

Perspectives on School Leadership in Asia Pacific Contexts

- Editors
- ([view affiliations](#))
- Salleh Hairon
- Jonathan Wee Pin Goh

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About this book

Introduction

This book casts a refreshingly new light on current literature on school leadership, which has predominantly been viewed through Western lenses. Accordingly, key concepts and theories on leadership and school leadership have primarily been generated from thinking and research in the Western sphere. This is problematic, considering the fact that the leadership concept or construct, and its practices, are significantly influenced and shaped by contexts, and even situations.

However, there are various contextual conditions and forces that can separately or collectively affect how school leadership is understood and practiced, including social, cultural, historical, geographical, economic and political conditions.

In response, the book seeks to provide readers a better awareness of how the leadership construct or phenomenon is shaped by the varying contexts constantly affecting school leadership, while specifically focusing on the Asia Pacific region. In turn, it highlights various Asia Pacific contexts that shape school leadership, so as to 'speak back' to existing theories on school leadership.

Keywords

Educational Leadership In Singapore Educational Leadership in Asia-Pacific
distributed leadership instructional leadership strategic leadership teacher leadership

Editors and affiliations

- Salleh Hairon (1)
- Jonathan Wee Pin Goh (2)

1. National Institute of Education, Nanyang Technological University, , Singapore, Singapore
2. National Institute of Education, Nanyang Technological University, , Singapore, Singapore

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Leading and Managing Schools in Indonesia: Historical, Political and Socio-cultural Forces

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- Bambang Sumintono (1) Email author (bambang@um.edu.my)
- Rais Hidayat (2)
- Yuyun Elizabeth Patras (2)
- Joko Sriyanto (3)
- Umi Anugerah Izzati (4)

1. Faculty of Education, Institute of Educational Leadership, Universiti Malaya, , Kuala Lumpur, Malaysia
2. Universitas Pakuan, , Bogor, Indonesia
3. Universitas Negeri Yogyakarta, , Yogyakarta, Indonesia
4. Universitas Negeri Surabaya, , Surabaya, Indonesia

Chapter

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Abstract

The leadership practices in Indonesia has evolved significantly over time. This reflects the spirit of different eras and the adoption of various leadership theories. More specifically, government systems and socio-political situations have played a major role in helping to shape Indonesia's education sector. These forces also influence school leadership, in particular, how school principals lead and manage their schools in Indonesia. The colonial era, which had a different purpose to schooling, provided the foundations needed for Indonesia's independence. There were significant developments in the 1970s when Indonesia's New Order government expanded the scope of the education sector. This, however, had little impact on school leadership practices. It was only in the 2000s when the education system began to decentralize and this brought about a corresponding change in school leadership practices. This new approach introduces standard requirements, systematic training, and appointment by district government for principals, albeit not without challenges.

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