖ ensures creativity, innovation and the use of appropriate technologies to achieve excellence	<ul style="list-style-type: none"> <li>➔ Rich variety of resources and technologies as well as flexible physical and virtual spaces enhance differentiated instructional opportunities in the information to knowledge creation process</li> <li>➔ School library program has a central role to play in nurturing the Learning Commons' culture of imagination, discovery and creativity</li> </ul>
❖ ensures that strategic planning takes account of diversity, values, and experience of the school community	<ul style="list-style-type: none"> <li>➔ Culture of inquiry fosters imagination and creativity, confidence and self-esteem</li> <li>➔ Library program and resources foster individual growth, cultural awareness, embracing diversity, and the value of social contribution</li> </ul>
<b>Building Relationships and Developing People</b>	
❖ engages staff in professional learning	<ul style="list-style-type: none"> <li>➔ Teachers, teacher-librarians, principals, technical staff, students can all collaborate in learning partnerships</li> <li>➔ Changes emphasis from teaching to learning. Teachers modeling the learning process stimulates student engagement</li> <li>➔ Assessment for learning throughout inquiry process makes professional learning directly relevant to instructional practice</li> </ul>
❖ develops and implements effective strategies for leadership development	<ul style="list-style-type: none"> <li>➔ Participation in professional learning communities means shared leadership, power and decision-making</li> <li>➔ Leadership and social contribution are values integral to the Learning Commons approach</li> </ul>
❖ encourages colleagues to take intellectual risk	<ul style="list-style-type: none"> <li>➔ The Learning Commons liberates the exploration of ideas and concepts, encouraging inquiry, imagination, discovery and creativity for all learners, including teachers and administrators</li> </ul>
<b>Developing the Organization</b>	
❖ builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities	<ul style="list-style-type: none"> <li>➔ Inquiry approach leverages collaboration for enhancing learning opportunities</li> <li>➔ Online learning spaces enhance opportunities for collaboration across the school, district, and community</li> <li>➔ Technology-enabled personal learning networks connect participants beyond their local areas</li> </ul>
❖ develops a school culture which promotes shared knowledge and shared responsibility for outcomes	<ul style="list-style-type: none"> <li>➔ The Learning Commons creates a network of information, people and programs for learning within a school and beyond</li> <li>➔ Instructional approaches incorporate evidence-based practice into the design of learning experiences</li> </ul>
<b>Leading the Instructional Program</b>	
❖ ensures that learning is at the centre of planning and resource management	<ul style="list-style-type: none"> <li>➔ Inquiry learning that is challenging and authentic is enjoyable and creates an environment where individuals flourish</li> <li>➔ True inquiry requires access to diverse resources in a variety of formats. The school library program connects resource selection, management and access to the learning goals of the school</li> </ul>
❖ develops professional learning communities to support school improvement	<ul style="list-style-type: none"> <li>➔ Professional Learning Communities provide a framework for tapping into collective creativity in developing learning approaches to support school improvement plan</li> </ul>
<b>Securing Accountability</b>	
❖ makes connections to ministry goals to strengthen commitment to school improvement efforts	<ul style="list-style-type: none"> <li>➔ Many direct correlations between <i>Together for Learning</i> approach and strategies and <i>School Effectiveness Framework</i></li> <li>➔ Discovery and Guided Inquiry model effectively incorporates diverse assessment strategies <i>for, as and of</i> learning, embracing guidelines in <i>Growing Success</i></li> </ul>