Instructional Leadership: in East Asia
Asia Leadership Roundtable 2012

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Purpose

- To review findings from global research on instructional leadership
- To discuss our plan for research on instructional leadership in Southeast Asia
- To obtain feedback on our project at this early stage of the project’s development
A Retrospective View of Instructional Leadership as a Research Construct

- Research on instructional leadership emerged in research in the 1960’s in USA
- Bridges JEA paper in 1967 was 1st conceptual treatment of IL
- In the 1980’s policymakers created new focus on leadership
- Effective schools research identified leadership focused on learning, curriculum and instruction by the principal as a key factor

Of the seven major task areas for which principals have responsibility, curriculum and instruction has generated the most sound and fury. On the one hand, the principal has been exhorted to exert instructional leadership, while on the other hand, he has been told flatly that such a role is beyond his or any other human being’s capacity. The problem with these disputations is that the exponents of a given position have neither defined sharply what is signified by the concept of instructional leadership nor made their assumptions explicit. (Bridges, 1967, p.136)

Instructional Leadership Models

- Key conceptual contributions emerged over time from Bridges, Bossert, Rowan, Dwyer, Pitner, Murphy, Andrews, Cheng, van de Grift, Blasé, Barth, Marks, Louis, Bryk, Spillane, Mulford, Silins, Southworth, Wiley, Witziers
- Predominant conceptual models of instructional leadership were developed with supporting instrumentation
- Hallinger & Murphy’s (1983) model became a widely used for research and practice in instructional leadership and leadership for learning
- Studies conducted in North America, Europe, and ANZ between 1980-2010 have confirmed a finding of the impact of instructional leadership on teaching and learning.
Bossert’s 1982 Instructional Management Framework: Updated

- **Socio-Cultural Context**
  - Personal Characteristics
  - Institutional Context
  - Community Characteristics

- **Leadership as an Organizational Property**
  - School Climate
  - Student Outcomes
  - Instructional Organization

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**Instructional Leadership: A Conceptual Framework**

- **Defining the School Mission**
  - Frames the School’s Goals
  - Communicates the School’s Goals

- **Managing the Instructional Program**
  - Coordinates the Curriculum
  - Supervises & Evaluates Instruction
  - Monitors Student Progress

- **Developing the School Learning Climate Program**
  - Protects Instructional Time
  - Provides Incentives for Teachers
  - Provides Incentives for Learning
  - Promotes Professional Development
  - Maintains High Visibility

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A Range of Methods Have been Used in Studies of Instructional Leadership

- Interviews
- Surveys
- Observation
  - Shadowing
  - Work activities
- Activity logs

![Diagram showing data source and approach]

Qualitative Studies Revealed Importance of Instructional Leadership Routines

Instructional leadership is not a heroic stance taken to transform a school overnight. Rather it accrues from the repetition of routine and mundane acts performed in accord with each principal’s own overarching value-driven perspective on schooling.”

David Dwyer, 1986
State of the Art Issues in Global Research on Instructional Leadership

- To link the enactment of IL to organizational and cultural contexts
- To examine IL beyond the principal to include a range of other formal and informal sources
- To identify, explore and validate the ‘paths’ by which IL influences learning
- To understand the impact of instructional leadership on both learning and other school outcomes

Findings from Our Recent Research on Education Leadership in Thailand

- Papers in press at Int’l Journal of Educational Development and under review at EAQ
- Seek to understand the impact of Thailand’s 1999 education reform act on leadership and classroom practice after 10 years
  - Slow, uneven limited impact on classrooms
  - Pre/post analysis of principal instructional leadership showed little change in leadership practice
Current Study on the “Regional Knowledge Base”

- Built on the paper I presented at ALR 2010 and published in SLAM
- East Asia published knowledge base 2000-2011 in 8 top ed’l management journals
  - Hong Kong 91
  - China 15
  - Singapore 13
  - Taiwan 10
  - Thailand 10
  - Malaysia 8
  - Japan 5
  - Korea 3

International Comparative Study of Principal Time Use and Allocation

- In a paper coming out in SESI Moosung and I analyzed PIRLS data for 50+ countries
- Found a large differences in principal time spent on the job across countries
- Also found differences in principal allocation of time to instructional leadership, management ,and managing relations with the community
- Differences were sig related to national culture, system structure, and level of national economic development
Instructional Leadership in East Asia (ILEA) Project

**Trend to Date**

- Overall scarcity in empirical research on school in East Asia
- Some PIMRS survey studies conducted, but a weak foundation for quantitative research
- Gap: Absence of research that seeks to understand IL from indigenous (Bajunid, 1995) perspectives

**Implication**

- Need for ‘national’ literature reviews to identify what is known about IL in different regional contexts
- Need for interview and observation studies to develop more in-depth descriptions of IL in context
- Need for local validation of research instruments for large-scale research

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**Research Strategy**

**Strategy**

- Strategy to collect common data in HK, China, Vietnam, Taiwan, Singapore, Malaysia and Thailand
- Use a 3-stage data strategy over a 3-year period
- Annual meetings to plan data collection and analysis

**Plan for Countries**

- Team of faculty and students conduct lit review
- Team conducts interview study with primary principals
- Follow with shadowing and interview case studies
- Validation of instruments
**Research Process**

- **Literature Review**
  - Review Indigenous Literature
  - Write up Country Reports
  - Cross Society Regional Synthesis

- **30 Open Ended Interviews**
  - Interview Study in each Society
  - Write up Country Reports
  - Cross Society Regional Synthesis

- **5 Case Studies**
  - Case Studies in each Society
  - Write up Country Reports
  - Cross Society Regional Synthesis

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**Research Design: Phase 1**

**Literature Review**

- Collect the full range of Master and Doctoral theses focused on school leadership completed in Vietnam
- Search the published literature for studies in Vietnamese and English
- Read and review the individual studies
- Synthesize into a paper that outlines the state of research on educational leadership for learning in Vietnam
**Research Design: Phase II**

**Interview Study**

- Identify 30 principals in 7 countries in East Asia
- Selection strategy
  - Successful or improving schools
  - Principals in their school for at least 3 years
  - Include diversity by gender
- Conduct 60 to 90 minute interviews to explore their perspectives and practices

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**Research Design: Phase III**

**Case Studies**

- Identify 5 principals/schools
- Use ‘shadowing and reflective interview’ method to gather data for 5 case studies
- Compare data within and across countries
Research Design: Phase IV
Quantitative Research

- Develop, adapt, refine instruments
- Conduct quantitative studies across countries using similar instruments

Funding Strategy

**APCLC Role**
- We are seeking funding in HK to support data collection in Hong Kong and overall project coordination
- We can also provide funding up to $4,000 through our Regional Research Grants [http://www.ied.edu.hk/apclc/Resources_RRGAward.html](http://www.ied.edu.hk/apclc/Resources_RRGAward.html)

**Partners’ Role**
- We encourage you to seek local funding
- Use/adapt all or part of the proposal to seek funds from your ‘local’ agencies
- Much of the work can be done with students
Publication Strategy

- At each of the 3 key stages we would produce X country papers and also a synthesis paper
- These would be published as
  - APCLC Monographs
  - Conference Presentations
  - Journal Articles
  - JEA or other Special issues

Summary of Project Benefits

- Regional collaboration to support and develop research capacity and output
- Contribute to research development in your society
- Enhance knowledge that is applicable to practice
- Raise regional publication profile individually and collectively
- Useful opportunity for student research
Next Steps

- We would like to receive feedback from your varied perspectives on the project
- What I have presented is not set in stone so we can adapt if there are other good ideas
- We would like to seek project advisors

Questions for Your Groups to Consider

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<thead>
<tr>
<th>Mixed Group Session</th>
<th>Role Alike Group Session</th>
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</thead>
<tbody>
<tr>
<td>• What would you like to see as outcomes of this research?</td>
<td>• What advice would you give on general methodology or on the interview questions?</td>
</tr>
<tr>
<td>• What practical issues or obstacles should be considered to bringing the research outcomes to fruition (e.g., funding, support, coordination, publication, dissemination etc.)?</td>
<td>• What are the most important outcomes of the research for your role group?</td>
</tr>
<tr>
<td>• Are there ‘blind spots’ we haven’t considered?</td>
<td>• How could you or others from your role group be included as partners to support the project to achieve these outcomes?</td>
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<tr>
<td>• Please offer solutions or advice as well as questions.</td>
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Short Reading List: Part I


Short Reading List: Part II

Short Reading List: Part III


Short Reading List: Part IV

Thanks in advance for your feedback and support.