

## Tool: Building a school's capacity to support teaching and learning

**Background:** The leader needs to be actively engaged in the improvement of classroom conditions that enhance learning. Through ongoing conversation, the leader encourages the use of a host of instructional materials and teaching strategies. Teachers who have instructional concerns or innovative ideas seek the leader out. Clinical supervision is viewed as a complement to teacher evaluation with emphasis on ongoing professional growth and development. To build capacity for support of teaching and learning, there must be an emphasis on good teaching.

**Purpose of this tool:** The purpose of this tool is to help you think about building capacity to support teaching and learning in your school. Keep in mind that with every staffing change, capacity shifts! For example beginning teachers bring a freshness that can't be equated in years.

**How to use this tool:** Begin by collecting some data about the faculty. Survey the collective number of years of experience, years of college, number of degrees in designated academic subjects, cultural representations, designated talents, etc. Create visual representations such as charts or graphs. That gives you a rough idea of what you have to work with. Then ask, How am I using these resources (see inventory below)? Use the results at your next leadership retreat. Follow it up with a discussion at the next faculty meeting. Elicit ideas for building capacity. Create an action plan for mobilizing one of the group's ideas.

<b>How am I using these resources?</b> A successful leader builds capacity by:	
Using time and resources effectively (plan, organize, schedule, prioritize, and delegate as appropriate)	
Assigning staff members according to their strengths	
Demonstrating skill as change master.	
Demonstrating an understanding of motivating staff by stating clear expectations, providing specific feedback, and encouraging staff to try new initiatives and expanding their repertoire of practices.	
Knowing staff members' strengths and weaknesses, matching needs to staff development opportunities, mobilizing resources and district support to help achieve academic goals, and convincing staff members that they are important instructional resources in the building.	