



## The Institute for Instructional Leadership

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### *Education Plan Strategy 1: Create an Institute for Instructional Leadership*

*The focus of the Institute will be to support excellence in teaching and learning. The Institute will house some research activities to focus on developing research-based answers to questions surrounding teaching and learning. Such an Institute supports the Learning Organization model and will introduce cost recovery elements to assist in funding.*

We are seeking a working group of keen individuals to assist in developing this exciting initiative. This is your chance to influence the direction of the Institute. Led by Stan Chung and Andrew Hay, we will be creating an Institute that will have far reaching implications for Okanagan College and beyond.

**If you would like to help us develop the charter and mandate of the Institute or take part in development of the first course offerings, please submit your name and a brief bio to Shelagh Donnelly ([sdonnelly@okanagan.bc.ca](mailto:sdonnelly@okanagan.bc.ca)) by June 25, 2007.**

Here is our first look at the possible direction for the Institute (the working group will redevelop and refine these over the next few months):

### **STRATEGIC OUTCOMES: Okanagan College will become:**

1. Renowned for students who understand their role in a learner-centred learning and teaching environment
2. Respected for activities related to the scholarship of learning and teaching
3. Renowned for supporting students in understanding the metrics of learner-centred learning and teaching.
4. A national leader for instructional leadership professional development

A series of metrics and timelines will be established by the working group to evaluate progress towards the strategic outcomes.

### **KEY DIFFERENTIATORS**

1. Course by course professional development has been shown as useful but ineffective over the long term. Our courses and program will be integrated with institutional performance metrics.
2. Opt-in professional development programs have been shown as ineffective. Our courses and program will be continually focused upon learner-centred strategies.
3. Program development that is not linked to institutional learning outcomes has been shown to lack comprehensive quality control. Our course and program development will demonstrate a high level of excellence.
4. Students often have difficulty accepting learner-centred practices: Our institute will engage students in understanding this dimension.

## The Institute for Instructional Leadership, cont'd

### **FIVE GREAT GOALS**

#### **Goal 1: Develop individual teaching expertise in a variety of learner-centred approaches**

##### Strategies

- a) Develop a leadership cohort to construct a course on instructional leadership.
- b) Encourage all new instructors to take a semester-long course in learner-centred teaching.

#### **Goal 2: Develop expertise on developing hybrid and distributed curriculum**

##### Strategies

- a) Work with registrar/continuing studies to create innovative time-tabling and delivery modes.
- b) Develop a stand-alone course on creating online content.

#### **Goal 3: Develop communities of practice around curriculum design excellence**

##### Strategies

- a) Institute courses that will develop communities of practice.
- b) Lead activities that support departmental and inter-departmental revision of curriculum and programs.

#### **Goal 4: Clarify student performance expectations around learner-centred teaching**

##### Strategies

- a) Incorporate common practices for orienting, engaging and welcoming students.
- b) Develop a “students’ bill of rights” that outlines expectations for learning and teaching.

#### **Goal 5: Develop linkage between instructional assessment and professional development.**

##### Strategies

- a) Help instructors improve practices and respond immediately to student feedback.
- b) Develop a program for recognizing teaching excellence.