

Model for instructional leadership behavior development of school managers in basic education level

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Abstract

The crisis that afflicts the Thai education system concerns the inadequate quality of output given back to the society in relation to the resources that are expended annually. The lack of educational quality means that Thai citizens may lack the knowledge, skills and attitudes needed to lead productive, socially responsible and satisfying lives. Inadequate quality in the educational system also reduces the capacity of the Thai citizens and the Thai economy to compete globally.

Both national and international evaluations of Thailand's educational programs consistently report insufficient instructional leadership among school principals and other leaders as a key contributing factor for lack of systemic improvement. The Institute for Teacher, Faculty, and Educational Personnel Development (ITFEPD)¹ focused on designing an effective model for developing the instructional leadership behavior of school principals and managers. The research was organized into seven steps using a multi-methods design. Firstly, study the related literature. Secondly, develop instructional leadership behavior (ILB) by using content analysis technique. Thirdly, approve ILB by using the focus group technique. Fourthly, revise, adapt and finalize ILB. Fifthly, create a prototype ILB model as well as a model for its development. Sixthly, verify the model by using modified Delphi technique and finally, propose the ILB development model.

This research concluded that the ILB development model that is suitable for the Thai context consists of seven components: 1) basic principles; 2) objective; 3) evaluation; 4) work performance at the school site; 5) conduct of development programs based on evaluation; 6) rewarding; 7) organization development and principals' career path management. The three curricula incorporated into the development of leaders according to this model are: 1) school leadership behavior; 2) curriculum and Instruction leadership behavior; and 3) community team and personal leadership behavior.

This research also concluded that the twenty-three ILB that can be incorporated into three curricula:

- (a) Schooling Leadership Behavior: 1) developing and implementing strategic plan; 2) developing and implementing operation plan 3) designing organization that suitable for

¹ the national development agency under the jurisdiction the Office of Permanent Secretary (OPS) in the Ministry of Education (MOE)

instructional leadership 4) managing change 5) seeking and obtaining needed resources
6) involving stakeholders in decision process

(b) Curriculum and Instruction Leadership Behaviors: 7) enhancing students' achievement 8) developing teachers' competencies and teaching quality 9) supervising teachers' instruction 10) evaluating teaching and learning; 11) designing creating and developing school site curriculum; 12) coordinating curriculum; 13) monitoring curriculum implementation; 14) enhancing and inspiring teachers and students in teaching and learning; 15) creating a safe and supportive learning environment; 16) be high visibility and protecting instructional time

(c) Community, Team and Personal Leadership Behaviors: 17) serving as the ethics model; 18) serving as teaching and learning model; 19) trusting people and their judgment; 20) thinking outside the frame; 21) empowering staff; 22) communicating effectively; 23) including all school members and community.

The research recommends as follows: implementing this model should be based on the freedom and readiness of participants. All delivery related units should use the model continuously, but related agencies should have the freedom to implement the approach uniquely. It is finally recommended that the model should be revised every three-years based on formative feedback from participants and summative assessment of the leaders' implementation of the ILB model in their schools.