



ASIA LEADERSHIP  
ROUNDTABLE

亞太領導圓桌會議  
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# The West Wind vs. The East Wind: Understanding Leadership for Teacher Learning

## 東風、西風：促進教師學習的教育領導



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江干教育



## Revisiting the Intangibles of Educational Leadership

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### Objectives

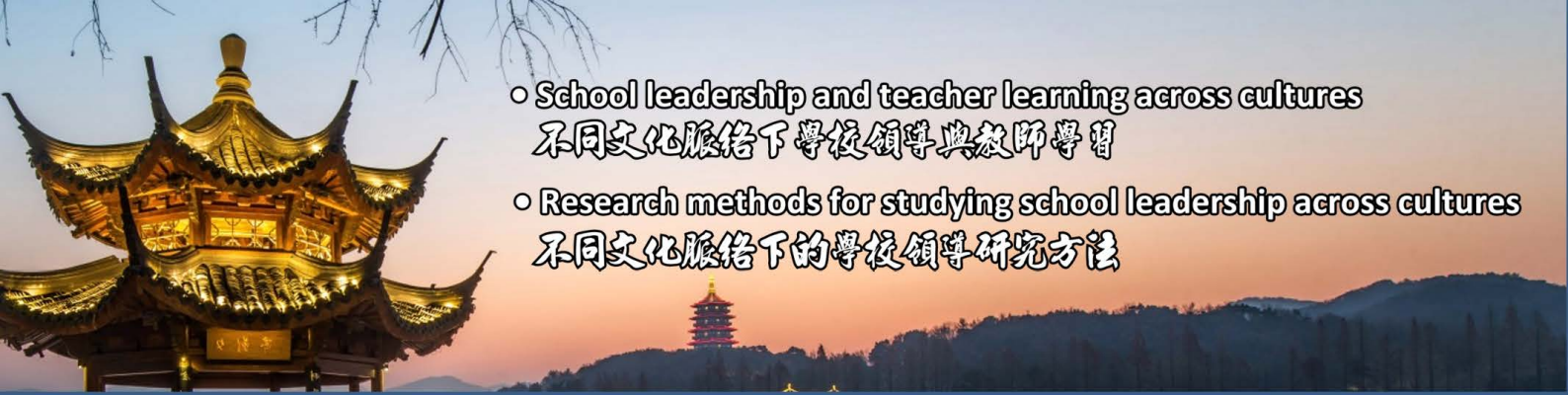
The paper revisits the notion of the “intangibles” of Leadership, with special reference to educational leadership. During over a century of study, research and writings on educational leadership, scholars have covered important themes across all levels of educational institutions. However, there remains many areas of unaddressed as well as inadequately addressed areas of significant concerns, including indigenous leadership, religious leadership, women in educational leadership, philosophies ideologies of educational leadership, creativity and innovations in educational leadership actions and interdisciplinary perspectives regarding the intangibles of Educational leadership.

### Perspective

In continuing the focused and deep studies by scholars such as Philip Hallinger, Allan Walker and the significant others in the field, the paper takes a critical perspective of the state of knowledge of educational leadership East and West.

### Modes of Inquiry

The paper is grounded on literature review on educational leadership in the tradition of such studies as *The Man in the Principal's Office* (Wolcott, H.F, 1973), *Teacher Thinking-A Study of Practical Knowledge* (Elbaz, F. 1983), *The Courage to Teach* (Palmer, P. J. 1998), *The Culture of Education* (Bruner, J. 1996), *Educating the Reflective Practitioner-Toward A New Design for Teaching and Learning in the Professions* (Schon, D. A. 1987), *Books for Critical Consciousness* (Proglor, G. 2010), *Development of Teacher Education Model for Preparing Quality Teachers for the Future* (Universiti Pendidikan Sultan Idris, 2014), and, *Education Programme Standards* (Malaysian Qualifications Agency, 2016). In addition, focused interviews were conducted with colleagues involved in designing programmes for leadership for learning.



○ School leadership and teacher learning across cultures

不同文化脈絡下學校領導與教師學習

○ Research methods for studying school leadership across cultures

不同文化脈絡下的學校領導研究方法

## **Importance of Intangibles of Educational Leadership for Theory, Policy and Practice, across Cultures**

The paper continues to scour for insights from South Theory in the periphery, using local knowledge and resources, disregarded by mainstream social and educational sciences pertinent to teacher learning and leadership (see, for instance, *Southern Theory – The Global Dynamics of Knowledge in Social Science* (Raewyn C. 2007)). To this end, the paper begins to identify alternative thinkers and leaders who provide fresh and complementary perspectives regarding educational leadership and the various significant issues that have been overlooked or dismissed.

### **Insights and Results**

The insights are evolving as understanding deepens. They are etic and emic and require further definitions, philosophizing, analyses and critiques, and knowledge construction.

### **Making the Connections between the East and the West in Understanding Teacher Learning**

In 2013, a team of educators founded an education society named Exploring Leadership and Learning Theories Association (ELLTA). The aim is to study and develop understanding regarding education endeavours East and West and seek the universals and culture specific philosophies, policies and practices. To date, not unlike Asia Leadership Roundtable (ALR), ELLTA has modestly mobilized scholars to explore deep understanding and build relevant knowledge bases. One of ELLTA's contributions is a book entitled "*Are Theories Universal?*" (Ortenblad, A; Bajunid, I. A. et al. 2011).