

Every Child a Reader and Writer
Principal's Instructional Leadership Profile: Writing Workshop Focus

Component #5 - Building a Learning Community: Staff members work together as equal partners to strengthen their own knowledge and to improve student achievement.

| Structures to Support School-wide Practices | Evidence | Principal Behaviors | Principal Attitudes and Habits of Mind |
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| <p>Collaborative Work Environment: Over time, the staff works as a team to establish and maintain collegial relationships focused on collaboration, mutual support and learning. Commitment to this team effort pervades the work of the full staff, grade level teams, committees and ad hoc work groups, as well as individual interactions.</p> | <ol style="list-style-type: none"> 1. Staff and principal work together to solve complex problems. 2. Interactions between and among the staff and principal are professional (respectful, patient, supportive, inclusive, positive, optimistic). 3. Staff and principal operate as an inclusive group, honoring various learning styles and expertise and striving to include all voices and ideas. 4. Staff and principal pursue consensus solutions to selected problems and issues using consensus-building strategies. 5. Staff and principal thinking is focused on teaching and learning and they use data to identify targeted outcomes. 6. Staff and principal welcome feedback about their practice and are willing to provide feedback to colleagues. 7. Staff and principal ask hard questions and accept constructive feedback. 8. Each staff member, including the principal, takes responsibility for building and sharing knowledge and practice and is an active participant in the work of the group. 9. Staff and principal continue to explore their beliefs about teaching and learning as issues arise. 10. Staff members, as well as the principal, share responsibility for facilitating group discussions. 11. Staff and principal work together to identify the expert voice appropriate to each issue. 12. Teachers observe in one another's classrooms with a specific focus in mind. | <ol style="list-style-type: none"> 1. Is directly involved in assisting teachers to design curriculum and address instructional and assessment issues. 2. Provides continuous opportunities for staff members to reflect; expects all members to participate and honors all contributions. 3. Promotes a sense of well-being among staff. 4. Inspires staff to increase their competence. 5. Provides numerous and varied opportunities for input and uses strategies to encourage all voices. 6. Regularly conducts structured classroom <i>walk-throughs*</i> and provides feedback on identified area of focus. 7. Asks hard questions and accepts constructive feedback. 8. Strives to build own knowledge in current area of focus and works as a co-learner with other staff members. 9. Clearly communicates which decisions will be made collaboratively. 10. Has frequent and systematic contact, inside and outside the classroom, with teachers, students and parents. | <ol style="list-style-type: none"> 1. Believes in the value of the <i>learning community</i> and the need to spend time building it. 2. Believes in the importance of content knowledge and is willing to invest time and effort in their own learning. 3. Recognizes their own areas of strength and need, and those of their staff members, as a starting point for further learning. 4. Understands the value of sharing their thinking process with staff. 5. Understands that not all decisions should be made collaboratively, and communicates their thinking about those decisions. 6. Is aware of underground issues that could surface and interfere with the work of the group. |