



香港教育大學

The Education University
of Hong Kong

Research Brief

EPL IMPACT



Principal Leadership in Civic Education Teaching

Presented by

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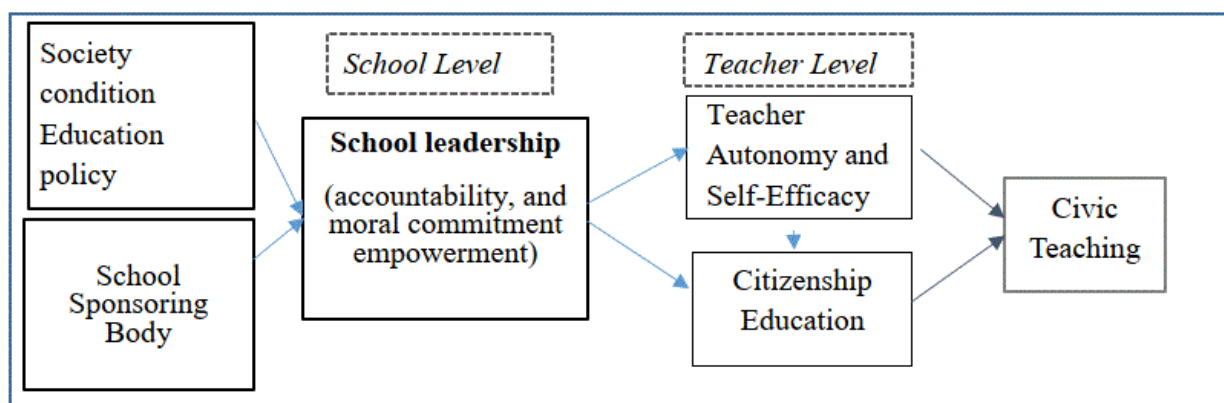
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Introduction

This research aimed at better understanding how principals create safe environments for civic teaching and how these influence teachers in their roles as civic educators.

The researcher, Wong Koon Lin, Linnie, is interested in researching school leadership for civic learning. She developed A Two-level Conceptual Model of the Effects of School Leadership on Civic Teaching which can be utilised to better understand how principals negotiate the political context surrounding civic education and how these practices influence the civic teaching environment in schools. The ultimate goal is to identify the kinds of citizenship education that help nurture students to understand different perspectives and build a mutually respectful society.





Key Issues and Significant Findings

- 1 The challenges of the complex and dynamic socio-political contexts in Hong Kong have influenced principals' and teachers' relationships and interactions.
- 2 We identified three school leadership paradigms: Laissez-faire (lacked a clear vision of citizenship education), Mediate diversity, Clear school civic mission (Pro-China and Pro-democratic).
- 3 When school leadership lacked a clear vision of citizenship education, most teachers were compliant and avoided discussing controversial political topics with their students. These teachers had less autonomy and, consequently, less self-efficacy.
- 4 When school leadership mediated the diverse needs of students and balanced different expectations of school stakeholders, there were both compliant and critical teachers and teacher autonomy and self-efficacy were affected by the complicated socio-political context.
- 5 When school leadership had a clear school civic mission, the results differed across schools. Pro-China schools, teachers are reminded about the rules and regulations concerning teaching of sensitive political topics, consequently, less self-efficacy. Pro-democratic schools, teacher autonomy was not constrained, but some teachers cited Hong Kong's socio-political context to explain why they self-censored their own teaching, consequently, less self-efficacy.


Autonomy is not simply granted by principals, it is influenced by society and school conditions, and key stakeholders.

Table 1: Patterns of school leadership for civic learning

Pattern	Teacher autonomy	Teacher self-efficiency
Laissez-faire	less autonomy	less self-efficacy
Mediate diversity	affected by the current socio-political context in Hong Kong	
Clear school civic mission: Pro-China	Teachers are reminded about the rules and regulations concerning teaching of sensitive political topics	less self-efficacy
Clear school civic mission: Pro-democratic	Teacher autonomy was not constrained, but some teachers cited Hong Kong's socio-political context to explain why they self-censored their own teaching	less self-efficacy

Main Stakeholders and Engagement with Them

- Principals, teachers and key school stakeholders.
- The findings of this study will be incorporated into professional development courses (at EdUHK) to help (a) principals enhance their roles as leaders of civic teaching and (b) teachers to develop their self-efficacy and enhance their teaching.
- An analysis of the interview data will help identify best practices in school leadership for civic learning, which will be shared and discussed in a future online forum.
- A policy brief will be sent to the Hong Kong government, offering recommendations to support teachers and schools' civic education.
- Identifying the kinds of policy which will support teacher autonomy and enhance teacher self-efficacy.



PROFESSIONAL DEVELOPMENT

Research Impact and Recommendations

- Pedagogical and practical knowledge need to be provided for identifying the kinds of professional development training required for:
 - (a) principals to enhance their roles as leaders of civic teaching; and
 - (b) teachers to develop their self-efficacy.



For more Information:

- 1 Wong, K. L., Lee, J. C. K., & Kennedy, K. J. (2020). School leadership for civic learning: The case of socio-political turbulence in Hong Kong. *Educational Management Administration & Leadership*, 1741143220933903.
- 2 Wong, K. L., & Chiu, M.M. (under review). School and media Influences on Civic / Citizen Education: Views of secondary school principals and teachers in Hong Kong. *Citizenship Teaching and Learning*.
- 3 For enquiries, please contact Dr Linnie Wong at wongkl@eduhk.hk.



Video Interview

