

# The five Leadership for Learning (LfL) principles

- 1. Leadership for learning practice involves maintaining a focus on learning as an activity in which:**
  - a) everyone<sup>1</sup> 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

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<sup>1</sup> '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: Abingdon.

MacBeath, J., Dempster, N., Frost, D., Johnson, G. and Swaffield, S. (2018). *Strengthening the Connections between Leadership and Learning*. Routledge: Abingdon.

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