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Self-scan reflection instrument:
*Leadership for Learning and the
orientation to the practice of your
school*

The “Leadership for Learning” framework



Figure 1. The “Leadership for Learning” framework based on Daniels, Hondeghem & Dochy, 2019 and adapted for the project 'Integrated leadership in school practice', co-funded by Erasmus+ Programme of the European Union.

This reflection instrument is a **self-scan** to help schools to **orientate their current practice** to the “**Leadership for Learning**” framework (see Figure 1). This self-scan will support you to identify which parts of the "Leadership for Learning" framework is already **strongly present** in your school and where **challenges** can be detected for the future in order to strengthen the learning process of students and staff.

The “Leadership for Learning” framework is defined by **five pillars** of activities which are crucial to positively influencing the learning process (see Figure 1, Building a trustful school culture and relationships; Developing and sustaining a vision for learning; Focusing on educational program, learning and instruction; Nurturing professional learning communities; Recognizing and celebrating success and innovation). In other words, these five pillars are **criteria of “Leadership for Learning”** that must be fulfilled in the practice of your school. We described for each criterium a set of different **indicators** to assess the current situation of your school. By giving each indicator on a **score from 1 to 10** you get a clear picture on the **strengths and challenges** for each of the five criteria of “Leadership for Learning”. In addition to rating each indicator, we also ask you to provide more information to **justify the specific score**.

Criterion 1: Building a trustful school culture and relationships

Building a trustful school culture and relationships includes amongst others effective communication with all stakeholders (colleagues, students, parents and other relevant external and internal stakeholders), maintaining good internal and external relations in shaping the school culture towards trust and collaboration. The school should actively involve stakeholders in the decision-making process and sharing responsibilities. The first step is to support collaboration by encouraging them to work as a team and be “team-players”. This collaboration between colleagues and stakeholders puts the achievement of the same goals first. A trustful school culture cannot be built by leaders alone, but can be achieved when everybody takes responsibility for the quality of their teaching and students’ learning outcomes.

Indicators to score on a 1-10 scale and explain why you score it like that:

In our school we:

- **encourage people to work as a team and be "team players".**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **support colleagues to work together for the same goal.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **stimulate colleague's to take responsibility for the quality of their teaching and students' learning outcomes.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **involve stakeholders** (colleagues, students, parents and other relevant external and internal stakeholders) **actively in the decision-making process and sharing responsibilities.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **build trust and sustaining good relations with the different stakeholders** (colleagues, students, parents and other relevant external and internal stakeholders).

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **operate according clear rules that allow constructive and effective communication between different stakeholders** (colleagues, students, parents and other relevant external and internal stakeholders).

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **are a welcoming and safe place for all staff, students and their parents.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

Summary of criterium 1:

| Strengths <i>Which indicators are already strongly present in your school?</i> | Challenges <i>Which indicators are a challenge for the future in your school?</i> |
|--|---|
| | |

Criterion 2: Developing and sustaining a vision for learning

Developing, implementing and sustaining the schools' vision for learning is done in collaboration with the team and other stakeholders. In order to do that, the school should create an environment for colleagues to be supportive to each other while creating a shared sense of purpose for all stakeholders focused on learning. Also, the school inspires colleagues with their own proposal of a vision or plans of the future. In co-creation the vision then needs to be translated into clear goals to make it achievable.

Indicators to score on a 1-10 scale and explain why you score it like that:

In our school we:

- inspire colleagues with a proposal of a school vision or plans of the future.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- create an environment for colleagues to be supportive to each other while focusing on the realization of the vision.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **develop, define, sustain and implement the school vision and mission in collaboration with colleagues.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **translate vision into clear goals.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **create among colleagues commitment, support and ownership to the goals.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **involve not only the team, but also students and other stakeholders** (parents and other relevant external and internal stakeholders) **in creating a common vision and goals.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

Summary of criterium 2:

| Strengths <i>Which indicators are already strongly present in your school?</i> | Challenges <i>Which indicators are a challenge for the future in your school?</i> |
|---|--|
| | |

Criterion 3: Focusing on the educational program, learning and instruction

By having the school team and its leaders focus strongly on the **educational program, learning and instruction** and provide feedback on this to each other, the team feels that this leads to positive change and adds value to their classroom teaching practices. However, it is important to keep in mind that how feedback is given to each other is crucial for a school to be effective as well. Focusing on curriculum, learning and instruction involves developing, following up and monitoring educational programs with colleagues. In addition, it is important to support each other in implementing the changes and also that students' performance is monitored and analyzed together based on specific data. In addition, active attention to the professional development of the school leader and the team (teaching and non-teaching staff members) in accordance with the vision of learning and specific individual needs is essential.

Indicators to score on a 1-10 scale and explain why you score it like that:

In our school we:

- **develop and monitor educational programs with colleagues.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **support each other in implementing the changes.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **monitor students' performance with colleagues and use specific data to improve our teaching practice.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **actively support colleague's instruction.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **give advice to colleagues about how to solve learning problems.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- have a school management that emphasizes its own professional development in line with our vision of learning and specific needs.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- have a school management that emphasizes actively the professional development of teaching and non-teaching staff in line with our vision of learning and specific needs.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

Summary of criterium 3:

| Strengths <i>Which indicators are already strongly present in your school?</i> | Challenges <i>Which indicators are a challenge for the future in your school?</i> |
|--|---|
| | |

Criterion 4: Nurturing professional learning communities

A school and its leaders must nurture professional learning communities to take collective responsibility in shifting from a focus on teaching to a focus on learning. To start a professional learning community, the school leader must create a culture in the school where a professional learning community can flourish and where the team takes responsibility for improving their teaching skills. School leaders must initiate collegial discussions about teaching and how it affects student learning. It is important to understand that school leaders not only promote, but directly participate with colleagues in formal or informal professional learning. They need to encourage others to take calculated risks, initiate new ideas, dare to make mistakes and learn from them to make innovation happen. Professional learning communities' dimensions such as reflective dialogue, disadvantaged practice, shared sense of purpose, collaborative activity and collective focus on student learning are helpful practices in creating a professional learning community in the school.

Indicators to score on a 1-10 scale and explain why you score it like that:

In our school we:

- initiate and promote collegial discussions of teaching and how it impacts on student learning (shifting the focus from teaching to learning).**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- nurture the relationships to create a culture or climate in the school in which a professional learning community can flourish.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **take responsibility for improving skills and gaining knowledge of students.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **organize (initiating, stimulating, implementing) and participate as school leader in formal or informal professional learning with colleagues.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **encourage colleagues to take calculated risks to realize changes.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **initiate new ideas in collaboration.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

Summary of criterium 4:

| Strengths <i>Which indicators are already strongly present in your school?</i> | Challenges <i>Which indicators are a challenge for the future in your school?</i> |
|--|---|
| | |

Criterion 5: Recognizing and celebrating success and innovation

Recognizing and celebrating success and innovation includes giving frequent or regular feedback to colleagues to acknowledge their contribution or effort in achieving the goals and realizing the vision of the school. Feedback should be constructive and motivating. Giving positive feedback or special recognition when performed well improves teachers' self-efficacy and commitment. At the same time, it is not always important to highlight people who have achieved great results, but to celebrate successes together and make everyone's role in them explicit.

Indicators to score on a 1-10 scale and explain why you score it like that:

In our school we:

- **give frequent and constructive feedback to colleagues.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- **praise and acknowledge colleague's effort for achievement of goals with the intention of motivating them.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

- give positive feedback when colleagues performed well and special recognition when work is very good.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

| |
|--|
| |
|--|

- recognize, reward and celebrate accomplishments, success and important contributions to the school.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

How is this represented in your school?

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Summary of criterium 5:

| Strengths <i>Which indicators are already strongly present in your school?</i> | Challenges <i>Which indicators are a challenge for the future in your school?</i> |
|--|---|
| | |