

School Leadership Teams in Hong Kong and Shanghai

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The forms and dynamics of school leadership team remain a “blank spot” in literature. Our study investigated school leadership teams at 14 local schools in Hong Kong and 10 local schools in Shanghai. The interview results suggested that most important decisions at schools at both places go through a stepwise consultation process. School principals at both places tend to present important decisions as a result of collective decision rather than a decision made by the principal alone. The extent to which SLT members participate in initiating agenda and contributing to the discussion at regular SLT meetings is closely related with the extent to which the SLT members take up leadership roles in influencing the follower teachers within their respective responsibility domain. The mobility of school leadership membership is low in schools at both places, which are perceived by some schools as an important hindrance to school innovation. A notable difference was found that the team composition in terms of size, position, and expertise domain of members is more diverse in Hong Kong than that in Shanghai, we argue that distinct educational administration systems at the two place may be accounted for the divergence.



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