



Reflection on our Efforts to Understand Leadership for Learning in Asia Pacific

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● ● ● | What is Asia?
(and does Australia belong?)




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● ● ● | Personal Reflection

Write down 1 fresh idea that you learned during the past day and a half – something that was new or interesting or useful for you in your research or in your work leading others.

A signpost with a red triangular warning sign containing a white lightbulb icon, and a red rectangular sign below it with the text "FRESH IDEAS" in white. The signpost is set against a blue sky with white clouds.

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● ● ● | The Roots of Instructional Leadership in the USA, 1950s-60s

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)

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1980s World Bank Funded Key Leadership Development Centers



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Our Network was Initiated at a 1994 Meeting in Chiang Mai

- State of the art in Asian leadership and leadership development
- Stimulated subsequent development of new leadership centers in Singapore, Hong Kong, New Zealand, Australia, Malaysia, Thailand, Taiwan, China
- Attended by: Gopinathan, Ibrahim Bajunid, Clive Dimmock, Allan Walker, Ken Leithwood, Brian Caldwell



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Challenge for Asian Scholarship was Launched Around 1995

The discourse on the theory and practice of educational administration does not seem to be widely and deeply enriched by contributions from cultures outside the Greco-Roman, Christian, Western intellectual traditions. This may be because there is a dearth of contributions from other traditions, or because there are no translations of such works into English or less likely, because such works are deliberately ignored because of the intellectual cultural distance. As there are schools and educational systems in all countries and communities, there are people who engage daily in making decisional choices in educational policies, administration and all kinds of processes. Most of these people may be exemplary or poor educational leaders without engaging in or taking philosophical positions regarding theory or practice. Most would go on meeting their daily challenges without recourse to intellectual or practical critical theory, phenomenology and without having any conscious allegiance to any viewpoints. (Bajunid, 1996, p. 63)

But from 1994-20 the challenge was not widely accepted

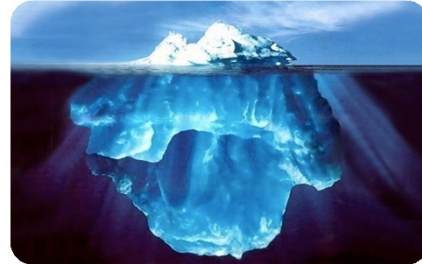
- Both Centers and University programs in educational leadership the region focused on 'training and professional development, not research
- Most preparation, training and development programs were 'directly imported' or based on Western theories and models





A Largely Hidden Knowledge Base

- Hallinger and Bryant reviews of international ed admin journals in 2013 found little development in an Asian literature that could be accessed
- Even nations with highly evolved leadership development programs – Singapore, Malaysia – had contributed little to the international knowledge base



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2010 - First Asia Leadership Roundtable in Hong Kong

- Our goals were to
 - Build relationships so as to solidify and expand our regional network
 - Identify regional school leadership research challenges and develop an 'agenda'
 - Build a foundation for collaborative research



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2013: Launch of the ILEA Project

- ILEA is a focus for regional collaborative research around a common theme
- Multi-stage project:
 - Stage 1: Review of national literatures
 - Stage 2: Interviews with principals
 - Stage 3: Case studies
 - Stage 4: Quantitative comparative research



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2015 Asia Leadership Roundtable: Stepping forward

- Research reviews have identified some common themes and impressions about how the 'East Asian context(s)' shape leadership practice
- Papers have been produced in China, Hong Kong, Vietnam, Singapore, Malaysia, and Taiwan
- Allan and I will work towards a synthesis of the themes for an upcoming issue of JEA



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Next Steps in Building a Knowledge Base

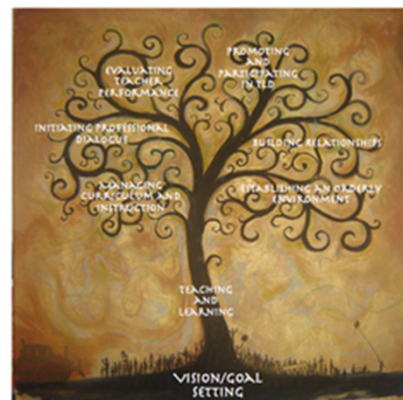
- Interview data have been collected in several countries and are now being analyzed
- Over the next year, we hope all participating societies will complete collection, analysis and write-ups of interview data
- These will be reported at ALR 2016 and – hopefully – comprise a special issue of JEA in 2016-17



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Remember:

1. Small research grants are available to support your team at each stage of the project
2. Visiting scholar appointments at the APCLC are possible explicitly to support your analysis and write-up of ILEA data
3. See the APCLC website for details on the small grants, contact Allan Walker regarding visiting scholar options



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● ● ● | Making a difference is a choice
that YOU make every day



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● ● ● | Recognition of ALR 5th
Anniversary Supporters

I am firm in my belief that a teacher lives on and on through his students. I will live on if my teaching is inspirational, good, and stands firm for good values.

Tell me how can good teaching ever die? Good teaching is forever and the teacher is immortal.


Jesse Stuart, 1937
'To Teach, To Love'



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● ● ● | Be the Change!



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