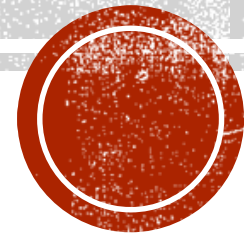


# INTEGRATED LEADERSHIP IN SCHOOL PRACTICE



Co-funded by the  
Erasmus+ Programme  
of the European Union

Erasmus+ KA2 cooperation for innovation and the  
exchange of good practices - KA201 - Strategic  
Partnerships for school education



**UCLL**  
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**RESEARCH &  
EXPERTISE**

# THE PROJECT 'CREW'

- **Project coordinator:** Katholiek Onderwijs Vlaanderen
- **Project partners:**
  - UC Leuven-Limburg – [Research & Expertise](#), Centre of Expertise Education & Development
  - National education institute – Slovenia
  - Tallinn University – Estonia
  - Associazione Formazione Professionale San Vincenzo – Italy
  - Zakladni Skola Kunratice - Czech Republic
- Consortium from the period between 01/10/2019 till 31/08/2022



# SCOPE OF THE PROJECT

## *What?*

- Supporting school teams in their policy to realise **higher levels of integrated leadership** (insights from [OECD, 2016](#));
- Integrated leadership assumes not only a reflection of leadership being shown by the principal, but **all actors as leaders** in school;

## *Why?*

- Schools that realise a sustainable policy on integrated leadership create opportunities to realise sustainable innovation that **positively affects** the **professional learning of teachers** and the **learning process of students**.



# OUTPUT OF THE PROJECT

To **support school teams** in their policy to realise higher levels of integrated leadership the consortium will:

1. Develop an evidence-based **operational framework** for **integrated leadership**
2. Develop a set of research-design-based **materials** with practical guides
3. Collect a **gallery** of examples of good practices
4. Develop a **reflection instrument** for school teams to map their state of play on integrated leadership and to decide on which component they want to work within the specific context of their practice
5. Develop effective **inter(national) professional learning**, including international seminars and courses and **share the results** on e-Twinning/website



# TIMELINE OF THE PROJECT

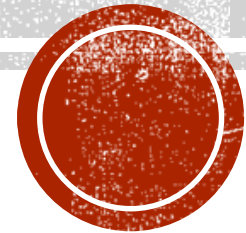


2022



# DEVELOPMENT OF OPERATIONAL FRAMEWORK FOR INTEGRATED LEADERSHIP

(DRAFT OUTPUT 1)



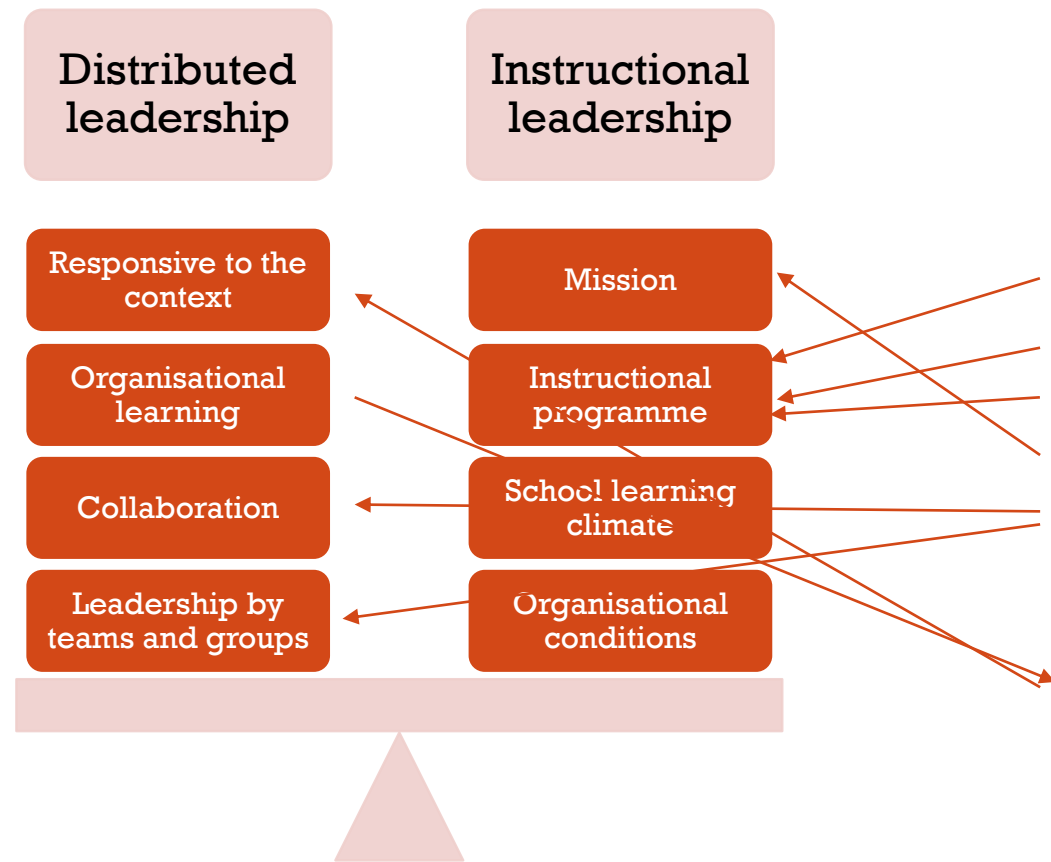
**Aim:** to clarify the most appropriate **evidence-based interpretation of the concept of integrated leadership** and to translate this theoretical concept to an **operational framework** in order to strengthen leadership practices in schools

# LEADERSHIP IN EDUCATION

- “Leadership in education is a process of **influencing** teachers and other stakeholders and is **not** necessarily **limited to a single person**. The process of influence ideally leads to an **effective learning climate** which all stakeholders (such as pupils, teachers, parents, society) experience as an **added value** and **keeps** all the **organisational processes** in the school (among others, monitoring the instructional process, managing personnel and allocating resources) **running smoothly**.” - *Daniëls, Hondeghem & Dochy, 2019*
- Focus on **teacher leadership** and **professional learning communities** to enhance the learning of students and teachers



# INTEGRATED LEADERSHIP



**Leadership for learning:** integrated different aspects of instructional, distributed, transformational and situational leadership to have a meaningful influence on school performance and student achievement:

- Instructional program
- Curriculaire program
- Assessment program
- Vision for learning
- Communities of learning, team-oriented, wide range of leadership sources
- Resource acquisition and use
- Organisational culture and environmental context
- Advocacy



Related to the characteristics of effective school principals





# DRAFT OF THE LEADERSHIP FOR LEARNING FRAMEWORK



**Transform** your school into an eco-system in which **each member** can be a leader (formal or informal) and **each member** is involved in the **process of transformation**



# DRAFT OF THE LEADERSHIP FOR LEARNING FRAMEWORK




## Leadership for Learning

### **Leadership for Learning:**

- stimulates professional learning of teachers
- focuses on the organizational conditions for learning about curriculum development, didactics and evaluation: the organization of learning communities
- puts a clear focus on the process in which the whole school community actively participates in targeted interactions that promote professional relationships and that are aimed at improving learning
- aims at learning at all levels within a school system: learning of students, learning of teams within their organization and learning of leadership
- integrates four leadership concepts: instructional, transformational, distributed and situational leadership



# DRAFT OF THE LEADERSHIP FOR LEARNING FRAMEWORK



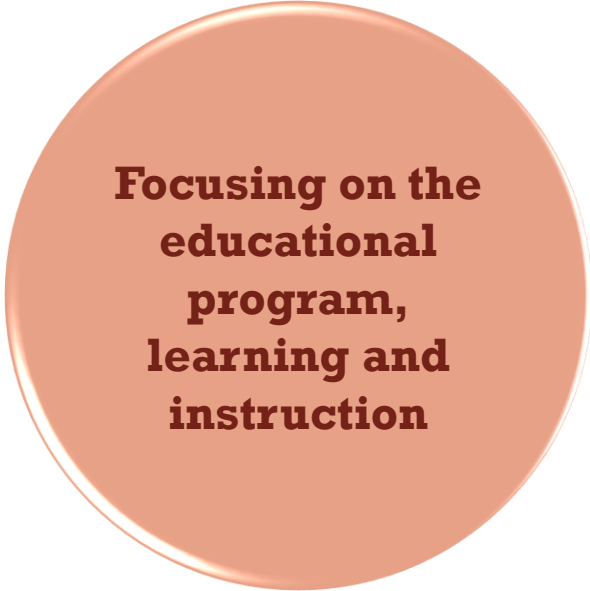
## Developing and sustaining a vision for learning

### **Activities 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
- ....



# DRAFT OF THE LEADERSHIP FOR LEARNING FRAMEWORK




**Focusing on the  
educational  
program,  
learning and  
instruction**

## **Activities focusing on the educational program, learning and instruction:**

- developing and monitoring educational programs with colleagues and supporting each other in implementing the changes
- monitoring achievements with colleagues
- actively supporting colleague's instruction
- giving advice to colleagues about how to solve learning problems
- ....



# DRAFT OF THE LEADERSHIP FOR LEARNING FRAMEWORK




**Nurturing  
professional  
learning  
communities**

## **Activities focusing on nurturing professional learning communities:**

- 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
- ...



# DRAFT OF THE LEADERSHIP FOR LEARNING FRAMEWORK




**Recognizing and  
celebrating  
success and  
innovation**

## **Activities focusing on recognizing and celebrating success and innovation:**

- giving frequent/regular 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
- ...



# DRAFT OF THE LEADERSHIP FOR LEARNING FRAMEWORK



**Building a  
trustful school  
culture and  
relationships**

## **Activities focusing on building a trustful school culture and relationships**

- supporting co-operation in order to start collaborating
- 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
- supporting colleagues to work together for the same goal
- ....



# FASCINATING PROJECT AND LOOKING FOR MORE?

WELCOME TO THE INTERNATIONAL SEMINARS OR COURSES (SLOVENIA AND TALLINN) IN 2021-2022

contact: [tanja.ceux@ucll.be](mailto:tanja.ceux@ucll.be)



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