

INTEGRATED LEADERSHIP IN SCHOOL PRACTICE



LEADERSHIP
FOR LEARNING

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Leadership for Learning framework



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Leadership for Learning framework



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.



Leadership for Learning

- 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
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Developing and
sustaining a vision
for learning

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
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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**
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Nurturing
professional
learning
communities

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**
- ...



Recognizing and
celebrating success
and innovation

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
- ...