



Teacher Leadership in Singapore and Its Potential

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Teacher leadership in the Singapore education has grown in importance over the last decade, and its significance has recently been given a boost by the education minister. Furthermore, greater clarity has also been given to role of teacher leaders especially the formal roles such as Senior Teachers (STs), Lead Teachers (LTs), Master Teachers (MTTs) and Principle Master Teachers (PMTs). Essentially four main roles have been identified by the education ministry: (1) teaching and learning, (2) mentoring, (3) professional conversations, and (4) professional ethos. Besides these formal teacher leadership roles, there are also informal teacher leadership roles such as Subject Reps, Level Reps and Level Coordinators. The growing interest in teacher leaders, at least in the local context, however does not commensurate with the studies that seek to corroborate or validate its significance in terms of the specificities of its practice and impact. Narrowing this gap would thus be vital to further understand the teacher leadership concept or construct. It would be of interest to understand the scope of teacher leaders' direct and indirect impact on school improvement processes and outcomes. The findings presented in this paper show that teacher leadership practices do have potential impact on student learning outcomes. Nevertheless, potential challenges are briefly proposed.



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