

Teachers' Development Leadership: How Principals Promote Teachers' Professional Development in China

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This study integrates the leadership of learning centers into the Chinese context and aims to explore how principals of primary and secondary schools in China promote the professional development of teachers. To answer this research question, we conducted one-on-one interviews with 24 principals and teachers from different grade levels, regions, and school types in China through qualitative research, and constructed a model of teacher development leadership based on text coding. The model consists of five constituent elements: shared vision, role modeling, empowerment, support and guidance, and platform building. This study provides a leadership model in the Chinese context for principals of primary and secondary school to effectively promote teachers' professional development.

變動情境下的學校領導 Changing Contexts for School Leadership



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