Changing Contexts for Leading Schools
School Leadership in Malaysia

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Asian scholars are making major contributions to knowledge production in educational leadership and management. More than half (55%) of all submissions to Educational Management, Administration and Leadership (EMAL) n the past 12 months were from Asia. This is an indication of the growing importance of our field in this continent, underlining the value of the Asia Leadership Round Table. China had more than 100 submissions, with significant numbers also from Hong Kong, Malaysia, Taiwan and Turkey.

This paper will focus on school leadership in Malaysia. The Malaysia Education Blueprint (2013-2025) outlines an ambitious plan to improve student outcomes, so that the country appears in the top third of countries in international comparative tables such as the Program for International Student Assessment (PISA). Leadership is a key component of the Blueprint, with several policy initiatives intended to develop and foreground this aspect of schooling. These include:

1. Mandatory training for new and aspiring school principals.
2. Formal expectations that principals are (or will become) instructional leaders.
3. Other senior and middle leaders are expected to contribute significantly to school development within a normative distributed leadership framework.

These initiatives are consistent with international research and literature, which are widely cited in the Blueprint, but the outcomes are modest, with only limited improvements to PISA scores, for example. This paper will present research on the relationship between policy formation, policy implementation, school leadership, and student outcomes. Facilitators and barriers to effective implementation will be presented, and advice offered on how national ambition could be translated into educational success.

雙動情境下的學校領導
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