

Using the Leadership for Learning Observation Matrix

The Leadership for Learning Observation Matrix provides a structured way for principals to reflect on what they see and hear, using three developmental level: Emerging, Developing, and Embedding.

This tool is not for judgment but for insight. It helps leaders identify where a team's collaborative culture currently sits and how it might be strengthened through coaching, modelling, and ongoing support.

The levels can be phrased as:

- **Emerging** – behaviours that show early or surface-level engagement
- **Developing** – evidence of growing depth and shared understanding
- **Embedding** – consistent, sustained behaviours reflecting a strong learning culture

Focus Area	Emerging	Developing	Embedding
Clarity of Purpose	Discussion drifts to logistics or compliance tasks; little explicit reference to student learning.	Learning goals are occasionally referenced; team connects some discussion to improving outcomes.	Purpose is consistently clear. Conversation revolves around what students need to know, do, and understand, with a strong moral purpose.
Use of Evidence	Limited or anecdotal evidence used; talk is mostly opinion-based.	Some data or samples are shared; team begins to interpret evidence collectively.	Multiple forms of evidence are used regularly to understand patterns in learning and guide next steps collaboratively.
Mindset of Efficacy and Inclusion	Talk may include deficit language or low expectations for some learners.	Team shows belief that most students can learn with support; curiosity about causes of struggle begins.	Strong belief that all students can learn; teachers speak collectively and explore ways to meet diverse needs.
Collaboration and Collective Responsibility	Discussion is dominated by a few voices; ownership of outcomes is individual.	Members share ideas respectfully; early signs of shared ownership emerge.	Genuine collaboration evident. Team members co-construct thinking, listens deeply, and takes joint responsibility for all students.
Action Orientation	Next steps are vague or unassigned; meetings end without clear follow-up.	Specific strategies are identified but monitoring is inconsistent.	Concrete, shared actions are planned, tracked, and reflected on; learning from results informs the next cycle.