

**Predictors of Instructional Leadership in Singapore School System:
Reflections on Preliminary Findings in the Context of Asian Knowledge Building**

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The importance of instructional leadership for school effectiveness and improvement has not only remained to be persistent over the decades since 1970s, but also grown recently in view of contemporary education reforms and policies that seek to prepare students with the 21st century competencies. School leaders are now vested with greater responsibility to lead instructional changes that guarantee diverse learning outcomes within increasingly uncertain and complex contexts. In Singapore centralized education, the introduction of the “Teach Less, Learn More” initiative in 2005 has sparked a slew of policies that compels schools to initiate school-based curriculum development and innovation while having to maintain high test scores and quality educational learning experiences across the entire education system. In this paper, we will present preliminary findings based on multi-level analyses drawn from a nation-wide survey data to illustrate how instructional leadership is situated in the Singapore education context. Of great interest is the tight relatedness that instructional leadership has with distributed leadership, school culture, work values and school type. Reflections on these preliminary findings will be discussed in this paper with the purpose of building Asian knowledge base on education leadership.



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