

#### **Developing and** sustaining a vision for learning

Recognizing and celebrating success and innovation

strustful school culting and relation sdiffing for Learning

> **Nurturing** professional learning communities

#### **Leadership for Learning** framework

**Focusing on** educational program, learning and instruction

> 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.



 Focuses on learning at all levels within a school system: students, teams, and leaders



Encourages the professional learning of teachers



 Focuses on creating the conditions for learning (curriculum development, instruction, didactics, evaluation building professional learning communities)



 Imposes a clear focus on the process in which the entire school community actively participates in focused interactions that promote professional relationships and that are aimed at improving the learning process

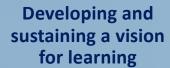




# Indicators focusing on building a trustful school culture and relationships:

- encouraging people to work as a team and be "team players"
- supporting colleagues to work together for the same goal
- stimulating colleague's responsibility for their teaching skills and students' learning outcomes
- involving stakeholders actively in the decision-making process and sharing responsibilities
- building trust and sustaining good relations with the differing stakeholders: colleagues, students, parents and other relevant external and internal stakeholders

•



## Indicators focusing on developing and sustaining a vision for learning:

- inspiring colleagues with your proposal of a vision or plans of the future
- creating an environment for colleagues to be supportive to each other while focusing on the vision
- developing, defining, sustaining and implementing the schools' vision and mission in collaboration with colleagues
- translating vision into clear goals
- developing commitment to the goals
- engaging stakeholders and students to create a shared sense of purpose
- ....

Focusing on educational program, learning and instruction

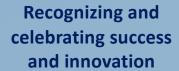
### Indicators focusing on educational program, learning and instruction:

- developing and monitoring educational programs with colleagues and supporting each other in implementing the changes
- monitoring achievements with colleagues and use specific data to improve their teaching practice
- actively supporting colleague's instruction
- giving advice to colleagues about how to solve learning problems
- ...



# Indicators focusing on nurturing professional learning communities (PLC's):

- initiating and promoting collegial discussions of teaching and how it impacts on student learning; shifting the focus from teaching to learning
- nurturing the relationships to create a culture or climate in the school in which a professional learning community can flourish
- taking responsibility for improving skills and gaining knowledge
- organizing (initiating, stimulating, implementing) and participating in formal or informal professional learning with colleagues
- encouraging colleagues to take calculated risks
- initiating new ideas in collaboration
- •



### Indicators focusing on recognizing and celebrating success and innovation:

- giving frequent and constructive feedback to colleagues
- praising and acknowledging colleague's effort for achievement of specified goals with the intention of motivating them
- giving positive feedback when performed well and special recognition when work is very good
- recognizing and rewarding accomplishments, success and important contributions to the school organization
- •