



Center for  
Evidence-Based  
Education

Shaping, Supporting  
& Sustaining Transformation

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# Leadership for Learning Principles\*

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Leadership for Learning prioritizes *student learning*, *staff (professional) learning*, *school (organizational) learning*, and *system (including stakeholder) learning*. It expresses a moral commitment to accepting *responsibility* for learning, to addressing the challenge of *engaging others* in learning, and to utilizing leadership in the *advancement* of learning.

## Leadership for Learning

- ✚ **focuses on learning** – “what’s worth learning, how is it best learned, how can we ensure it is learned that way?” Learning is personalized and is seen as occurring at many levels and in many contexts. Everyone (including every school, and every system), is regarded as a learner. Learning infuses all work
- ✚ **creates settings, mindsets, and strategies conducive to learning** – sustains a culture that provides diverse opportunities for learning, and for reflection on the nature, skills, and behaviors of learning
- ✚ **shares leadership** – builds structures and cultures that invite and sustain participation in leadership, encourages all members of a community to take the lead as appropriate to task and context
- ✚ **promotes explicit conversations about leadership and learning** – engages all leaders and learners in focused and deep conversations that explore and sustain the relationship between leadership and learning
- ✚ **incorporates mutual accountability** – mutual accountability engages all stakeholders in taking responsibility for and making judgments about practice and outcomes, based on values and evidence. Professional practice becomes public

*Leadership for Learning: The Carpe Vitam Principles*  
(Developed by educators from Australia, Austria, Denmark, Greece,  
Norway, United Kingdom, & United States of America – CEBE Revision)