

LfL is involved in projects around the world and has members in over 100 countries. We continue to seek collaborations with practitioners, policy-makers, researchers and organisations. Visit the LfL website ([www.educ.cam.ac.uk/centres/lfl](http://www.educ.cam.ac.uk/centres/lfl)) for details of current research, publications, opportunities to engage, and to join the network. We would be particularly pleased to receive feedback and learn about different ways the fan has been used.

Our thanks to the many people and organisations who have contributed to development of the fan: a full set of acknowledgements and further information on LfL is available online.

*Very neat design and informative... I've found the fan really useful and plan to introduce to the senior leadership team.*

# Introducing the LfL Fan



*Summarising LfL principles and framework*

*Stimulating reflection and action*

[www.educ.cam.ac.uk/centres/lfl](http://www.educ.cam.ac.uk/centres/lfl)



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**LEADERSHIP for LEARNING**  
The Cambridge Network

University of Cambridge  
Faculty of Education  
184 Hills Road  
Cambridge CB2 8PQ  
Tel: +44 (0) 1223 767621 E: [lfl@educ.cam.ac.uk](mailto:lfl@educ.cam.ac.uk)  
[www.educ.cam.ac.uk/centres/lfl](http://www.educ.cam.ac.uk/centres/lfl)



**UNIVERSITY OF CAMBRIDGE**  
Faculty of Education



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Leadership for Learning (LfL) is a values-based network concerned with learning, leadership and their interrelationship. Central to LfL is the belief that leadership is an activity that can be exercised by anyone, regardless of status, and that everyone should be learning in its widest sense. The key ideas are represented in a conceptual framework and a set of principles for practice. Full details are at [www.educ.cam.ac.uk/centres/lfl/about](http://www.educ.cam.ac.uk/centres/lfl/about).

The petals of the LfL Fan make these key ideas easily accessible, with different coloured petals in sections for the principles, levels of learning, 'foundations' (i.e. fundamental ideas such as moral purpose, agency and critical friendship) and thinking prompts. Selecting a few petals at a time (hiding the rest under the cover petal) helps focus attention, thinking, dialogue and action on certain aspects. Petals can be considered in any combination.

The fan can be used in educational contexts everywhere, and provides an easily accessible reminder of Leadership for Learning in order to promote LfL practice.

Customisation of the fan (e.g. writing notes on the reverse side of the petals) is encouraged, and we invite you to share your ideas with other colleagues as well as with the LfL team.



## Examples using the fan



Focusing on learning and all its sub-principles, by considering 'What do I see? What do I think? What does that make me wonder?'



Using 'think, pair, share' to review the development of a **shared sense of accountability**, with particular reference to **democratic values**.



Prompting questions about **conditions for student/pupil learning** and **moral purpose**.