

What Part Does Instructional Leadership Play in Making Schools Effective?

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Abstract: The paper aims to analyse how does instructional leadership in Singapore making primary schools effective. The paper uses qualitative analysis to research the influence of instructional leadership on primary schools in Singapore. Number of previous views of instructional leadership are illustrated in this paper and according to these views to compare with the latter condition of leadership model. In a word, the paper finds that instructional leadership is greatly beneficial to student learning to make school effective by various ways, owing to instructional leadership focus teaching and learning and one of the symbols of effective schools is student learning. The research illustrates instructional leadership by different angles, which might provide a guidance to instructional leaders to make more educational achievements in their workplace.

1. Introduction

The section establishes a clear and specific research context and the Singapore context. The section starts with leadership and development and introduces basic conditions, especially the reason why leaders from Singapore need to use instructional leadership in the education field. Meanwhile, the section also gives a reason for what kind of conditions are in Singapore in the current position.

Due to the influence of globalization, which promotes the fierce culture competition in education field, many countries start to make education reformation. Meanwhile, governments hope schools enhance academic achievements to reduce performance gap of students. Therefore, about selection of school leaders is stricter than before. Under this, condition, leadership, and the development of leadership is still a problem that many educational leaders give priority to improving academic outcomes. An ocean of references proves that instructional leadership from principals is a key factor to promote performance of schools. Therefore, instructional leadership has already drawn attention toward leaders and researchers. Researchers argue that effective instructional leadership can promote the success of reformation around the world. In other words, instructional leadership is beneficial to student's performance, student's performance is a key factor towards effective schools.

The education research in Singapore without exception. Singapore's education system has undergone changes at all levels to meet the complex needs of challenges, such as competition in the globalised knowledge economy of the twenty-first century. [1] The experience of Singapore illustrates that the country has big possibility to implement systematic reformation to establish an effective education system.

This assignment is going to focus on principal in primary schools in Singapore. The assignment divided several parts: The first part is introduction, which includes definition of instructional leadership and instructional leaders. The second part is literature review, which includes the concept of instructional leadership, instructional leaders, the application of instructional leadership in Singapore. Finally, the assignment is also addressing a conclusion, which aims to general key points of each section.

2. Literature Review

2.1. Definitions of Instructional Leadership, Instructional Leaders and School Effectiveness

This section provides definitions of instructional leadership, instructional leadership, and school effectiveness. Instructional leadership is regarded as a tool to drive organisational performance. [2-3] It is also regarded as a process of mutual impact. [2-4] refers to instructional leadership as a "leading learning combination". [4] Instructional leadership usually has two concepts: One is narrow, and one is broad. The narrow concept of instructional leadership defines instructional leadership as actions directly related to teaching and learning, such as observations in class. [5-6] The general concept of instructional leadership includes all leading actions that indirectly influence the learning of students, like cultures of schools and timetables. [7]

Instructional leaders is strong, instructive leaders, they improve academic outcomes by encouraging students make high standard of their own. As far as I'm concerned, principals are suitable person for instructional leaders, they have strong power and use power to put forward meaningful and instructive measures according to current development status to make progress of academic achievements.

School effectiveness is related to academic outcomes of students and to what extent will the school achieve its goals through its own conditions. [8-9] Therefore, to make schools effective, principals and teachers should try their best to enhance students' performance by using the existing resources.

2.2. Instructional Leadership for Teaching and Learning Process, and Effective Schools

This section provides a literature review of instructional leadership for the teaching and learning process and effective schools.

This paragraph discusses the impact of teachers on students. From the late 1980s to the early 21st century, the roles of teachers were designed to guide students to new understanding by exploring and generalising due to focus turns into instructional leadership. During the process of teaching and learning, teachers not only transmit knowledge to students, they also need inspire student's thinking and guide them to analyse and summary knowledge to get updated understanding.

This paragraph discusses the functions of instructional leadership. In order to promote students' learning, [10] claims that instructional leadership has six responsibilities: maintaining students' and adults' learning as the top priority; establishing high expectations for performance; modifying teaching and learning in accordance with standards of teaching and learning; fostering continuous learning cultures among adults; and using various types of data to assess learning. Besides, [11] suggests that instructional leadership involves traditional tasks such as setting up specific goals, assigning resources to teaching and learning, managing curriculums, supervising lesson plans, and assessing teachers. Principals' work is surrounded by these responsibilities and tasks to promote students' learning.

This paragraph discusses the relationship between instructional leadership, the teaching and learning process and instructional leadership for school effectiveness. [12] Believes that leadership in schools is directly related to the teaching process and involves interaction between teachers,

students, and the curriculum. Providing high-quality education is the most important task of instructional leadership. According to the view mentioned above, it's easy to find if schools want to enhance student's performance, implementing instructional leadership. Instructional leadership for effective schools. [11-12] A basic characteristic of effective schools is that leaders are eager to avoid things that don't work as if they contributed to implementing what works. [12]

2.3. Principals as Instructional Leaders under Instructional Leadership

This section discusses the role and function of the principal under instructional leadership. The principals are leaders who do their own work, are knowledgeable about curriculum and teaching, and are not afraid to work directly with teachers to improve teaching. It is essential that schools continually prioritise teaching and learning. Other researchers assert that effective leaders are not only instructional leaders but also school managers. [13] In other words, they propose that principals' work should be more focused on teaching and learning; They must use a macro level to govern the school; And they must communicate the school's vision and mission to others. Effective instructional leaders should: a) create an inclusive classroom to send the message that all children are valuable and capable of learning in order to express high teaching standards to students. b) Provide additional learning opportunities to students who require them. c) Maintain high standards in the classroom, create an environment that encourages intellectual curiosity, and maintain discipline. d) Make certain that all students receive quality instruction in order to learn. e) Communicate with students to emphasise the importance of learning and the resources and professionals that are available to them. f) Develop consistent and equitable policies to ensure students' success in assignments, assessments, progress tracking, remediation, progress reporting, and retention or promotion.

For the role of principal, principals should afford various roles in schools. The main responsibility of principals is ensure effective teaching and learning, the overall goal is enhance student's performance. Principal's instructional leadership is regarded as the important factor to improve student's performance. Some scholars stress supports form principas in improving learning, such as principals should have full understandings of lessons and convey these understandings to students in a suitable way.

3. Application of Instructional Leadership in Singapore

This section illustrates the application of instructional leadership in Singapore. The experience of Singapore illustrates that hoe establish high efficiency educaiton system and make changes during several decades (high performance of students). Singapore has already started make education reformations to promote progress og students. Meanwhile, in order to effect change, school policymakers hope that school leaders will be held more accountable. Meanwhile, school leaders are expected to reduce the performance gap among primary students. [14] As an instructional leader, the principal must understand how to motivate teachers to work harder. [15] This is why instructional leaders must have strong communication skills, as they are a critical tool for any organization's success. [15] As an instructional leader, the principal should communicate effectively with teachers and staff to ensure that all work is completed efficiently and successfully. [15] Owing to the reduction of the performance gap in primary students, principals in Singapore started to practise instructional leadership to promote the performance of primary students. [1] The section looks at the basic condition of the education field in Singapore and demonstrates how an instructional leader in Singapore can practise instructional leadership to promote the success of education in Singapore. Finally, the section also illustrates the tasks of instructional leadership in Singapore, which includes three aspects: defining school goals; supervising student learning; and promoting a school-learning atmosphere.

3.1. Instructional Leadership Enough?

The tasks of instructional leadership in Singapore include many aspects. The first one is defining school goals. [1] When principals in Singapore make visions of schools, they cannot set goals of schools alone, they choose work with other staff (like teachers) to set goals of schools together. Meanwhile, when principals in Singapore set goals, they will communicate with vice principals and other subject teachers. Moreover, Singapore principals also assist senior leaders to establish the vision of the school, affirm development directions of schools, and convey visions of schools to other staff. [16-17] Principals in Singapore appear to recognise that teaching leadership alone will not suffice.

3.2. Key Characteristics

Principals in Singapore will set goals for the school in accordance with contextual factors, including the external environment of schools, advocacy and policies from the Ministry of Education. [18] This research shows the necessity of setting goals consistent with the background of schools and national policies. [1] For example, according to when principals promote information and communications technology transformation of schools, they will set a series of information and communications technology goals, and this goal setting will consider the levels of teachers and students with information and communication technology. The second key characteristic is supervising student learning. [1] Three reviewed studies found that principals in Singapore also make a contribution to students' learning. [19] Stress the principals' ways of monitoring student progress. The study's principals emphasise the regular review of students' work results, such as the inspection of books and archives. Some principals also mentioned the importance of ensuring that homework correction is customised. To improve students' learning, school leaders may participate in class division and allow teachers to divide classes based on their own strengths, allowing teachers to better satisfy the needs of students.

The third key characteristic is promoting a school-learning atmosphere. [1] Some studies have mentioned the roles of Singaporean principals in cultivating school learning environments. 11 principals were interviewed by and discovered that all 11 principals desired to create a consultative and cooperative working environment as well as an open and supportive environment to meet the needs of students and employees. [20-21] demonstrated in another study that effective principals can create a learning environment and make communication between principals and teachers more active.

The above key characteristics are implemented by the following three structures: vision and goals; academic structures and processes; and finally, the influence of learning. Visions and goals influence students' learning. [22] Visions and goals mainly achieve their impact through high performance learning in two ways. First, visions and goals stimulate (by illustrating a shared vision among leaders to stimulate) leaders to make contributions to achieve a collective goal (high performance of learning). By collective efforts to achieve a meaningful goal (promote the learning of students) in schools. Therefore, in order to improve schools, the visions and goals of schools should put students' learning as a priority, which shows the key role of principals in promoting learning. The second structure is academic structures and processes to impact students' learning.

Leadership itself is not a way to improve the school, but academic abilities form leaders level has positive impact on strengthening academic structure. The third structure is to influence learning for staff and students ("people"). As for people, it needs to mention capability building. Capacity building not only focuses on organizations but also focuses on people. [22] supports this view, he asserts that principals are key leaders in schools, especially leaders who focus on capability building for themselves. To make transformations, whether principals can fulfil instructional leadership roles to have a positive impact on the high performance of learning for students is the most important requirement.

4. Conclusion

This assignment aims to show how instructional leadership in Singapore makes schools effective. The assignment starts with an introduction, and the next part is a definition of instructional leadership and instructional leadership. In a nutshell, this section introduces different definitions of instructional leadership from various scholars or institutions. The one most closely related to teaching and learning is instructional leadership, which is a tool for driving organisational performance. The section on instructional leaders introduces the roles of instructional leaders. As instructional leaders, they must promote school development and improve student academic outcomes. Finally, school effectiveness focuses on the desired level of output. However, various scholars have proposed different definitions of school effectiveness. The next section is context. The section clearly demonstrates the research context and the Singapore context. The section begins with leadership and development and introduces basic conditions in Singapore, particularly why Singapore leaders need to use instructional leadership in the education field. Meanwhile, the section also explains why the current situation in Singapore the way is it is. The core section of the assignment is the literature review, which includes three parts: The first part is the concept of instructional leadership. The concept of instructional leadership is introduced in this section. Similarly, different studies are used by different scholars to describe instructional leadership. Meanwhile, the section also provides six responsibilities, traditional tasks, and three methods of instructional leadership, all of which aim to promote school effectiveness. The second one is instructional leaders. The section introduces some instructional leadership knowledge. The first is instructional leadership practises, which include setting goals, managing courses, supervising lesson plans, and so on. The second is instructional leader characteristics, which include strong, goal-oriented instructional leaders. What qualities distinguish effective instructional leaders? The third part is the application of instructional leadership in Singapore. The section begins with an overview of the education field in Singapore and then shows how an instructional leader in Singapore can use instructional leadership to promote the success of education in Singapore. Finally, the section describes instructional leadership tasks in Singapore, which include three components: defining school goals; supervising student learning; and promoting a school-learning environment.

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