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EFFECTIVE INSTRUCTIONAL LEADERSHIP AND SCHOOL IMPROVEMENT: A REGIONAL CASE STUDY

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Abstract

An effective educational supervision at individual, school and organizational level has become a need to enhance school qualitative growth and is considered central to any educational reform. This study reports on the Samoan teachers' perception on the effectiveness of instructional leadership and how this contributes towards school improvement. A case study research design was adopted, assembling data by the means of a questionnaire survey and document analysis. The analysis elucidates the teachers' marginally positive views on the effectiveness of instructional leadership and school improvement, though with a feeling that they need to bring positive change in their perception towards instructional leadership and its impact on students learning outcomes. This study supports the findings of other international research studies that impact of instructional leadership is effective if it's well received and contextualized by the school leaders and teachers to improve the learning and teaching which in turn should improve students learning outcomes. Implications of this study support the research literature indicating the significance of quality instructional leadership in school and the importance of clear goals setting and effective planning of supervision that aligns together with the needs of teachers based on the reforms initiated. These implications are also likely to be relevant and significant for other educational authorities within and beyond the small island developing states of the Pacific that have and are initiating reforms in the education sector and are planning on improving teacher performance to optimize the students learning outcomes.

Keywords: Instructional Leadership, Improvement, Educational Reform.
