

The five Leadership for Learning (LfL) principles

- 1. Leadership for learning practice involves maintaining a focus on learning as an activity in which:**
 - a) everyone¹ is a learner
 - b) learning relies on the effective interplay of social, emotional and cognitive processes
 - c) the efficacy of learning is highly sensitive to context and to the differing ways in which people learn
 - d) the capacity for leadership arises out of powerful learning experiences
 - e) opportunities to exercise leadership enhance learning

- 2. Leadership for learning practice involves creating conditions favourable to learning as an activity in which:**
 - a) cultures nurture the learning of everyone
 - b) everyone has opportunities to reflect on the nature, skills and processes of learning
 - c) physical and social spaces stimulate and celebrate learning
 - d) safe and secure environments enable everyone to take risks, cope with failure and respond positively to challenges
 - e) tools and strategies are used to enhance thinking about learning and the practice of teaching

- 3. Leadership for learning practice involves creating a dialogue about LfL in which:**
 - a) LfL practice is made explicit, discussable and transferable
 - b) there is active collegial inquiry focussing on the link between learning and leadership
 - c) coherence is achieved through the sharing of values, understandings and practices
 - d) factors which inhibit and promote learning and leadership are examined and addressed
 - e) the link between leadership and learning is a shared concern for everyone
 - f) different perspectives are explored through networking with researchers and practitioners across national and cultural boundaries

- 4. Leadership for learning practice involves the sharing of leadership in which:**
 - a) structures support participation in developing the school as a learning community
 - b) shared leadership is symbolised in the day-to-day flow of activities of the school
 - c) everyone is encouraged to take the lead as appropriate to task and context
 - d) the experience and expertise of staff, students and parents are drawn upon as resources
 - e) collaborative patterns of work and activity across boundaries of subject, role and status are valued and promoted

- 5. Leadership for learning practice involves a shared sense of accountability in which:**
 - a) a systematic approach to self-evaluation is embedded at classroom, school and community levels
 - b) there is a focus on evidence and its congruence with the core values of the school
 - c) a shared approach to internal accountability is a precondition of accountability to external agencies
 - d) national policies are recast in accordance with the school's core values
 - e) the school chooses how to tell its own story taking account of political realities
 - f) there is a continuing focus on sustainability, succession and leaving a legacy

¹ 'Everyone' includes students/pupils, teachers, teaching assistants, headteachers, the school as an organisation.

Leadership for Learning (LfL) an integrative model



Key References

Swaffield, S. and MacBeath, J. (2009) Researching Leadership for Learning across International and Methodological Boundaries. AERA Annual Meeting, San Diego, CA.

MacBeath, J. and Dempster, N. (eds) (2008) Connecting Leadership for Learning: Principles for Practice. Routledge: London.

See <http://www.educ.cam.ac.uk/centres/lfl/about/> for further information on LfL.