The Progression of the Canterbury Learning Collaborative

**2006–2010**
Principals forge relationships

- Principals wanted to take action:
  - to strengthen literacy instruction
  - to engage teachers in their learning
  - to collaborate with colleagues

**Funder:**
- cultivated relationships with local principals
- supported principal learning
- provided sustained support to schools to develop literacy instruction

**2010–2013**
Members lead learning

- Principals and leaders
- Teacher coaches
- Instructional teams

- Learning relationships deepened among principals
- School structures and culture changed
- School-specific literacy supports increased
- Instructional knowledge about literacy developed

**District:**
How can all schools and students benefit?

- Multiple district departments involved
- Funder: Influenced 75 elementary schools
- Developed common coaching practices
- Coaches’ expertise increased
- Teachers’ expertise increased
- District: what district conditions are needed to sustain this work?

**2013**
District learns

- School–specific literacy supports increased
- Schools structures and culture changed
- Instructional knowledge about literacy developed

**2014–2016**
District leads learning

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**Funder:**
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