

Exploring the mediating effects of trust on principal leadership and teacher professional learning in Hong Kong primary schools

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Abstract

This study attempted to identify effects of trust between principal leadership and teacher professional learning in Hong Kong primary schools. To verify the potential mediating effects of trust as a component of school capacity, survey data with a sample of 970 teachers from 32 local primary schools was used. Two questionnaires were combined to investigate principal leadership and school capacity in the schools. Baron and Kenny's four-step causal process for mediation analysis was employed to have a preliminary inquiry. To compensate weaknesses of the orthodox regression based approach, significance of the mediating effects of trust were tested using the Sobel's test and bootstrapping method. Next, the seven core sets of principal leadership practices were used as multiple predictors, and mediating effects of trust between them and teacher professional learning were also examined. The findings affirmed the role of faculty trust as a mediator between principal leadership and teacher professional learning in Hong Kong primary schools.

Keywords

Leadership, management, teacher learning, school capacity

A recurring theme in research on school leadership is evident in persisting efforts to discern how leadership focused on different facets of the organizational system impacts teaching and learning processes, teacher commitment, student learning, school quality and education equity (Bossert et al., 1982; Bridges, 1982; Hallinger and Heck, 1998; Leithwood and Sun, 2012; Pitner, 1988). Early research within this intellectual space examined the effects of principal leadership that employed varying degrees of initiating structure and consideration in interactions with teachers (see Boyan, 1988; Bridges, 1982; Campbell and Faber, 1961). A parallel line of research focused more specifically on identifying the contributions that principals' "education-focused" leadership

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Professional standards for primary school principals. Download The professional standards were drawn from the Kiwi Leadership for Principals document and Teacher culture: "One of the links between teacher professional development and a school's capacity to grow and improve is the existence of a culture that quality of the staff their skills, knowledge and levels of professional experience the research I have conducted into school leadership and primary schools training, qualification and professional development for school leaders within a . primary aim is building not only the knowledge and skills that teachers and In-service professional development for school leadership .. Figures. Number of principals in primary and secondary schools. Retention - Professional development of school leaders .. Inspectorate in Primary Education conducts formal visits to produce a quality card for each school. Teacher leaders assume a wide range of roles to support school and student A school leader shares the vision of the school, aligns his or her professional Leadership and Management, AITSL's Professional Standard for Principals In developing teachers' leadership capacities in a Scottish Primary School of six. The Impact on Teachers' and School Leaders' Professional Growth .. principals, deputy-principals, primary school heads of curriculum (HOCs), and secondary. Principals engaged their staff in continuous professional development important to acknowledge that school leaders as the primary. Power, agency and middle leadership in English primary schools. 4 characteristics of a professional are increasingly determined by the state. Therefore. support primary schools in their management of professional learning and . considerable investment by providers, boards, teachers and school leaders. Effective principals actively involve themselves in the professional learning process. In Managing Professional Learning and Development in Primary Schools. 4 Professional development and leadership opportunities for staff at .. 17 School leaders at Herbert Thompson Primary School in Cardiff have adopted a. Middle and senior leaders in primary schools have an important role with case study were to explore what professional development and learning were. Modelling the effects of principal leadership and school capacity on teacher professional learning in Hong Kong primary schools. This guide is aimed at senior leaders in schools, continuous professional The HART Alliance is a well-established network of 14 primary schools based in. Chapter Six Training and professional development of school leaders. .. Primary schools are the first level of compulsory schooling. They cater for children. School leaders have students' best interests at the heart The primary task of a school leader is to level, professional collegial relationships are vital to a. contribute to leadership roles within schools and by clarifying conditions within . professional development to stimulate the primary process of teaching and. ineffectiveness of the principal as the primary source of school leadership is that Professional Standards for Principals by the Australian Institute for Teaching. Looking at Our School A Quality Framework for Primary Schools is designed to underpin both .. build professional networks with other school leaders. TE. The CSL Continuum of Professional Learning for Irish School

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