




Instructional Leadership in East Asian Schools

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Questions--

- Cultural Context of East Asian Schools
- **New Encounter for East Asian Schools?**
- Challenges for Instructional Leaders When Entering into a New Era of Instructional Leadership
- **The “Asian Way” of Instructional Leadership**

Cultural Context of East Asian Schools

1. How does culture matter in terms of
instructional leadership?



Cultural Context




The National Level

The Community Level

The School Level

The Classroom Level


contrasting the East Asian society with the Western society



Cultural Context of East Asian Schools


1. How does cultural matter in terms of instructional leadership?

- What is the cultural belief of **learning** in the East Asian society?
- What is the cultural expectation of **teachers' roles** in the East Asian society?




I & Self—我 & 自我

- The concept of self is virtually absent in Chinese culture.
- “I” or “self” has its essential meaning only in a social context.
- A relative concept.




Smaller Self & Larger Self 小我 & 大我

- The smaller self should always sacrifice for the larger self.
- The smaller self -- individuals or family depending on the context.




A	B
individualism	collectivism

Using losing face as an example



- Learning is strongly associated with social expectations.
- Learning is a moral duty
- Effort-ability model
- No need to emphasize “high expectation toward students”—the characteristic of effective schools in US
- Need to balance students’ moral, cognitive, physical, social and aesthetic development.




Teachers’ Roles

- Model of knowledge and morality
- Students’ development as social beings—knowledge acquisition
- Heavy load for the class teacher




The class—

- an essential element of school education
- A formal organization with a structure of student self-government (elected chairperson, members in charge of academics, finances, sports et al.)

Duties of the class teacher

- Presiding over school assemblies
- Assisting preparation for the anniversary celebration of school

New Encounter for East Asian Schools?

2. Is instructional leadership a new concept for East Asian schools?


- Who assumes the role of instructional leadership?
- To what extent is instructional leadership exerted by the principals?



Administrative structure in schools--Taiwan


Mainly six divisions:

- **academic affairs— director & chiefs**
- student affairs
- general affairs
- student counseling
- personnel
- accounting




To what extent instructional leadership is exerted?

- 1 developing teaching mission & goals
- 2 assuring the quality of curriculum & instruction
- 3 promoting teacher professional growth
- 4 enhancing student learning atmosphere
- 5 **developing supportive working condition**




Challenges for Instructional Leaders When Entering into a New Era of Instructional Leadership

3. When instructional leadership subsumes features of transformational leadership and shared leadership, what are the challenges for instructional leaders in East Asian schools?




Challenges for Instructional Leaders When Entering into a New Era of Instructional Leadership

- Within a society of high power distance, how do the principals involve teachers in decision making?
- Having teachers with heavy load, how do the principals encourage teacher collaboration for professional learning?



Challenges for Instructional Leaders When Entering into a New Era of Instructional Leadership

- **Challenges—**
 - Capacity Development
 - Reculturing



The “Asian Way” of Instructional Leadership


4. How to keep culturally sensitive to develop the “Asian way” of instructional leadership?

- How do we investigate the idiosyncratic
features of instructional leadership in
East Asian schools?





How might the Asia way of instructional leadership inform the current western literature?

Classrooms in East Asia





A Primary School in Hong Kong

Classrooms in East Asia





A Senior High School in Taiwan



The “Asian Way” of Instructional Leadership

- Based on the indigenous studies, how do we develop the Asian practices of instructional leadership?



The “Asian Way” of Instructional Leadership

- How might the “Asian way” of instructional leadership inform the current western literature?

