



Instructional leadership practices by teacher leaders impacting student learning outcomes

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Teacher leadership is an inevitable result of distributed leadership – the latter has gained strength in education systems across the world. This is because the demands on education have been increasing amid rising complexity and uncertainty. Problems and issues in current times are more uncertain, ambiguous, and disruptive, which require schools to adopt distributed approach to deal with external pressures. In such a context, the desired outcomes of schools have also widened, and teachers are to work together with other stakeholders to come up with appropriate but even unknown teaching strategies. The task for instructional leaders, which have always been the jurisdiction of school leaders and middle managers, must now be in the hands of teacher leaders, who can provide closer support to classroom teaching practices. The qualitative study of 127 teacher leaders have found that the instructional leadership practices by teacher leaders are more impactful when they are closer to classroom teaching and includes coaching, open discussions, peer learning and role-modelling within the roles of a mentor, pedagogical leader, resource person, coordinator, and facilitator of lifelong learning. However, there are still challenges towards a more complete and ideal selection, preparation, development, and enactment of teacher leaders.

*Technology in
School Leadership and Learning*

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