

CHAPTER II

LITERATURE REVIEW

According to this study, the researcher used the concepts, theories, publications and other related research as guidelines to discuss the following topics:

1. Bhutanese Education System
2. Concept of Leadership
 - 2.1 Definition of Leadership
 - 2.2 Leadership Theory
 - 2.3 Leadership Skills
 - 2.4 Educational Leadership
3. Instructional Leadership
4. Effective School
5. Related Research

Bhutanese Education System

Education has played a central role in the transformation of Bhutan from a tradition-bound society to a dynamic, confident participant in regional and global affairs. The education sector in Bhutan has been growing steadily since the 1960s and concomitantly the literacy rates of the population have also been steadily going up over time. The mostly mountainous country regards education as central to its national development. Every cohort has seen an increasing share of children going to school and the education system now strains to keep up with the speed with which enrolment has expanded over the last ten years, in-line with Bhutan's commitment to meet the education Millennium Development Goals (MDGs).

Until the 1950s, Education in Bhutan was mainly monastic. Literacy was confined to the monasteries, and many eminent Bhutanese scholars travelled to Tibet to study Buddhist scriptures. The only formal education available to Bhutanese students, (with the exception of a few private schools in Haa and Bumthang established in 1913/1914), was through Buddhist monasteries. Today, the education

system in Bhutan has three main elements: general education, monastic education and non-formal education. The first type of education is by far the biggest and is commonly seen as the only educational structure. There are more than 7,932 teachers that make the one third of the civil service in the country catering to about 662 schools and 176,647 students around the country [6].

The school-based education structure in Bhutan comprises of 11 years of free basic education from classes PP to X. Beyond class X, students either continue their general education in classes XI and XII in Higher Secondary schools or join the vocational training institutes or enter the labor market based on the students' performance in the board examinations (BCSE). Students who do not qualify for government funded education attend private higher secondary schools in Bhutan or abroad and vocational courses organized by private training institutes. The duration of vocational training in both government and private institutes vary depending upon the type of course.

After completing class XII (public and private), graduates either continue their studies at the tertiary level under one of the institutes under the Royal University of Bhutan (RUB) for a diploma or a bachelor's degree, or enter the job market. Selection for the RUB is based upon BHSEC results. A limited number of students are selected for government scholarships for professional studies abroad, while others fund themselves to tertiary education institutes in country and abroad. Some graduates from the Vocational Training Institutes are selected to continue education at the tertiary level [14].

Concept of Leadership

1. Definition of Leadership

Successful leaders influence their staff and stakeholders to achieve the desired goals based on personal and professional values. They gear towards the achievement of the shared vision at every opportunity [15].

According to Weindling and Earley [15] leadership is influence of the followers towards goal or task achievement with a sense of purpose and confidence engendered into them.

Leadership is a process of influence leading to the achievement of desired purposes. It is inspiring others to achieve the vision of the school focused on personal and professional values [15]. Leadership is also the ability to inspire confidence and support among the people who are needed to achieve organizational goals [16].

Leadership, in the final analysis, is the ability of humans to relate deeply to each other in the search for a more perfect union. Leadership is a consensual task, sharing of ideas and a sharing of responsibilities, where a 'leader' is a leader for the moment only, where the leadership exerted must be validated by the consent of followers, and where leadership lies in the struggles of a community to find meaning for itself [17].

The core definitions for leadership focus on the providing directions and exercising influence. Leaders organize work with others to achieve the shared goals. To built or create leadership, the leader must set directions to develop goals for school or organization and inspire others with a vision of the future. The leader should influence the development of human resources in their organization and work to develop the organization. Leadership is understood as a process of influence based on clear values and beliefs and leading to a 'vision' for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders. Each of the leadership theories, traits and styles discussed is partial. They provide distinctive but uni-dimensional perspectives on leadership. In schools the leadership role falls on to the principal to lead the school forward. The roles and responsibilities of the principals have changed overtime. Now they are responsible for planning, organizing, leading and controlling. Competencies and proficiencies are ways to map them for the success of the school and learning outcomes too. In particular their leadership behavior in communication skills, team building, curriculum and instruction, assessment, organizational management, fiscal management and political management make them an effective leader [18].

Therefore, leadership is inspiring and influencing to achieve the goals and vision with a sense of purpose. It is sharing of responsibilities based on personal and professional values to uplift the learners and learning.

2. Leadership Theory

When a statement explains a phenomena in a systematic way it is called a theory. It ranges from a simple generalization to complex set of laws, from philosophical to scientific. According to Luenenburg and Ornstein [19] theory is a set of interrelated constructs or concepts, definitions, and propositions that present a systematic view of phenomena. And in the words of Luenenburg and Ornstein [19] theory is a deductively connected set of empirical laws and that all statements in a theory are generalizations that explain the empirical laws and unify the areas of subject matter. Thus the there are many leadership theories as follows:

2.1 Trait Theory

'Trait' theory (or great man theories) was popular in 1920s. Its focus was mainly to study about the attributes and characteristics of successful leaders, particularly military leaders. This intended to describe the kind of leaders they were. Traits revolved around the intelligence, self confidence, high energy level and dominance of the leader [15].

This theory describes the types of behavior and personality tendencies associated with effective leaders. Recent research categorizes traits leaders into three based on the studies. The first evaluates the leaders in terms of their organizational units. Second uses the ratings of subordinates, supervisors and the self rating of the leader to evaluate the effectiveness of the leader. Third, focus on the fact to evaluate the leader. It bases on the low performance ratings given to the people who have been fired or passed over for promotion [19].

2.2 Behavior Leadership Theory

This theory compares the effective and non-effective leaders to understand the leaders. It is associated with the leaders' behaviors on organizational outcome. The main focus is to find out; how the leaders lead and push their subordinates? How much they listen and use their subordinates' ideas?

Further this theory has been conducted to identify the relationship between the behaviors of the leader on the organizational outcomes. This theory is further categorized into five as follows:

2.2.1 Continuum of Leadership

This continuum leadership runs between boss-centered leadership and subordinate-centered leadership at the other end. The theory however can be used as an alternative behavior for the leader. The boss-centered leadership has five typical patterns as; telling, selling, testing, consulting, and joining. While the subordinate-centered leadership pattern has four categories as; forces in the leader, confidence in the group members, personal leadership and feelings of security in an uncertain situation [19].

2.2.2 The Ohio Leadership Study

There are two dimensions in this study; first is the Initiating structure where the leaders define and structure his/her role and those of subordinates in the search for goal achievement. The second is Consideration where the leader is likely to have job relationships characterized by mutual trust, respect for subordinates idea and regard for their feelings [19].

2.2.3 Michigan Leadership Study

This study has two dimensions as Production-oriented and Employee-oriented leadership. The production-centered leadership sets strong standards, plan tasks and work methods for the subordinates. Supervision is done very closely with the subordinates. While the employee centered leader is supportive to the subordinates, uses group in decision making, subordinates are encouraged to set and achieve high performance goals. It also endeavors to treat subordinates in a sensitive, considerate way [19].

2.2.4 Managerial Grid

This helps to identify the most effective styles to achieve success. This Grid has two orientations of leadership dimensions as concern for production and concern for people. It is more predictive validity and helps people to analyze the different possibilities and the likely results [19].

2.2.5 3D Theory

This theory has become popular technique for use in training administrators in numerous organizational contexts. The theory integrates the concepts of leadership style as effective and ineffective leaders based upon their styles with situational demands of specific environment. The affective dimension is added to the

task behavior and relationship behavior dimensions of the earlier Ohio State leadership models [19].

2.3 Contingency Leadership Theory

According to this theory, effective leadership depends upon the interaction of the leaders' personal traits, the leaders' behavior, and factors in the leadership situation. This theory is more complex than the Traits and Behavior theory.

This theory is based on the proposition that effective leadership cannot be explained by any one factor but instead it proposes that all factors must be considered in the context of the situation in which the leaders must lead [19].

2.3.1 Fiedler's Contingency Theory

Here the achievement of high performance is based on the leaders' motivation and the influence on the situation. This theory has three components- leadership style, situational favorableness and the contingency model and the empirical evidence concerning the validity of the theory. The table given depicts the interrelationship of the components.

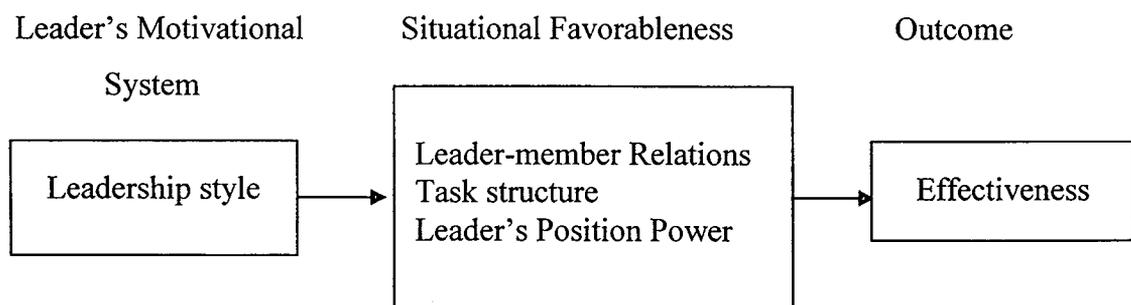


Figure 2 Major Variables in Fielder's Contingency Theory

Source: Lueningburg and Ornstein [19]

2.3.2 Path Goal Theory

In this theory, the responsibility of the leader is to increase subordinates motivation to attain personal and organizational goals. It explains the impact of the leader who motivates the subordinates working on stressful, frustrating or dissatisfying tasks. Thus this theory is important to the leaders and researchers for better understanding of the leadership [19].

2.3.3 Hersey and Blandard Theory

The theory states that instead of using just one style, successful leaders should change their leadership styles based on the maturity of the people they're leading and the details of the task. Using this theory, leaders should be able to place more or less emphasis on the task, and more or less emphasis on the relationships with the people they're leading, depending on what's needed to get the job done successfully [20].

2.4 Contemporary Theory

The researchers have devoted their attention to new and insightful perspectives of leadership based on its importance in the present scenario. They have identified four contemporary leadership perspectives.

2.4.1 Transactional/Transformational Leadership

The expansion of transactional leadership is Transformational leadership. This leadership is more to do with colleagues and followers than set up simple exchanges or agreements. They have impact on the organizations.

Transactional leader has power to perform certain tasks and reward or punish for the organizational performance. It gives the opportunity to the leader to head group and the group agrees to follow his/her lead to accomplish a predetermined goal. The leader has power to evaluate, correct and train subordinates when productivity is not up to the expectation and reward for effectiveness.

Transformational leader motivates its team to be effective and efficient. Communication is the base for goal attainment focusing the group on the final desired outcome or goal achievement. This leader is highly visible and uses chain of command to get the job done. This leader is always looking for ideas that move the organization to reach the organization's vision [21].

2.4.2 Instructional Leadership

Instructional leadership, as we reconceptualize it, replaces a hierarchical and procedural notion with a model of “shared instructional leadership.” Shared instructional leadership involves the active collaboration of principal and teachers on curriculum, instruction, and assessment. Within this model, the principal seeks out the ideas, insights, and expertise of teachers in these areas and works with teachers for school improvement. The principal and teachers share responsibility for staff development, curricular development, and supervision of instructional tasks. Thus, the principal is not the sole instructional leader but the “leader of instructional leaders” [21].

2.4.3 Super Leadership

The super leadership considers self-leadership abilities in others as the main focus for growth and development. Constructive criticism and feed back is provided in the form of praise. The leaders show the examples of strong self-leadership and high moral standards. The super leadership strives to develop positive attitude environment, set personal goals, encourage observation and comment amongst subordinates and encourage group members to support and motivate each other [22].

2.4.4 Servant Leadership

Servant leadership shares power and puts needs of others first. They help people to develop and perform as high as possible. This leadership is similar to participative leadership style. It places highest priority to encourage, support and enable subordinates to unfold their full potential and abilities [23].

3. Leadership Skills

3.1 Motivation

Motivation is one of the most critical determinants of performance in school or organizations. Lunenburg and Ornstein [19] motivation has three things: The person who works hard; the person keeps at his or her work and the person directs his or her behavior toward appropriate goals. Thus this gives three common aspects of motivation as effort, persistence and direction. Based on the three aspects the theories of motivation can be separated into two parts as content theories which focus on identifying the specific factors that motivate people and process theories focus on how motivation occurs [19].

3.2 Human Relation

It is the association between two or more people. Leadership and human relation go together. Good human relationship between the leader and the subordinate lead to better performance and achievement. As such, it is the responsibility of the leader to provide better environment for developing better relationship [24].

3.3 Communication

This is an important aspect in any school or organization. It is a continuous process. Without effective communication skill the administrators or leaders, the achievement of plans, organization, directing, coordinating and reviewing will not be a success. The process of linking the individuals, the group, and the organizations is communication. Chester Barnard states, communication techniques determine the structure and extensiveness, and scope of organizations. Or as Daniel Katz and Robert Kahn put it, communication is the “essence of organizations” [19]. For the leaders, communication is one path where we can focus to convince learners to improve their learning outcome. Communication is important to achieve the goal of an organization.

3.4 Conflict Management

Leaders and managers have to spend their time resolving conflicts and negotiating. At the most they spend at least 20 % of their time in conflict solving. Conflicts arise every time and it has serious consequences for the school or an organization. Dubrian [16] has identified five styles of conflict management: competitive, accommodative, sharing, collaborative and avoidant. Each of the style is based on a combination of satisfying one’s own concerns (assertiveness) and satisfying the concerns of others (cooperativeness).

Leadership is more complex then leading. It is as much as akin to potential energy as it is to kinetic. Leadership is all about the latent as well as the currently lived and enacted expressions of leading. As, metaphor, it has much in common with the notion of intellectual capital-the potentially banked and available capacity to be drawn, and the interest that can be added! As such it potentially exists very widely within an organization [25].

Good leaders' foster good leadership at other levels. Leadership at other levels produces a steady system of future leaders for the system as a whole [26]. Leadership is about learning together and constructing meaning and knowledge collectively and collaboratively. It involves opportunities to surface and mediate perceptions, values, beliefs, information and assumptions through continuing conversations. It means generating ideas together, to seek to reflect on and make sense of work in the light of shared beliefs and new information, and to create actions that grow out of these new understandings. Such is the core of leadership. Leadership is all about learning together [25].

4. Educational Leadership

The interest in educational leadership is greatest in the early part of the 21st century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and school effectiveness. In many parts of the world, including South Africa, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners or a good school. As the global economy gathers pace, more governments are realizing that their main assets are their people and that remaining, or becoming, competitive depends increasingly on the development of a highly skilled workforce. This requires trained and committed teachers but they, in turn, need the leadership of highly effective principals and the support of other senior and middle managers. Over the years many theories have advanced to explain the leaders and leadership qualities in schools or anywhere. These theories explain the leadership characteristics for successful performance of the organization.

The concept of leadership is complex and evolving. Most of what is written about leadership draws western culture, particularly that of North America. However, leadership is likely to be viewed differently in different cultures: 'there remains much to learn about cultural understandings of leadership. Administrative textbooks rarely touch upon the expectations that culture creates for leaders [27].

The interest in educational leadership is greater in the 21st century as the quality of leadership makes a significant difference to school and the student outcomes. Nowadays, everywhere in the schools there is a requirement of effective leaders and managers to provide the best possible education for the learners. With the

changing global economy, many nations have realized that their main assets are their people and that remaining, or becoming, competitive depends increasingly on the development of a highly skilled workforce [28]. The educational leadership is centrally focused with the purpose or aims of education. These purposes or goals provide the crucial sense of direction to underpin school management [28].

Similarly Weindling and Earley [15] also considers the leadership or headship solely responsible for the success and improvement of the school. Thus in this 21st century the role of the educational leader is crucial to shape the school to become outstanding beacons of productive learning to provide quality education. The leaders focus on the school vision and goals by influencing others for success and achievement is a skill to shape the school and the learners.

Instructional Leadership

The school leaders or principals matter for the excellence of the school. Numerous studies have revealed the high quality of the leadership for the positive outcome of the school. Many are of the view that Instructional Leadership is accountable for the students' performance. The school principal as the instructional leader plays the pivotal role in the school who affects the quality of instruction by the teacher, students' performance and the degree of efficient school functioning.

Findley and Findley [29] believe that for a school to be effective one, the Instructional leadership of the principal matters. Flath [30] agrees that for the condition of effective schools depends upon the principal too. Findley and Findley [29] claim that the principal keep the focus on the activities which will enhance high student achievement though he must address the managerial task for school efficiency.

Stewart [31] indicates that the "new focus for school has created a cohort of 'old school' principals who must now embrace a conceptually new form of leadership". This resulted in the increasing number of the research studies attempting to measure the impacts of school leadership and "new terms began to emerge in literatures such as shared leadership, teacher leadership, distributed leadership and instructional leadership". These new forms of leadership drew the focus away from traits and rather focused on individuals being a 'person' in an organization.

Instructional leadership has changed the school administrator's conventional understanding of role and management. The basic starting point of instructional leadership is to develop instruction. In this leadership approach, it is aimed at designing the school environment completely in line with instruction and as a productive setting [32].

1. Concept of Instructional Leadership

The concept of instructional leadership relatively emerged in the early 1980s. Bush [28] describes instructional leadership as the leadership that focuses on teaching and learning and the behavior of teachers in working with students. According to Sinvula [33] it's a path towards greater professional effectiveness through the process of guiding and encouraging teachers. Such guidance demands very careful, far sighted and effective planning, based on professional insight and constructive and accurate analysis of teaching-learning. This implies that the leaders and the teacher are the partners in guiding teachers towards advanced professional development. Sinvula [33] further asserts that the instructional leadership is also the role of teachers rather than a principal only who are actively involved in learning process and has a better understanding of the students needs. As such, it becomes the principal's responsibility to work with teachers to define educational objectives and set school goals, provide the necessary resources for learning, and create new learning opportunities for students and staff.

Bush [28] says that "instructional leadership is strongly concerned with teaching and learning, and includes the professional learning of teachers as well as student growth". To him, leaders' influence is targeted at student learning via teachers.

Rogers [34] defined instructional leadership in the broad sense by stating, "Instructional leadership involves actions undertaken with the intention of developing a productive and satisfying working environment for teachers and desirable learning conditions and outcomes for children".

The strong directive instructional leadership that focuses on curriculum and instruction from the principal was criticized as it centered on the power and authority of the principal [35]. However, the current views of instructional leadership are rich and comprehensive and, in many cases, can be seen as part of the educational leadership discussion.

Semiha [36] the heart of the instructional leadership is the ability of leaders to change schools from cultures of internal accountability to institutions that can meet the demands of external accountability.

Many agree that instructional leadership is crucial for the realization of effective schools vision but it's seldom practiced. Many focus only one tenth of their time to provide instructional leadership. Many leaders continue as the manager-administrator and instructional leader citing lack of in-depth training as instructional leader or lack of time to execute instructional duties. Leithwood, et al. [37] conclude that leadership has very significant effects on the quality of school organization and on pupil learning. They also suggest that while school leaders have some direct effects on staff capacities, the strongest influences were indirect and based on providing supporting conditions that impacted staff motivation, commitments and beliefs. Today's teachers don't necessarily have to look for answers from an instructional leader. But they need to know that their leader understands and appreciates their work and recognizes their challenges and frustrations. Teachers need to see their principals as partners in education, learning with and from them.

Thus, instructional leadership of a principal emphasizes on the strengthening of teacher skills, the systematizing of the curriculum, the improvement of organizational structures and student outcomes. They encompass or delegate to promote growth in student learning.

2. Benefits of Instructional Leadership

The result of instructional leadership is a collaborative learning environment where learning is not confined to the classroom. It is the objective of all educators. Instructional leadership is an important departure from the ancient model of administrator as authoritarian. Inherent in the concept is the idea that learning should be a top-down process. If those in charge of the school are excited about learning, then they will share their enthusiasm throughout the community.

Many studies of effective schools emphasized instructional leadership as one of the features of effective schools. It is the driving force behind the principal to ensure that effective teaching and learning takes place in the school. According to Stewart [31] "Instructional leadership helps school and communities address the challenge of promoting leadership for quality and teaching."

A study done by Sim, Quah Cheng [38] proved that the principal's role is indispensable in promoting staff development program to achieve the school's goals. In addition, Sim, Quah Cheng [38] found that principals' support in staff development programs indicated an increase in knowledge, communication skills and participation in decision making among teachers. Consequently, the support of the principals in the success of staff, development programs can influence the effectiveness of the school organization.

Sim, Quah Cheng [38] study on school showed the school factors that comprised principal instructional leadership, classroom management, quality of teaching, classroom climate, student-teacher interaction and peers' influence have greater influence towards students' academic achievement.

In a study conducted by Rogers [34] findings identified seven correlates that schools should use in order to increase student achievement. One of the correlates is strong instructional leadership by all administrators and staff members. Research clearly indicates instructional leadership is a strong attribute of effective schools [34].

Ubben, et al. [17] listed the following five leadership skills or forces available to a principal as they facilitate a professional learning community:

1. Technical Forces: Technical forces include being a good manager and applying good planning, organizing, coordinating, and controlling techniques to ensure optimum effectiveness of the organization. This includes such things as efficient office management practices, good scheduling techniques, and appropriate use of goals and objectives. Technical behaviors are basically the things that would ensure good, efficient management.

2. Human Factors: These behaviors emphasize human skills, good motivational techniques, and good morale building within the organization. The appropriate use of participatory management is an integral part of these behaviors that become major contributors to the climate of the school.

3. Educational Forces: External forces focus on the conceptual knowledge of education. Skills include the ability to diagnose educational problems, carry out the functions of clinical supervision, evaluate educational programs, help develop curriculum, implement staff-development activities, and develop good individual educational programs for students.

4. Symbolic Forces: These behaviors demonstrate to others those things that the leader believes important and of value to the organization. They involve purposing-“that continuous stream of actions by an organization’s formal leadership which has the effect of including clarity, consensus, and commitment regarding the organization’s basic purposes.

5. Cultural Forces: These behaviors focus on strengthening the values and beliefs that make the school unique. The leader attempts to build traditions of the school around those things most highly valued. This is done by sharing with others what the school most values ; by orientation of new members of the group-students , staff, and parents-to the values and beliefs of the organization; by telling stories of past glories to reinforce these traditions; or simply by explaining the standard operating procedure that is expected to be used.

Those who learn to be instructional leaders acquire many characteristics that are beneficial to their schools and communities. Instructional leaders exhibit a clear sense of direction for their schools and prioritize and focus attention on the things that really matter in terms of the work of students. Furthermore, instructional leaders know what is happening in their classrooms and develop the capacities of staff by building on their strengths and reducing their weaknesses. These leaders also attempt to sustain improvement and change in their schools by anticipating and overcoming the obstacles that inevitably will emerge along the way.

1. Effective Instructional Leadership

The differences between effective and ineffective schools have been a fascinated debate among the researchers. The possibility of fixing “broken” schools or improving mediocre ones by manipulating key variables in the school environment is a tantalizing prospect for educational reformers. And while each research has generated a different set of descriptors that characterize effective or excellent schools, one variable always emerges as critically important: the leadership abilities of the building principal, particularly in the instructional arena

A school principal following a narrow approach to instructional leadership focuses attention on “improving the technical, instructional activities of the school through close monitoring of teacher’ and students’ classroom work.” Sheppard and Anderson [39] argued “instructional leaders often make important second order

change such as building a shared vision, improving communication, and developing collaborative decision making processes.” However a weakness in both leadership concepts of instructional and transformational leadership is that it presents a view of leadership that resides in the individual leader. This neglects the fact that leadership context bound and exists among the followers. If leadership is to be effective it must be validated by the consent of followers. And McEwan has established Seven Steps to Effective Instructional Leadership that are neither new nor revolutionary. The following are McEwan’s Seven Steps: Establish clear instructional goals; Be there for the staff; Create a school culture and climate conducive to learning; Communicate the vision and mission of your school; Set high expectations for your staff; Develop teacher leaders; Maintain positive attitudes toward students, staff, and parents [40].

The teachers’ participation as shared instructional leadership informally manifest in their formal roles with the principal’s. Teachers interact with other adults in the school community around school reform efforts, encourage others to improve their professional practice, or learn together with their school colleagues. With this the teachers’ assume leadership responsibility. Teachers also assume responsibility for their professional growth and for instructional improvement. The principal remains the educational leader of the school. Teachers, with requisite expertise or information, exercise leadership collaboratively with the principal. Leadership for instruction emerges from both the principal and then teachers. Principals and teachers discuss alternatives rather than directives or criticisms and work together as “communities of learners” in service to students. Principals and teachers both play a part in forging an effective leadership relationship.

Instructional leadership of principal can be understood as a process of influencing teachers to teach the curriculum and students to learn, based on clear values and beliefs and leading to a vision for the school. It can also be viewed as the strong directive leadership focused on curriculum and instruction from the principal.

2. Limitations of Instructional Leadership

Though, leaders (school principals) are expected to be instructional leaders, they are also cautioned about implications for the practice of instructional leadership. According to Balster [41] “Instructional leadership encompasses hierarchies and top-down leadership, where the leader is supposed to know the best

form of instructions and closely monitors teachers' and students' work". The main argument is that, instructional leadership does not begin and end with the principal; it must come from teachers if schools are to improve and teaching is to achieve high professional status.

Bush [28] argues that "this paradigm [instructional leadership] underestimates other aspects of school life, such as sport, socialization, students' welfare and self esteem". However learners in Bhutan are given opportunities and encouraged to participate in wide range of extra-curricular activities such as sport, cultural and environmental programmes.

Balster [41] echoes this sentiment when, he says "this form of leadership concentrates on the growth of students but rarely looks at the growth of teachers". He further suggested that instructional leadership influences what happens in core business of the school-teaching and learning (Ibid). In practice, instructional leadership influence students' perception of how teachers organize and conduct their instructions and their educational interactions with, and expectation for their students.

By ensuring the teachers to have opportunities to increase their knowledge, principals' are not only empowering teachers as individual, but the institution. The whole system is likely to benefit, as they will be tapping the skills and knowledge acquired. In spite of benefits and limitations of instructional leadership, there are numerous challenges facing instructional leadership.

3. Role of Instructional Leadership

Leadership in instructional matters must emerge freely from both principals and teachers. After all principals are responsible for developing school climate and cultures that support the very best instructional practices. While teachers deliver the instruction in the classroom, they have the expertise in curriculum and teaching, and they have mastered a substantive body of knowledge. Thus it's the principals who should forge a partnership with teachers, with the primary goal of improving teaching and learning [42]. The principal and teachers share responsibility for staff development, curricular development, and supervision of instructional tasks. Thus, the principal is not the sole instructional leader but the leader of instructional leaders.

Instructional leadership is a critical aspect of school leadership. The work of instructional leaders is to ensure that every student receives the highest quality instruction each day. Doing so requires that instructional leaders lead for the improvement of the quality of teaching and for the improvement of student learning. Principals must communicate clear visions of instructional excellence and continuous professional development consistent with the goal of improving teaching and learning [42].

In particular the professional conversations and professional development should revolve around improving instruction, increasing teachers' understanding of how students learn, and applying appropriate teaching strategies for different situations. Cooperation, collegueship, expertise, and teamwork are hallmarks of successful improvement and are substitutes for traditional supervision [42].

Bush [28] says instructional leadership is different from the other models of leadership because it focuses on the direction of influence, rather than its nature and source. Instructional leaders are concerned to promote and develop their school as learning organization or professional learning communities in order to bring about the school learning goals for its pupils." Therefore the key role of the principal as a change agent in the model of instructional leadership is to provide resources, curricula and teaching as the highest priority and support to improve instruction and students achievement.

Kristin [43] also indicated that a critical function of leadership is the knowledge to "do the right work" in their schools. Strong instructional leaders know the direction to lead their schools when implementing comprehensive school reforms that lead to increased student achievement. "There is a significant difference between the existence of programs commonly recommended for practice in middle level literature and a thorough understanding of that literature coupled with the effective implementation of the programs" [43].

According to Murat and Gazi [32] the instructional leadership roles of the school principal are given below as:

1. Identifying the vision and mission of the school: School principal defines the school's mission, determines and shares the goals of the school and assesses, develops and implements them.

2. Programming and administering education: He uses the teaching period effectively; motivates students to learn and maintains a good setting for learning, collaboration and cooperation.

3. Staff development: He rewards the success of the staff and ensures professional development of teachers.

4. Monitoring and assessing the teaching process: It controls and assesses the teaching period.

5. Creating and developing a positive school climate: Initiates organizational change and strengthens communication.

To further confirm how instructional leadership enhances teaching, student learning outcomes, and school effectiveness the dimensions discussed below will explain further.

4. Dimensions of Instructional Leadership

4.1 Joseph Murphy's Instructional Leadership Dimensions.

Murphy [44] in his study has developed the instructional roles for principal as follows:

4.1.1 Promoting Quality Instruction: Ensuring consistency and coordination of instructional programs and defining recommended methods of instruction.

4.1.2 Supervision and Evaluating Instruction: Ensuring that school goals are translated into practice at the classroom level and monitoring classroom instruction through numerous classroom observations.

4.1.3 Allocating and Protecting Instructional Time: Providing teachers with uninterrupted blocks of instructional time and ensuring that basic skills and academic subjects are taught.

4.1.4 Coordinating the Curriculum: Translating curriculum knowledge into meaningful curriculum programs, matching instructional objectives with curriculum materials and standardized tests, and ensuring curriculum continuity vertically and across grade levels.

4.1.5 Promoting Content Coverage: Ensuring that content of specific courses is covered in class and extended outside of class by developing and enforcing homework policies.

4.1.6 Monitoring Student Progress: Using both criterion and standardized-reference tests to diagnose student problems and evaluate their progress, as well as using test results to set or modify school goals.

4.2 Dimensions of Hallinger [45].

4.2.1 Defining the School's Mission: Here there are two functions, Framing the School's Goals and Communicating the School's Goals, comprise the first dimension, Defining the School's Mission. This dimension concerns the principal's role in determining the central purposes of the school. The dimension focuses on the principal's role in working with staff to ensure that the school has clear, measurable, time-based goals focused on the academic progress of students. It is also the principal's responsibility to communicate these goals so they are widely known and supported throughout the school community.

4.2.2 Managing the Instructional Program: The second dimension, managing the Instructional Program focuses on the coordination and control of instruction and curriculum. This dimension incorporates three leadership (or what might be termed management) functions: Supervising and Evaluating Instruction, Coordinating the Curriculum, and Monitoring Student Progress. Within this model of instructional leadership, managing the instructional program requires the principal to be deeply engaged in stimulating, supervising and monitoring teaching and learning in the school. Obviously, these functions demand that the principal have expertise in teaching and learning, as well as a commitment to the school's improvement. It is this dimension that requires the principal to become "hip-deep" in the school's instructional program [45].

4.2.3 Promoting a Positive School Learning Climate: The third dimension, includes several functions: Protecting Instructional Time, Promoting Professional Development, Maintaining High Visibility, Providing incentives for Teachers, Developing High Expectations and Standards, Providing Incentives for Learning. This dimension is broader in scope and purpose than the other two. It conforms to the notion that effective schools create an "academic press" through the development of high standards and expectations for students and teachers [45].

4.3 Principals Instructional Leadership Dimensions of Bhutan.

The researcher employed the principals instructional leadership dimensions of the Ministry of Education (Bhutan) for the schools. Principal as the instructional leader is a relatively new concept. It is a shift in emphasis from being managers or administrators to instructional or academic leaders. The instructional leadership dimensions were quite similar to the two theories discussed above. Instructional leader makes instructional quality the top priority of the school and considers teaching and learning as the core business of schooling. In short, instructional leadership is those actions that a principal takes, or delegates to others, to promote growth in student learning. The following are the instructional leadership dimensions [12].

4.3.1 General Instructional Roles and Responsibilities: The principal develops school climate and culture that support the very best instructional practices. Ensures a learning environment that is orderly, serious, focused on high but achievable academic goals. Establishes strong supportive relationship in the school. Involves the staff for planning and to set the goals for the year collectively. Facilitates the implementation of the clear goals, strategies and timeline to carry out the mission and vision that emphasize learning for all students. The principal allocates and guards instructional time for instructional objectives and goals with shared vision. The roles and responsibilities of each individual is clearly stated and informed.

4.3.2 Curriculum: The principal takes the lead role in integrating curriculum into school setting by demonstrating a sound understanding of curriculum and pedagogy. Provides direction as a conservator of curriculum content and delivery, as well as an innovator and advocate for necessary changes. He/she facilitates curriculum implementation using varieties of teaching strategies and resources. The principal serves as a role model for the important values and behaviors necessary for shaping the curriculum implementation. Plans review of programmes and explore use of ICT in teaching learning processes. Ensures the setting of school level curricular goals collectively and implementation as per the plans. Develops and schedules monitoring and support service for the teachers in consultation with the Head of Departments. This helps to prevent unfair or undemocratic practices from taking place. Also recommends for support, improvement and for SBIP, CBIP, DBIP, and NBIP.

4.3.3 Assessment: There is understanding of the written policy and purpose of formative and summative assessment and integration in teaching and learning processes with fairness. Institute a system of fair assessment practices:

1) Summative Assessment:

Developing test blue print for all the questions setting. Setting questions based on test blue print using a variety of test types such as Multiple Choice Questions (MCQ), Short answer and extended response questions etc. as per the curriculum requirement. Preparing model answers and marking scheme to ensure fair assessment. Moderating question papers within subject group to ensure coverage of syllabus, clarity of language, balance in testing different levels of thinking, marking scheme, gender balance and time allocation. Developing rubrics check list, for assessment. Organizing group evaluation system. Returning of corrected answer scripts to students for cross checking. Maintaining the assessment records by respective class and subject teachers and making it accessible as and when required. Providing remedial support and conducting result analysis and providing constructive feedback to the teachers, students, Bhutan Board of Examination and Department of Curriculum, Research and Development on assessment policy and practices.

2) Formative Assessment:

Sharing formative assessment concept with the staff. Planning formative assessment practices in the school. Institutionalizing the use of FA tools (rubrics, checklist, port folios) and techniques (observation, anecdotal records, self and peer assessment). Maintaining assessment records of learners by teachers. Providing regular and prompt feedback on student's work by teachers. Using assessment to review teaching learning process. Institutes remedial programs for students to uplift their capabilities and bring to the standard. Implements strategies for addressing standards of student achievement.

4.3.4 Professional Development: The principal establishes goals for professional development by instituting programs for the professional growth. Principal identifies professional development programs with respect to the requirement of the school. He/she ensures the participation of the teachers in various professional development programs that will automatically uplift their knowledge. Thus contribute to better teaching and learning processes.

The principal also maintains positive professional rapport with colleagues; keeps self up-to-date in areas of specialization and in general trends in education; takes advantage of in-service education.

The above dimensions constitute the instructional leadership dimension for the principals of Bhutanese schools. Currently school leadership is in a transitory phase as it adjusts scope and style to suit a world that looks different every decade. The research on this is first of its kind undertaken to see its relationship with the school effectiveness based on the Bhutanese context.

To enable the construction of measures for the respondents, the definitions of principal's instructional leadership dimensions has been summarized as follows.

1. General roles and responsibilities: The role of the principal to involve all the teachers and staff for various activities in the school assigning clearly mentioned responsibilities.

2. Curriculum: The role of the principal in curriculum implementation and understanding various methods to implement including ICT in the teaching learning processes. And also instituting and effective monitoring system in the school.

3. Assessment: The establishment of clearly written and well adopted policy of formative and summative assessment system with proper documentation in the school. The presence of fair assessment and feedbacks for improvement.

4. Professional development: Instituting various professional development programs in the schools and also encouraging participation in such programs to the staff. Development of positive atmosphere in the school and enhancing action research and journal writing in the school.

Effective School

School is a very complex entity in itself and is part of a complex educational system with local and national components. There are many ways of looking at schools and school systems. Attention must be paid to the school as an institution and, in the final analysis, to the larger context of the school district and the environment in which schools operate.

An effective school has been defined as one in which students' progress further than might be expected from consideration of its intake. An effective school thus adds extra value to its students' outcomes, in comparison with other schools serving similar intakes. In order to assess value added, measures of individual students' prior attainment are needed to provide a baseline against which subsequent progress can be assessed. There are various definitions of effectiveness from different perspectives. For example, an economic definition of effectiveness is described as "the extent to which the desired level of output is achieved" [46].

School effectiveness refers to all theories and research studies concerning the means ends relationships between educational processes and outcomes, in particular student knowledge and skills aiming at explanations for differences in student achievement between schools and classrooms [47].

In the effective school, there is a climate of high expectations in which the staff believes and demonstrates that all students can obtain mastery of the school's essential curriculum. They also believe that they, the staff, have the capability to help all students obtain that mastery [48].

Further in the effective school, the principal acts as an instructional leader and effectively and continually communicates the mission of the school to staff, parents, and students. In addition, the principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program. Clearly, the role of the principal as the articulator of the mission of the school is crucial to the overall effectiveness of the school [48].

Thus effective schools are a viable path to recognizing, reaching, teaching, and assessing each child. Effective schools will create a generation that not only has proven their ability to attend class, but has also proven their proficiency of knowledge and skills essential for success. It is an important part of the educational landscape.

1. Characteristics of Effective School

To measure effectiveness is an arduous task. Despite the difficulty of measuring effectiveness, it is one way a school can measure its performance. Schools have to be accountable to the Education Ministry, students, parents and the local community. The process of accountability requires a school to be able to measure its outcomes against a set of standards or benchmarks. In achieving these outcomes,

a school could be perceived to be effective by its community members. Ultimately, the school is in existence to serve the educational needs of its community.

“In the effective school, pupil progress over the essential objectives are measured frequently, monitored frequently, and the results of those assessments are used to improve the individual student behaviors and performances, as well as to improve the curriculum as a whole” [48].

A range of studies have sought to identify the ‘key characteristics’ of effective schools through statistical analyses of measures that are found to be significant predictors of differences in student outcomes, after taking into account intake differences. In addition contrasting case studies of outlier schools, those identified as particularly effective or ineffective, have often been used to illuminate understanding of what makes a difference and help such schools to be more effective. School improvement concerns the raising of students’ achievements and the school’s ability to manage change. One can compare one’s own school and individual performance against a set of benchmarks and criteria from the international literature on school effectiveness and school improvement. In terms of school effectiveness it is possible to identify several characteristics of effective schools. The effective school has the following characteristics according to Lunenburg and Ornstein [19].

1. A safe and orderly environment that is not oppressive and is conducive to teaching and learning.
2. A clear school mission through whom the staff shares a commitment to instructional goals, priorities, assessment procedures, and accountability.
3. Instructional leadership by the principal who understands and applies the characteristics of instructional effectiveness.
4. A climate of high expectations in which the staff demonstrates that all students can attain mastery of basic skills.
5. High time on task brought about when a high percentage of students’ time is spent “engaged” in planned activities to master basic skills.
6. Frequent monitoring of student progress, using the results to improve individual performance and the instructional program.
7. Positive home school relations in which parents support the school’s basic mission and play an important part in helping to achieve it.

According to Sergiovanni [18] the effective schools comprise of the following characteristics:

1. Effective schools are student centered: Here the students' are given utmost support and involved in all the activities of the school. Their views, ideas and concerns are given priority. There is high level of interaction within the teachers and students for learning and activities.

2. Effective schools offer academically rich programs: The development of the student academically sound and in co curricular activities is ensured. There are numerous ways and options to uplift the student with appropriate plans and goals.

3. Effective schools provide instruction that promote student learning: Numerous skills and strategies are used for quality instruction to the students based on their learning abilities. The school sets high standards to ensure academic success of students by regularly monitoring the performance.

4. Effective schools have a positive school climate: There are clear school goals, mission and vision. A conducive learning environment is created by the principal and the teachers collaboratively. The school is child friendly and more inviting for the learners.

5. Effective schools foster collegial interaction: The school is professionally sound. The principals and teachers share a very strong bond amongst themselves. They work together to carry out instruction, plan, curriculum and refine teaching practices jointly.

6. Effective schools have extensive staff development: Monitoring and evaluation of teachers are used as a basis for improving their skills. The school provides various programs and workshops for teachers to enhance and develops ideas and knowledge of teaching subject and skills. They further reflect upon their practices and improve collaboratively.

7. Effective schools practice shared leadership: Instructional leadership is not dependent on the principal but to all the teachers. The decisions of the school are taken through collaboration, team, and delegation of authority and through various means by involving the whole of the staff.

8. Effective schools foster creative problem solving: To solve any problem, the professionalism of the staff is facilitated with creativity, commitment and persistence. Time, facilities and expertise are used effectively for problem solving rather than haste decision.

9. Effective schools involve parents and the community: The partnership linkage between the school and the community is vital. The school establishes variety of methods to communicate with the community and the parents to support teaching and learning. The school includes the community or parents in the decision making body of the school to involve in all aspects of their children's learning. There is strong relationship between the school and the community.

Many researchers have gone further in refining and modifying the characteristics. There is a climate of high expectations in which the staff believes and demonstrates that all students can obtain mastery of the school's essential curriculum. They also believe that they, the staff, have the capability to help all students obtain that mastery [48].

The researcher used the tools developed by the Ministry of Education (Bhutan) to evaluate the schools of Bhutan to study the relationship between the principal's instructional leadership. This has been developed in Bhutan based on the following purposes:

1. To create enabling condition for both teachers and students to enhance learning.
2. To provide information of learning level of the students.
3. To focus directly on the appropriateness and effectiveness of actual teaching and classroom management. The observation of lesson which can be used for overall improvement of teaching and learning.
4. To generate realistic school improvement plan for continuous improvement.
5. To enable the school to provide evidence of their success and challenges.

The assessment was carried out twice in a year by the principal, teachers, relevant students, office staff and members of the School Management Board (SMB) individually and later come to consensus to one. The ratings were justified by the

school and later confirmed by the District Education Officer (DEO) and Assistant District Education Officer (ADEO) and Education Monitoring Officers (EMO) by visiting the schools. The characteristics were very fundamental to the overall development of the school and the students in learning processes [13]. For all the key indicators, rating were given as 4, 3, 2, and 1. Then the ratings for each indicator are added and the final rating was calculated as below in percentage or as numbers.

1=The indicator is seldom or never found in the individual, classrooms or the school. It is not a day to day norm, nor is it an impression that people would take away from a visit to this school (25%).

2=The indicator is found in some individuals, classes, and sometimes in the school. It is not regular or frequent – most classes and individuals or the school do not demonstrate this. It is the exception, not the norm (50%).

3=The indicator is found in most individuals, classes and at most of the times throughout the school. This is the norm in the school – not the exception (75%).

4=This indicator is found in all individuals, classes and throughout the school at all times. Any visitor to the school shall recognize this quality (100%).

The key indicators are as follows:

1. Leadership and Management Practices: This ensures the school has a written management policy which is understood and shared by all-Principal, teachers, learners and the community. The policy covers all aspects of school management system in line with Education policies. Quality of School Improvement Plan (SIP) as evaluated on the defined parameters-(a) specific "from-to" goals with quantification, b) sufficient stretch in goals, c) clear action items with timelines and responsibilities, d) signatures of DEO, principal, HODs/coordinators, student leaders (captains) and PTA leaders. Percentage of parameters where targets were achieved from previous year. The school has adopted a quality disaster management plan. The school consciously observes teachers and students code of conduct. Student leaders are set up with clear roles and responsibilities and are effective in driving student development affairs. The activities are held in consonance with School and District Calendar. The resources (human, finance and materials) are mobilized, used and monitored effectively. The school management involves parents in school development activities. The school involves parents in school activities and student development programs.

The school ensures realistic and timely requisition and follows up on arrival of school resources. The school management is proactive in seeking support from relevant agencies and has evidences of such support for school improvement. The school has professional development plan and program in place. The school has a regular schedule for in-school teacher meeting, including class, subject, management and committee meetings.

2. Green School: This part is divided into two as:

2.1 Physical Ambience: The classroom is clean, safe and conducive for interactive teaching/ learning activities. The school has adequate and clean toilets separately for girls and boys (including staff). The school has safe and sufficient drinking water with functioning taps. The school is litter free with proper waste management practices. The school adopts and advocates No Plastic policy (reduce, reuse and recycle) and in school and community. The school has well maintained flower gardens, hedges and plants in all relevant places. The school promotes organic farming and local products through school agriculture programs. The school encourages healthy food habits e.g. nutrition guide displayed on the walls, avoid food waste, junk food. The school practices a strong conservation ethics (e.g. saving electricity, water, paper use). The school promotes and demonstrates knowledge on eco-literacy like climate change, resource conservation, impact of pollution and consumerism. The school uses outdoors for enriching teaching and learning (field trips, local wisdom). The school adopts water sources, streams, sections of rivers and forest and provides sustained care, cleanliness and preservation. The school harvests rain water. The school environment is free of graffiti. The school ensures timely maintenance of school buildings and other infrastructure to provide safe environment. The students are clean and tidy.

2.2 Psycho-Social Ambience: The school has safe, caring and supportive environment (e.g. absence of abuses, bullies, corporal punishment, humiliation, and harassment). The Principal and staff talk with learners outside the class and school. The school promotes mind training and mindfulness practices as a normal part of school life. The school practices a variety of positive disciplining techniques. The school conducts counseling programs and services with protocols for referrals. The school provides education on life skill and Gross National Happiness

values and principles to students. The school practices inclusiveness for students with special needs. Each student has a proper health record maintained by the class teacher/warden/matron/Physical Education teacher.

3. Curriculum: Teaching and Classroom Management Practices:

Teachers have the full understanding of the syllabus of their teaching subjects. Principals spend sufficient time in instructional leadership. Teachers have quality Teaching Learning Materials (TLM) (e.g. workbook, teachers' manual, flash cards, models) and use appropriately. Every teacher has daily lesson plans for all teaching subjects. Teachers do a constant check of student learning and progress within classroom and actively take steps for improvement of weaker students. Every teacher receives 80 hrs of professional development per year through trainings including school-based trainings. Teachers receive sufficient and quality coaching from principal/ subject coaches. Teachers use ICT for day to day work and teaching purposes. Teachers inculcate in students the value of time through punctuality and effective use of the available instructional time in class. Relevant teaching/ learning materials (aids) prepared by both teachers and learners are neatly displayed in the classrooms. The text books, syllabi, stationery items and other required learning materials are available with the students. Teachers inspire positive learning attitudes and behaviors in the learners by modeling good examples. Teachers translate the knowledge of their subjects into effective classroom teaching by relating to GNH values and principles without compromising on the quality of the content. Teachers relate the lessons to the prior knowledge and experiences of learners for desired results. Teachers pace their teaching to the different abilities and challenge their learners with relevant additional work. Teachers use a variety of interactive teaching strategies (role play, dramatization, group works, classroom debates, question-answer techniques, field trips, project works, etc) appropriate to each subject. Teachers use inclusive practices for the learning of the students with special needs. Appropriate class-works are assigned, monitored and checked using appropriate criteria and constructive feedback. Home works are assigned in line with the school homework policy and with clear and appropriate instructions. Teachers keep themselves up to date with the current developments in their own field and use them in their teaching. Reading programs are actively carried out.

4. Continuous and Holistic Students' Assessment (Formative and Summative):

Teachers maintain assessment records of learners. Student assessments (formative and summative) are conducted effectively and subsequent feedback provided to students and their parents. Clear guidelines exist for assessment methodology (question paper setting and marking schemes) for consistency within each standard. The school has relevant remedial programs especially for the students lagging behind ($\leq 45\%$ academic score). Questions are set as per the test specifications. Question banks are maintained. Teachers and students know why they are assessing or being assessed. Promotion is fair and based on reliable and valid assessment. Tests and examinations objectively assess students learning. Integrity of student assessments is maintained in all respects.

5. Co-curricular Dimensions: For Wholesome Education:

The school policy document contains well defined policies on co-curricular activities. The school ensures that every child participates in co-curricular activities. The school provides access to quality playgrounds and sports facilities for the students. The school helps promote cultural and spiritual dimension through project work, research and other events/functions. The school has a variety of clubs that meaningfully engage all students to promote their wholesome development. Scouting program effectively delivers life skills and citizenship building education (Self disciplining, character building, integrity, spirit of service). The advancement scheme in scouting for both the scouts and scout masters is followed as per the scouting guidelines. The students have broader knowledge and skills on health and physical education. The school takes initiatives to promote local and traditional games and sports. Students are aware of their skills and aptitude and various career options. Students are equipped with information on higher studies and training. The school has designated place for career education and counseling. The school promotes aesthetic sensibilities of children through various artistic and cultural expressions. All the school activities promote civic sense, trust, tolerance, harmony, friendship.

6. School-Community Relationship:

The school surveys and ensures full enrollment of children in the catchment area. The school builds awareness on health and environment issues in the community. Students participate in community development activities. The school carries out viable and relevant projects in partnership with community. The school has a functioning parents' support group to take a lead role in the parenting education programs. The school promotes alcohol free and drug free life style in partnership with the community. The school supports life skills related activities for out of school youth in their community. Parents' contributions are acknowledged in school newsletters, magazines and during Parents Teachers Meeting.

Any good carpenter would agree that before "good work" can be done, good tools are needed. And one would hardly attempt to drive a nail into the wall with only a paperclip in hand. The same philosophy holds true for this assessment. The need to for this has been felt in order to reward, recognize and provide support to schools. This also helps us to track the academic performance of the schools. The effectiveness of this depends on the professionalism, commitment and support of Dzongkhags and Education Monitoring and Support Services Division (EMSSD) to the schools.

Related Research

Sim, Quah Cheng [38] examined the instructional leadership role and the preference domain practiced by Malaysian principals. It also examined the concordance between the level of instructional leadership and the level of students' academic achievement. PIMRS questionnaire designed by Hallinger (1987) was adapted and employed. This study involved 220 school teachers. Findings revealed that Malaysian principals had successfully implemented the seven dimensions of instructional leadership role. Findings showed the existence of concordance between the level of instructional leadership and the level of students' academic achievement. Hence, it implied instructional leadership role is vital in producing better academic achievement in schools.

Instructional leadership in three Australian schools a research conducted by Gurr and Drysdale [49] has a long and rich history, yet is a concept that is complex, with multiple interpretations as to what an instructional leader does. From the case studies of the International Successful School Leadership Project, and link to a model of successful school leadership derived from the Australian case studies, three examples of instructional leadership from Australian schools are described illustrating both indirect and direct instructional leadership.

Leadership of schools was complex, and whilst there were examples of direct instructional leadership by principals, the more typical path is indirect, working through and with others. Clearly articulated values, beliefs and vision, fostering of good relationships, developing staff, and understanding the broader context surrounding schools were all features of the work of the principals. All three principals were clearly influential in terms of improving student outcomes, yet how they did this varied.

Prytula [50] University of Saskatchewan's paper describes a study of the perceptions that Saskatchewan school principals have regarding large-scale assessment reform and their perceptions of how assessment reform has affected their roles as principals. The findings revealed that large-scale assessments, especially provincial assessments, have affected the principal in Saskatchewan more positively than negatively or not at all, and that large-scale assessments appeared, in some cases, to have catalyzed the principals to move toward practices of instructional leadership, including goal setting, improving instructional practices, and measuring changes in student learning. Implications are included.

In conclusion the instructional leadership is also one of the most useful tools in creating a forward-looking environment. Almost everyone agrees that the key to improving student achievement is quality instructional leadership. But there is still some question as to what being an instructional leader means. Most definitions of the term have two elements in common: creating a school culture that makes student learning the top priority, and providing the resources necessary to support teachers' efforts to improve student learning.