



**ASIA LEADERSHIP  
ROUNDTABLE**

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

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### **The Development of Principal Instructional Leadership Model in the Chinese Context**

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Principal instructional leadership has been adopted as the most significant and prevalent perspective in school leadership. To date, there has been an acute problem that most existing models of instructional leadership in the world lack the knowledge base in teaching and learning. This study endeavors to meet the gap based on the in-depth analysis of teaching theories, curriculum theories, and learning theories. In addition, these models are inappropriate to the current Chinese context. In order to change the situation that overemphasizes students' academic achievements under the influence of Confucianism, Chinese educational quality different from Western countries focuses on reducing students' overloaded homework and adopting more contemporary and engaging teaching strategies. Based on literature review and the Chinese context, a conceptual framework is established as the foundation of this study.

This study employs mixed methods to modify the conceptual framework. Beijing, Hebei, and Guizhou on high, medium, and low level of educational development are selected as the research sites. A qualitative research is conducted through interviews with 30 principals, 90 teachers, 30 students, and 30 parents to modify principal instructional leadership framework. A quantitative study follow-up is applied to design a questionnaire and then survey 300 principals and 600 teachers. This study will utilize Multi-Hierarchy-Linear model (MHL) to analyze quantitative data.



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