

What leadership works best for school effectiveness and improvement? Exploring the roles of agentic student leadership and principal instructional leadership

Date: March 13, 2017 (Monday)
Time: 14:00 – 15:30
Venue: Room 646, Meng Wah Complex, HKU
Speakers: Cheng-Yong Tan and Paul Chua
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Abstract

This seminar examines the role of leadership at the student and principal levels that contributes to school effectiveness and improvement. It comprises two parts that each shares the findings from separate empirical studies interrogating the multiple sources of leadership within the school. The first part explores the potentiality of 'agentic student leadership' that is different from taken-for-granted student leadership in school settings and that which contributes to positive school outcomes. Results from a multi-perspectival in-depth case study from the International Successful School Principalship Project (ISSPP) will be shared. The second part of the seminar focuses on the identification of principal leadership practices that contributes most effectively to student academic achievement. It reports the results of two set of multilevel analyses of the Program for International Student Assessment (PISA) 2009 and 2012 data that challenge the 'one size fits all' notion of principal leadership that does not take into account the profiles of the school environment and students.

About the speakers



Cheng Yong Tan is Assistant Professor at the Faculty of Education, The University of Hong Kong. His research interests pertain to both school and family influences on student learning. With regards to school leadership, he is interested in unravelling how school leadership and education policies affect student achievement, and how family backgrounds may moderate the effects of school influences on student achievement. He has published widely on educational leadership and policy, covering topics on reconceptualizing school leadership, meritocracy, organizational legitimacy of education systems, cross-cultural comparison of education systems, and more recently contingency theory of school leadership and equity. His most updated article "Examining school leadership effects on student achievement: The role of contextual challenges and constraints" has been published in *Cambridge Journal of Education* (2016).



Paul Chua is currently an Executive Editor of the Working Paper Series of the Office of Education Research, the National Institute of Education (NIE). He is advanced doctoral student of the DUAL EdD programme, conducted by NIE in Singapore and the UCL Institute of Education in London. His research interests include sense-making of education policy, school leadership, system and school improvement, comparative education and adult learning and reflection. He is also currently a guest editor of a special issue of the *International Studies in Educational Administration*, as well as a current elected committee member of the Educational Research Association of Singapore.

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For enquiries, please contact the Office of Research at 3917 8254.