



TOGETHER,

WE CAN BUILD

PROFESSIONAL

LEARNING

THAT MEETS THE NEEDS OF THE MOMENT

As educators and partners our focus is to support you as you move your system to a more future-oriented approach to learning, one driven by science-based knowledge about how learning happens. Engagement, belonging, deep and messy meaning making, and developing students' voices is the work that we undertake together. It begins with re-imagining educator learning.

So, you might ask, "How do you do that?".

Lead by Learning offers professional learning that's foundational to educators' capacity to create and sustain a robust culture of learning and improvement at all levels of the education system. Our work is our partners' launching pad for a new, central focus on students' experiences, for lasting disruption of unjust practices, and for helping educators lead the way.

OUR WORK

We work with teams of educators in school districts, county education agencies, individual school sites, and in education-focused organizations to create vibrant, effective adult learning cultures. Why? Because educators who learn about their own practice and its impact on students become educators who lead towards a more equitable future. That can make a profound difference for their students, their teams, and their schools.

Through structured facilitation, mentoring, coaching and individual and team planning, we use several techniques. These include inquiry, our flagship Public Learning process, capacity building, and deep consulting all targeting to reach our partners' goals for student outcomes. We co-create a culture that supports educators in building the skills and capacities to deliver the learning experiences students need to reach their learning goals and realize their potential.



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WHAT DOES SUCCESS LOOK LIKE?

The result of a partnership with Lead by Learning is a system that goes beyond talking about equitable outcomes to actively and accountably creating the conditions that lead to equitable outcomes: building effective, distributed leadership, nurturing local expertise, and holding an adaptive stance towards the future. It is a system with all students, including the most vulnerable, at the center. It is a system that truly values what educators learn about their students and their families and one that provides the support to make the shifts in practice that will allow these students to thrive.

USING THIS APPROACH, SCHOOL AND DISTRICT LEADERS ARE PREPARED TO:

- Vision and prioritize the development of their adult learning culture.
- Cultivate adult SEL in service of student SEL.
- Be learners alongside their staff.

TEACHERS ARE PREPARED TO:

- Learn and change their practice as they use data to understand more and more about how their students learn and what students need.
- Supportively challenge colleagues to promote their learning and growth, in a safe and welcoming culture.
- Feel recognized and respected as they share their uncertainties and dilemmas, try out new practices, and share their stories of learning.

VISIBLE IMPACTS. LASTING OUTCOMES.

Students at the center of professional learning

Teacher leadership focused on supporting colleagues' learning

The use of data to make learners' experience visible

A professional culture that promotes curiosity, belonging, and sense making

A culture that continuously commits itself to equity by:

- Continually returning to the learning of their most vulnerable students
- Educators questioning their own assumptions, and those of their colleagues

“Our entire school culture is now infused with a spirit of positivity, risk taking, and collaborative support. It is the best model for PD I have seen in 20 years. Teachers are invested and engaged.”

Principal, Oakland Unified School District

“This was such a valuable opportunity and provided an incredible example of what GOOD PD can be - centering and valuing the knowledge that teachers already have while encouraging us to use frameworks and discussion protocols to deepen our analysis.”

Teacher, Oakland Unified School District

“This work helps to create and sustain a departmental culture of innovation and experimentation to achieve equity for all of our students.

We have to collaborate and be open to anticipate and respond to our rapidly changing socio-economic and cultural reality in the Bay Area.”

Teacher, Berkeley Unified School District



OUR PROGRAMS AT A GLANCE



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OUR PARTNERS



Participation in the Lead by Learning Network is open to School Leaders along with a team of 3-5

Classroom Teachers, Department Chairs, and Instructional Coaches

For more information, a custom proposal for your district, school or county agency, contact Lead by Learning at leadbylearning@mills.edu.

We provide programs to both school-based leaders and frontline classroom teachers including:

Large Groups:

This typically includes whole staff participation

Small Groups:

Examples include Instructional Leadership Teams, Department Chairs, and Opt-In Groups of Teachers

We provide programs to groups of all sizes including:

Small Groups:

District and County Leaders, Directors of Professional Learning, Continuous Improvement, Curriculum & Instruction, Instructional Coaching Leaders and Others

Large Groups:

Examples typically include all Elementary Principals from a district or all Secondary Principals

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