

How Instructional Leadership Is Interpreted and Practised by Principals in Higher Secondary Schools in Bhutan

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Abstract:

Global studies have shown that Instructional leadership (IL) enhances teacher practices. IL is a new concept in Bhutan, and the Ministry of Education (MoE) emphasises IL because it is deemed a key driver to augment teaching, foster the acquisition of 21st-century skills, and provide quality education. This study aims to explore the IL practices of school leaders and investigate factors that influence IL practices and the impact of IL on teachers' practices. It will help to develop an IL model that is contextually appropriate and culturally relevant for school leaders to support their IL practices.

This study incorporated qualitative research through semi-structured interviews with 19 principals of higher secondary schools in Bhutan. Themes such as school context, policy, lack of resources and principals' workload emerged, which appeared to be factors influencing instructional leadership in Bhutan. Furthermore, there was a misconception and misinterpretation of what instructional leadership means.

The findings will strengthen the IL practices of school leaders and teachers. This study will be a pioneering attempt to understand IL practices and their influence on teachers' practices, which will serve as a foundation for future studies in Bhutan. Lastly, this study will attempt to build knowledge and clarify their misconception about instructional leadership.