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ROUNDTABLE

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The West Wind vs. The East Wind: Understanding Leadership for Teacher Learning

東風、西風：促進教師學習的教育領導



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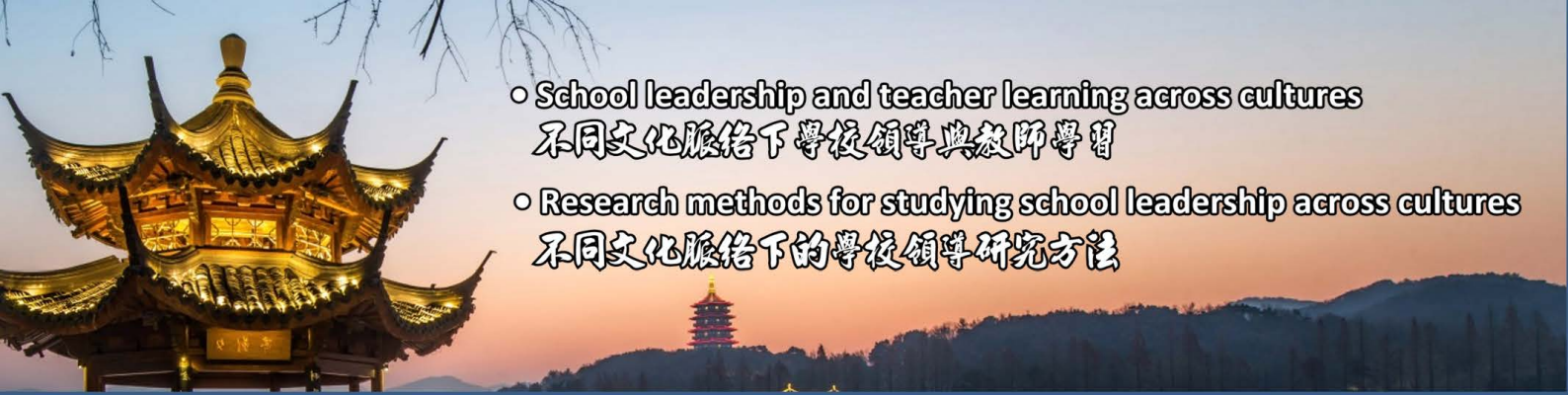
江干教育



Review of Studies on Instructional Leadership (2011-2017) in Malaysia based on PIMRS Model

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Instructional leadership is a critical aspect of school leadership in influencing teaching and learning. In this paper, the authors conducted a review of analysis on 23 studies of instructional leadership in Malaysia. Those studies, whether written in English or Malay language have been selected based on the criteria that they have been published in scientific journals and conference proceedings during the period of 2011 to 2017 and have employed the Principal Instructional Management Rating Scale (PIMRS) (Hallinger, 1982/1990/ 2015) as the data collection instrument. The review encompassed studies on samples of teachers, principals and school leaders at various levels of primary and secondary schools as well as colleges across Malaysia. The purpose of this review is to gain insight on the instructional leadership trends in Malaysia based on the PIMRS model and hopefully to enhance hindsight of instructional leadership practice among school leaders in Malaysia when comparing the findings with other PIMRS literatures. Specifically, this paper aims to observe the level of instructional leadership practice, the priority in practicing the three domains of Hallinger's (2003) Model as well as describing the studies of correlational statistical tests of instructional leadership with other variables. Besides that, this review also aims to ascertain the categorization of conceptual instructional leadership model on Malaysian studies by Hallinger and Adams (2017). Descriptive method was used to synthesize trends of instructional leadership among Malaysian school leaders based on the 23 studies conducted in Malaysia. Data analysis focused on the level of instructional leadership practices, the preference in practicing the three domains of Hallinger's (2003) Model as well as highlighting the trends of main findings related to the PIMRS model.



○ School leadership and teacher learning across cultures

不同文化脈絡下學校領導與教師學習

○ Research methods for studying school leadership across cultures

不同文化脈絡下的學校領導研究方法

Findings revealed that the practiced of instructional leadership were mostly at high level except two studies on primary schools. Findings also revealed that the focus on defining school mission domain is very popular among school leaders in secondary schools, primary schools, high performing schools, under-enrollment schools and colleges. On the contrary, school leaders in international schools have the tendency to focus more on developing school learning climate when practicing instructional leadership. Most of the studies that examined the relationship of instructional leadership with other variables (such as academic achievement, organizational commitment, teachers' pedagogy and etcetera) proved to be significant. However, most of these studies proved that there is weak relationship between instructional leadership with other variables. Leadership is about influence, thus instructional leadership is an effort to influence learning or 'leadership for learning' is a process that influences teachers to implement the responsibility in teaching and learning. However, out of 23 articles, findings revealed that most of the studies merely sought to understand leadership effects on school achievements, organizational commitments and teachers' pedagogy in order to improve the quality of teaching and learning by upholding Malaysian Education Blueprint aspirations. This finding is in line with Hallinger and Adams (2017) that most of the instructional leadership studies in Malaysia are seeking to build evidence-based knowledge on leadership practice and informing policy makers the platform of instructional leadership practice among school leaders and according to them those studies are merely categorized as lower order conceptual models. Thus, the authors concluded that the studies on instructional leadership might only be improved if the studies are consistently streamlined with higher order conceptual models in gauging the current trends of instructional leadership among school leaders of today and tomorrow. Henceforth, the findings from the higher order conceptual model will be able to shed light towards a better practice of instructional leadership among school leaders.

Keywords: Instructional Leadership, Teaching and Learning, PRMIS, Trends.