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Leadership and Learning in Asia Pacific: Challenges for Research and Practice

Key Areas of Responsibilities of Vice Principals in Guangzhou and Hong Kong

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This study investigated the key areas of responsibilities of 58 vice principals working at secondary schools in Guangzhou, and compared the results with a recently published study based on a comparable sample in Hong Kong (Lee, Kwan, & Walker, 2009).

Respective ranking results indicated that the top 3 areas of responsibilities engaged by secondary school vice principals in Guangzhou were: *quality assurance and accountability, leader and teacher growth and development, and external communication and connection*, whereas the top 3 areas of responsibilities engaged by secondary school vice principals in Hong Kong were: *staff management, strategic direction and policy environment, and quality assurance and accountability*.

The comparison of absolute values indicated that Hong Kong vice principals were more frequently engaged in *strategic direction and policy environment, staff management, and resources management* than their counterparts in Guangzhou, whereas Guangzhou vice principals were more frequently engaged in *leader and teacher growth and development, external communication and connection, and quality assurance and accountability* than their counterparts in Hong Kong.



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