INSTRUCTIONAL LEADERSHIP: PLACING LEARNING TO THE FORE

Donnie Adams, Edward Devadason, Ravadhi Periasamy and Kenny Cheah Soon Lee

Introduction

When schools are being held accountable to the highest level of academic achievement and standards, strong leadership is important and critically needed (Hallinger, et. al., 2018). Student achievement attribute its success to relatively high levels of leadership (Jones, et. al., 2015; Harris, Jones & Adams, 2016). Principals, as school leaders are seen to have the greatest influence in schools (Harris, et. al., 2014). It is generally known that there can be no successful school with an incapable principal or an unsuccessful school with an effective principal. Unsuccessful schools turn around into successful schools, and regrettably outstanding schools slide rapidly into decline as a result of leadership.

According to Leithwood and Jantzi (2006), considerable emphasis has been placed recently on school leaders’ contributions to building staff capacity. In addition, successful school leaders address changes, particularly in relation to learning. They also pointed out four sets of leadership qualities and practices in different contexts that accomplish this goal, organizing them into four categories: building vision and setting directions; understanding and developing people; redesigning the organization; and managing the teaching and learning programme. This emphasis is reflected, in the term “Instructional Leadership (IL)” and in the successful practices that school leaders possess.

1 A version of this work is currently under consideration for publication in Adams, D., Chua, Y.P., Cheah, K.S.L., Sumintono, B. (2019). Kepimpinan Instruksional Dalam Pendidikan Di Malaysia