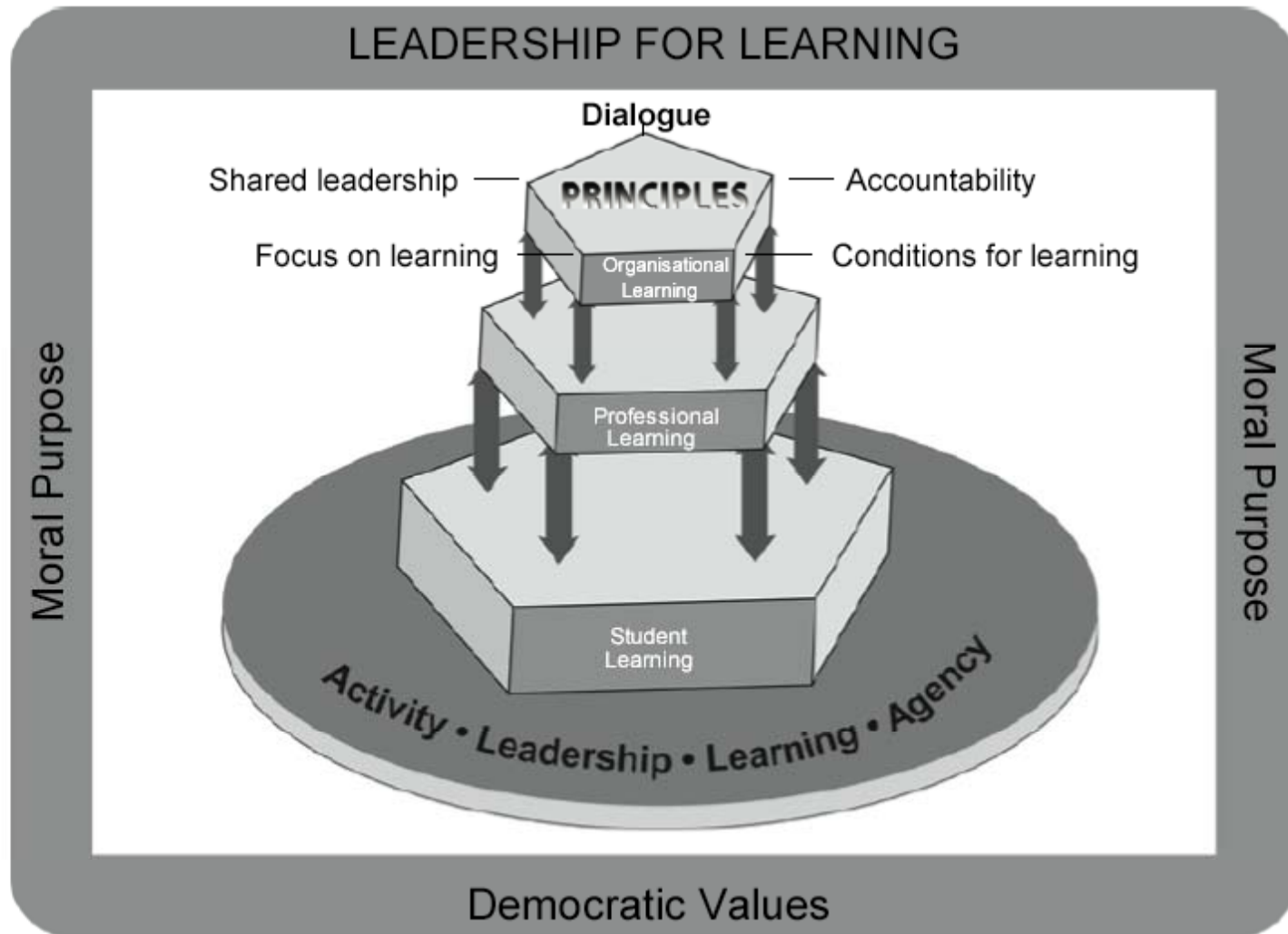


# Leadership for Learning – an integrative model

(Swaffield, S. and MacBeath, J. (2009) 'Researching Leadership for Learning across International and Methodological Boundaries', Paper presented at the Annual Meeting of the AERA, San Diego, 13-17 April, p16)  
(See also MacBeath, J. and Dempster, N. (Eds) *Connecting Leadership and Learning*, Routledge: London)



# The five Leadership for Learning principles in summary

## 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, teachers, teaching assistants, headteachers, the school as an organisation.



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