

## Leading in Changing Contexts - China

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To answer what Chinese educational leadership can contribute to the international community (Walker et al., 2012), this talk will systematic review literature on Chinese principalship published in English in international journal between 1991 and May 2024. We will find that there were few Chinese educational leadership studies published before 2014. However, over the past decade, research in this field has experienced rapid international development. The focus of reseach has evolved from individual principal leadership to teacher leadership, and subsequently toward system leadership. Additionally, there has been a shift from emphasizing school improvement to broader system improvement. Research methods have grown more sophisticated, and the rigor of the studies has increased. Nevertheless, it is crucial to acknowledge the limitations of Chinese educational leadership research. First, there is the challenge of how current research can more effectively provide insights into the urgent issues in practice. Second, despite the richness of China's culture and educational practices, the question remains why current research still predominantly relies on Western educational leadership concepts, using Chinese data to validate Western theories. Overall, we have successfully shared the narrative of Chinese educational leadership research with the international academic community, this story has not yet been transformed into research theories that can more effectively contribute to the international community.

## 變動情境下的學校領導 Changing Contexts for School Leadership



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