

# APPENDIX J – BUILDING CAPACITY

## Leadership Roles and Capacities

### Activity A: Formal and Informal Leadership

| FORMAL   | INFORMAL  |
|--|---|
| <ul style="list-style-type: none"> <li>• Role of authority and position</li> <li>• Operational and instructional leadership</li> <li>• Articulating vision</li> <li>• Supporting teachers in learning – advocacy, time and resources, delegate, distribute power</li> <li>• Creating conditions for collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Roles as function of relationships, influence and activities</li> <li>• Instructional leadership</li> <li>• Setting direction</li> <li>• Leading, participating and sharing – activity-based and expertise driven</li> <li>• Organizing, managing, designing and building collaborative processes and communities</li> </ul> |

**Source:** Katz, Earl and Jaafar in *Building and Connecting Learning Communities*, 2009. (p.61)

### Activity B: Five Core Leadership Capacities

- setting goals,
- aligning resources with priorities,
- promoting collaborative learning cultures,
- using data
- engaging in courageous conversations

**SETTING GOALS** refers to working with others to help ensure that goals are strategic, specific, measurable, attainable, results-oriented, and time-bound (SMART) and lead to improved teaching and learning

**ALIGNING RESOURCES WITH PRIORITIES** focuses on ensuring that financial, capital, human, curriculum and teaching and professional learning resources and program allocations are tied to priorities, with student achievement and well-being as the central, unambiguous focus.

**PROMOTING COLLABORATIVE LEARNING CULTURES** enables schools, school communities and districts to work together and learn from each other with a central focus on improved teaching quality and student achievement and well-being.

**USING DATA** is about leading and engaging school teams in gathering and analyzing provincial, district, school and classroom data to identify trends, strengths and weaknesses that will inform specific actions for improvement focused on teaching and learning.

**ENGAGING IN COURAGEOUS CONVERSATIONS** relates to challenging current practices and fostering innovation through conversation, to listen and to act on feedback, and to provide feedback that will lead to improvements in student achievement and well-being.

**From:**

*Ideas into Action for School and System Leaders*, Bulletin #1, Fall 2009 (p.1). Ontario Leadership Strategy <http://www.edu.gov.on.ca/eng/policyfunding/leadership/IdeasIntoAction11.pdf>