

## Exploring the Impact of Principals' Emotional Intelligence on Teaching Strategy Mediated by Principals' Instructional Leadership

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Teacher curriculum leadership is increasingly recognized in the study of instructional and curriculum reform policies globally. From the perspective of inhabited institutionalism, we employ methods of interviews, observation, and the collection of artifacts collection for data gathering, and utilize Maxqda 2022 software for data analysis. It uncovers how teacher leaders, against the backdrop of specific school organizational cultures and curriculum institutions, navigate the contradictory pressures from prevailing institutional norms to drive tangible changes. The research involves two participants who enacted curriculum leadership within their respective disciplinary teams, directing the collective focus of teachers toward classroom transformations and educational values aligned with curriculum reform initiatives. Through negotiation, they facilitated a consensus on shared meanings, aiming to synchronize teachers curriculum practices with reform policies. This shift is promoted in specific contexts like educational research activities and public lessons yet may also diminish or vanish in routine teaching practices. The paper underscores the significance of integrating organizational culture, administrative structures, and professional competencies within schools to support teaching and curriculum reforms, highlighting curriculum leaders as key agents in this integration process.

*Keywords: teacher's curriculum leadership; inhabited institutionalism; instructional and curriculum reform; qualitative study*

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



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