



**Instructional Leadership in Teachers Leading Professional Learning Communities:
An Asian Singapore Perspective**

Hairon SALLEH

Teacher leadership has now received growing currency in educational contexts that are becoming more complex, and hence more demanding. The growing interest in teacher leadership is also consistent with the growing interest in distributed leadership in education. This is because distributed leadership is now considered to be an appropriate response to the complexities inherent in the implementation of current education reforms. The notion of a solo leader leading the organization is no longer viable, and schools are increasingly cognizant that leadership (formal and informal) needs to be more distributed across the school organization. Teacher leadership has thus become an offshoot to the growing need for distributed leadership. The importance of teacher leadership is especially so in matters of instruction. Teacher leaders are well positioned to influence fellow teachers to impact on instructional improvements and innovations. In the Singapore context, the role of teacher leaders has been extended to team leaders in professional learning communities, who are usually teachers without senior management positions. In this paper, the instructional roles of teacherleaders supporting professional learning communities are discussed using questionnaire data from 11 primary schools.