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THE PRINCIPAL AS INSTRUCTIONAL LEADER

AN ANNOTATED BIBLIOGRAPHY

Janet Fullerton-Rawlins

This bibliography brings together a selection of works on the principal as instructional leader. There has been extensive research in this area, but the bibliography does not attempt to be comprehensive in coverage. Instead, it attempts to provide a basic research tool for researchers on the subject. The bibliography is divided into three sections. The first section deals with the Caribbean. Because of the paucity of literature on the region, it was decided to include most of the relevant literature for which annotations could be provided, regardless of the date of publication. Although the second section is international in scope, the majority of the entries relate to the United States. This section is very selective and only includes literature from 1990, with emphasis on the more recent literature. It is organized by the following areas in which the principal exhibits his influence as an instructional leader: 1) general leadership, 2) staff development, 3) student achievement, and 4) community involvement. The final section identifies some websites that should be useful for Internet research on this topic.

Introduction

Educational leadership can be broadly defined as a social process in which one person in an educational organization influences the goals, vision, work, individual performances, and relations in that organization (Yukl as cited in Hoy & Miskel, 2001). The role of the principal as an educational leader is one of the areas in education that has been widely researched and continues to be researched. However, it is noticeable that the role of the principal as instructional leader, within the broader framework of educational leadership, has been receiving a great deal of attention from researchers. The responsibilities involved in instructional leadership include setting goals and standards, improving student performance, providing professional development for faculty and staff, and engaging the local community. The National Association of Elementary School Principals (2001) in the United States has highlighted six standards of instructional leadership:

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1. Leading schools in a way that puts student and adult learning at the center while serving as leader and teacher.
2. Promoting the academic success of all students by setting high standards and an environment of achievement.
3. Creating curriculum and instruction that ensure student progress to agreed-upon academic standards.
4. Creating a climate of continuous learning for adults that is tied to student learning.
5. Using multiple sources of data as a diagnostic tool to assess, identify, and apply instructional improvement.
6. Actively engaging the community to share in responsibility for school success.

According to Brown and Irby (2001), “school reform efforts have focused attention on the principal as the person who facilitates the process of transforming schools and who leads faculty, staff, students, and community to levels of excellence” (p. vii). Therefore, as an instructional leader, the principal is the one responsible for achieving educational excellence in a school.

As a leader, the principal’s role is akin to a manager of an organization where the leadership focuses on making decisions about what should be done to improve the organization (Kowalski, 2003). However, whereas management seeks to influence people so that they will achieve predetermined organizational objectives, leadership strives to influence people to create shared objectives and then attain them (Kowalski, p. 3). Leadership involves the embodiment and articulation of a vision and its communication to others (Bush & Bell, 2002). It is this vision that distinguishes leaders from those who are just good managers. This is the role that school principals are required to assume as instructional leaders.

Principals, as instructional leaders, recognize that teaching, learning, and academic achievement are the main business of the school. They recognize that the students, staff, parents, and community all come

together to execute this business in an effective way. The role of principals is to combine all these elements to ensure that the business of the school is successfully carried out and maintained. As instructional leaders, they must ensure that teachers are committed, students are actively engaged in learning, and parents are supportive. They must be able to motivate the staff, provide avenues for professional development, encourage their students, and communicate with parents and the community at large. In addition to having a clear vision for the school, principals, as instructional leaders, must have clear and well-understood goals; establish a safe and positive school climate; focus on academics, teaching, and learning; and practise shared decision making in tandem with teachers, parents, and students (Educational Research Service [ERS], 2000). In effect, they must use their position to move the school to educational excellence (Kimbrough & Burkett, 1990).

One of the earliest models of instructional leadership was proposed by Sergiovanni (1995), who suggests that leadership is made up of a set of forces that the principal uses to make the school effective. These forces are technical, human, educational, symbolic, and cultural:

- The technical leader displays sound management techniques such as planning and time management.
- The human leader harnesses the school's human resources and motivates them.
- The educational leader shows expert knowledge about matters of education, curriculum, teaching, and learning.
- The symbolic leader emphasizes matters of importance to the school community.
- The cultural leader seeks to define a culture of the school – its goals, vision, and values.

Sergiovanni suggests that a school's effectiveness depends on a combination of these forces.

In addition to being instructional leaders, principals must also possess a wide range of skills to manage the school and lead it to excellence. Kimbrough and Burkett (1990) posit that principals need more skills than the ordinary manager in other organizations, and these skills are important in performing the tasks involved in the leadership role.

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McEwan (2003) points out that strong principals must exhibit the following behaviours:

- display commitment to academic goals
- provide forceful and dynamic leadership
- consult effectively with others
- create order and discipline
- marshal resources
- use time well
- evaluate results.

Other researchers have identified a number of other skills that principals must possess, which range from communication and public relations, to conflict resolution and mediation skills (ERS, 2000).

Although schools may vary in size, complexity, and location, the fundamental functions of principals remain the same. It is their influence as instructional leaders that will ultimately develop and lead the school to success and to excellence.

References

- Brown, G., & Irby, B. (2001). *The principal portfolio* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Bush, T., & Bell, L. (Eds.). (2002). *The principles and practice of educational management*. London: Paul Chapman Publishing.
- Educational Research Service. (2000). *The principal, keystone of a high-achieving school: Attracting and keeping the leaders we need*. Arlington, VA: ERS for the National Association of Elementary School Principals and the National Association of Secondary School Principals.
- Hoy, W., & Miskel, C. (2001). *Educational administration: Theory, research and practice* (6th ed.). Boston: McGraw Hill.
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- McEwan, Elaine K. (2003). *Seven steps to effective instructional leadership* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- National Association of Elementary School Principals. (2001). *Leading learning communities: Standards for what principals should know and be able to do*. Alexandria, VA: NAESP.

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Sergiovanni, T. J. (1995). *The principalship: A reflective practice perspective* (3rd ed.). Boston: Allyn & Bacon.

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CARIBBEAN

Buckley-Jones, Barbara A.

Principals' leadership style, its expression and effect on teachers' job satisfaction. Unpublished doctoral dissertation, The University of the West Indies, Mona, 1988. xiv, 321 p.

This study examined the leadership style of secondary school principals in Jamaica, and attempted to identify its effects on the job satisfaction of teachers. Data were gathered through a questionnaire sent to 23 principals and 119 teachers, drawn from all secondary school types. Results of the data analysis revealed a definite instructional leadership style, as principals indicated that they emphasized planning, decision making, communicating, and social and professional support as aspects of their leadership style, which influenced teacher morale and performance.

David, Douglas E.

The effects of headmaster/headmistress leadership styles on teachers' morale in primary schools in Region 4. Unpublished master's thesis, University of Guyana, 1992. vi, 158 p.

This study sought to test the widely held view that leadership styles have an effect on teacher morale. Questionnaires were used to collect data from teachers and headmistresses in 20 primary schools in Region 4, Guyana. One of the findings showed that the leadership style of heads had a significant relationship with teacher morale.

Davidson, Frances E.

Teachers' perceived leadership behaviour of principals and morale in a selected sample of schools. Unpublished master's thesis, The University of the West Indies, Mona, 1979. vii, 165 p.

This study sought to identify: 1) the different aspects of principals' leadership behaviour which both principals and teachers considered important for enhancing the harmonious and productive functioning of the school, and 2) the reaction of teachers to these aspects of principals'

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leadership. Results of the data analysis showed aspects of instructional leadership, as both principals and teachers considered participation in decision making, consideration, and open communication as the major aspects of the principal's behaviour in relation to staff morale.

Hernandez, Denise Lucy Jeanne

The attitudes of primary school principals in St. George East toward the visionary leadership ideal. Unpublished master's thesis, The University of the West Indies, St. Augustine, 1991. x, 262 p.

This study attempted to determine whether or not primary school principals in the St. George East Educational District of Trinidad, exhibited the attributes of visionary leadership in their efforts to achieve quality education. One of the findings of the study revealed that almost all of the principals displayed a positive attitude toward visionary leadership and its practice in schools, in their efforts to achieve quality education.

Joseph, Arthur

Principal leadership at the junior secondary school in Trinidad and Tobago. Unpublished master's thesis, The University of the West Indies, St. Augustine, 2000. xii, 377 p.

The study sought to determine: 1) the leadership frames most often used by principals at junior secondary schools in Trinidad and Tobago, 2) the degree of effectiveness of these frames, and 3) the impact of principals' leadership on teachers' commitment to their school and student learning. The schools under study were categorized as high-achieving or low-achieving. The results of the study showed that there are leadership differences as well as teacher commitment differences in high-achieving and low-achieving schools, and that academic performance might be directly related to principal leadership and teacher commitment.

Mills, Carlton

Leadership and mission: Some challenges for the 21st century. In UNESCO/CARNEID. *The Caribbean education annual*, (pp. 15-19). Bridgetown: CARNEID Coordinating Centre, 1997. (Caribbean Education Annual; vol. IV, 96-97).

This paper attempts to provide: 1) a working definition of the concept of "Leadership and Mission" and advance some suggestions on how

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principals can develop effective and achievable missions for their schools; and 2) issue some challenges to principals on how to communicate their mission to staff effectively so that they can help to create better schools for the 21st century.

Mortley-Modeste, Agatha

The role of the school principal in staff development in St. Lucia. Unpublished master's thesis, McGill University, 1993. ix, 114 p.

This study explored the role of the principal in staff development and whether it corresponded with the expectations of school teachers. It found that, generally, school principals play a positive role in staff development and that this matches teachers' expectations. This role takes the form of conducting orientation sessions for new staff, advising staff on teaching techniques, encouraging staff to pursue further studies, inviting their input in school related matters, and preparing effective professional development day sessions.

Scott-McDonald, Kerida Verity

Dimensions of principal effectiveness in Jamaican primary level schools – an ethnography. Unpublished doctoral dissertation, Harvard University, 1989. [viii], 695 p.

This study, based on one-year's ethnographic research in two Jamaican primary schools, documented and analyzed the leadership behaviour and organization of the principals of these schools. It describes the content and characteristics of the principals' work, the context within which they worked, the problems they encountered, and the strategies they used in solving them. The underlying assumption was that the effectiveness of a school ultimately depended on the effectiveness of its leader. The study concludes with an examination of the facets of leadership behaviour that were particularly responsive to the special demands and constraints of the environment in which the principals worked, and which helped contribute to school effectiveness.

Simmonds, Alletha P.

Teachers' perceived leadership behaviour of principals and teachers' performance in a sample of fifty all-age schools in rural and urban Jamaica. Unpublished master's thesis, The University of the West Indies, Mona, 1994. xii, 194 p.

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This study sought to identify the relationship between teachers' perceived leadership behaviour of principals and teachers' performance in a sample of 50 all-age schools in three parishes in Jamaica. From the data collected, it was revealed that there was a positive and significant relationship between teachers' perceived leadership behaviour of principals and teachers' performance. Principals were perceived to demonstrate high levels of leadership behaviour—task- and people-oriented—and teachers were generally perceived to perform at high levels.

Stewart, V. S.

The role of the principal in the secondary school. *Educational Journal of Trinidad and Tobago*, 6 (2), September, 1976, pp. 28-35.

The article defines the role of the principal as sociologist, helmsman, manager, educational expert, and human being. It also shows how the role of principals is to manage the human and other resources of the school so that, with society, child, and curriculum, they can steer or direct the educational process to the all-round development of the child.

Thompson, Cynthia

Preparing principals to be instructional leaders. *Caribbean Teacher*, October, 2001, pp. 14-15.

This article describes an in-service programme for principals in Belizean primary schools between 1996 and 1999, through which 192 principals received training. It also discusses the role and functions of the principal as instructional leader.

Worrell, George Christopher

Primary school leadership: A case of two recently retired principals in the Port of Spain and Environs Education Division. Unpublished master's thesis, The University of the West Indies, St. Augustine, 1994. vii, 114 p.

The thesis examined the leadership principles and practices of two recently retired and highly successful primary school principals of the Port of Spain and Environs Division of the Ministry of Education in Trinidad and Tobago. Results of the data analysis revealed that the leaders' styles were autocratic and were effective in terms of the

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academic results of their students. The findings also showed that they used their human and material resources successfully to produce high-performing schools. It was observed that the leaders took full advantage of the location of the schools (one in the centre of Port of Spain and the other in an upper middle-class residential suburb), which set the tone for the leaders' drive and commitment to academic excellence.

INTERNATIONAL

General

Boyd, Bill

The principal as teacher: A model for instructional leadership. *NASSP Bulletin*, 80 (580), May 1996, pp. 65-73.

This article shows how the principal-as-teacher model is one possible means of making principals effective instructional leaders. This approach gives the principal a feel for the educational process, allows for the testing of administrative decisions or policy, provides direct contact between principal and students, and keeps the principal active academically.

Butterworth, Barbara and Weinstein, Rhona S.

Enhancing motivational opportunity in elementary schooling: A case study of the ecology of principal leadership. *Elementary School Journal*, 97 (1), September 1996, pp. 57-80.

This article examines the efforts of an elementary school principal to create a motivating school climate. It discusses four ecological principles: 1) the development of activities that recognize individuality and demand involvement and adaptation, 2) the expansion of resources to the whole school community, 3) the interdependence of activities at each school level, and 4) the balancing of resources and activities.

Casavant, Marc D. and Cherkowski, Sabre

Effective leadership: Bringing mentoring and creativity to the principalship. *NASSP Bulletin*, 85 (624), April 2001, pp. 71-81.

This article examines the issues and problems associated with the decline in potential leaders applying for the principalship in the United States. It

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then explores the behaviours that constitute effective leadership, and suggests that mentoring, combined with creativity training, has the potential to positively affect leadership style.

Childs-Bowen, Deborah; Moller, Gayle and Scrivner, Jennifer

Principals: Leaders of leaders. *NASSP Bulletin*, 84 (616), May 2000, pp. 27-34.

This article states that as leaders, principals must build systems to ensure sustainability of the leadership structure. Four strategies are offered for principals to help leadership in schools: 1) create opportunities for teachers to lead, 2) build professional learning communities, 3) provide quality professional development, and 4) celebrate innovation and teacher expertise.

Cross, Christopher T. and Rice, Robert C.

The role of the principal as instructional leader in a standards-driven system. *NASSP Bulletin*, 84 (620), December 2000, pp. 61-65.

This article explores four elements of effective instructional leadership: 1) vision and commitment, 2) high expectations and trust, 3) effective communication, and 4) courage to collaborate. The principal's role is highlighted and discussed.

Ferrandino, Vincent L.

Challenges for 21st century elementary school principals. *Phi Delta Kappan*, 82 (6), February 2001, pp. 440-442.

This article points out that the principalship of the 21st century requires more than an array of managerial skills. It requires the ability to lead others, to stand for important ideas and values, and more importantly, it requires never losing sight of a vision.

Gordon, Bruce G.; Stockard, J. W. and Williford, H.

The principal's role as school leader. *Educational Research Quarterly*, 15 (4), October 1992, pp. 29-38.

Perceptions of the current and ideal roles of the principal were compared using responses of 147 Alabama teachers. Differences between current and ideal roles were found for categories of counselor, evaluator,

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motivator, and supervisor. The results emphasized the varying perceptions teachers have of principals.

Grantham, Tarek C. and Ford, Donna Y.

Principal instructional leadership can reverse the under-representation of Black students in gifted education. *NASSP Bulletin*, 82 (595), February 1998, pp. 101-109.

This article states that principals can help to improve the representation of Black students in the United States in gifted education, by focusing on teacher supervision and evaluation, staff development, and quality control.

Hallinger, Philip

The evolving role of American principals: From managerial to instructional to transformational leaders. *Journal of Educational Administration*, 30 (3), 1992, pp.35-48.

This article analyzes the evolution of the principalship in the United States between 1960 and 1992, focusing on three main roles: programme manager, instructional leader, and transformational leader. In each case, the article explores the basis of the role and its relationship to the leadership demands from the school environments. It also discusses the implications for the evolving role of the principalship in the United States.

Isherwood, Geoffrey B. and Achoka, Judith

The secondary school principal in Quebec. Role and responsibilities. *Education Canada*, 31 (1), Spring 1991, pp. 39-43.

This article focuses on the results of a study done on the role of the principal in English-speaking secondary schools in Quebec. Four aspects of the principal's role were investigated: 1) the expectations held by secondary school principals, 2) conflicts experienced by secondary school principals, 3) ambiguities that exist in the role of the secondary principal, and 4) how the contemporary role of the principal compares with that of 20 years earlier. In looking at the final question, the discussion showed that the role has changed because of changes in the school environment and that the principal is now less autocratic, and more inclined to consult teachers, staff council, parents, and the orientation committee on matters of policy.

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Karpicke, Herbert and Murphy, Mary E.

Productive school culture: Principals working from the inside. *NASSP Bulletin*, 80 (576), January 1996, pp. 26-34.

This article asserts that principals are responsible for setting the conditions which result in a culture that produces excellence. It accepts that they cannot do it alone, however, they can provide the leadership and support that produce an environment which reflects productivity.

McEwan, Elaine K.

Seven steps to effective instructional leadership (2nd ed.). Thousand Oaks, CA: Corwin Press, 2003. xviii, 197 p.

This book highlights seven steps to instructional leadership. These are: 1) establish, implement, and achieve academic standards; 2) be an instructional resource for staff; 3) create a learning-oriented school culture and climate; 4) communicate school's vision and mission to staff and students; 5) set high expectations for staff and oneself; 6) develop teacher leaders; and 7) develop and maintain positive relationships with students, staff, and parents. It concludes with a checklist of things a principal can do to become an effective instructional leader.

Moorthy, David

The Canadian principal of the '90s: Manager or instructional leader? Or both? *Education Canada*, 32 (2), Summer 1992, pp. 8-11.

This article states that although principals typically emphasize their managerial role, they need to increase their role as instructional leaders. The principal's role as an instructional leader involves three main areas: 1) defining the school mission, 2) overseeing the instructional programme, and 3) promoting the school learning climate.

National Association of Elementary School Principals

Leading learning communities: Standards for what principals should know and be able to do. Alexandria, VA: NAESP, 2001. 96 p.

This handbook is designed to guide elementary and middle-level principals in developing their responsibilities in key instructional areas. These responsibilities include setting goals and standards, improving

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student performance, providing professional development for staff, effectively using data and testing tools, and engaging the local community. It also sets out six standards that define instructional leadership for today's principals. These are: 1) leading schools in a way that puts student and adult learning at the centre, 2) promoting the academic success of all students, 3) creating and demanding rigorous content and instruction, 4) creating a climate of continuous learning for adults, 5) using multiple sources of data as a diagnostic tool, and 6) actively engaging the community.

Niece, Richard D.

The principal as instructional leader: Past influences and current resources. *NASSP Bulletin*, 77 (553), May 1993, pp. 12-18.

The article describes a study of secondary principals that attempted to: 1) generate categories of instructional leadership, 2) identify sources previously influencing secondary principals emerging into instructional leaders, and 3) note sources that principals seek out for advice and information. The findings show that effective instructional leaders are people-oriented, function within a network of other principals, and value strong mentor relationships.

Parker, Stephanie A., and Day, Victoria P.

Promoting inclusion through instructional leadership: The roles of the secondary school principal. *NASSP Bulletin*, 81 (587), March 1997, pp. 83-89.

According to this article, purposeful leadership is the key to school communities. The article outlines five aspects of instructional leadership which principals must practise to create school communities: 1) clearly define and articulate an inclusive school mission, 2) foster a school climate aimed at all students' success, 3) manage and coordinate curriculum and instructional resources to support inclusive goals, 4) monitor and support each student's progress, and 5) model reflective management and teacher supervision practices.

Quinn, David M.

The impact of principal leadership behaviors on instructional practice and student engagement. *Journal of Educational Administration*, 40 (5), 2002, pp. 447-467.

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The purpose of this study was to identify the relationship between principal leadership behaviours and teacher instructional practice descriptors. The study was conducted in eight elementary, eight middle, and eight high schools in the United States. Teachers in each school were surveyed on the principal's instructional leadership abilities. Results showed that instructional leadership practices correlated highly with instructional practice descriptors. The study confirmed the importance of instructional leadership and gives some insight into the nature of this leadership.

Schmieder, June H. and Cairns, Donald

Ten skills of highly effective principals. Lancaster, PA: Technomic Publishing Company, 1996. xxiii, 111 p.

This book defines the following 10 skills that educators believe are most likely to create effective leadership and instructional leadership: 1) having a vision; 2) demonstrating a desire to make a significant difference in the lives of staff and students; 3) knowing how to evaluate staff; 4) understanding that change is ongoing and may alter vision; 5) being aware of one's biases, strengths, and weaknesses; 6) knowing how to conduct group meetings; 7) having self-confidence; 8) knowing how to assess job responsibilities; 9) knowing how to encourage involvement by all parties in the educational community; and 10) having a sense of ethics and professional values.

Smith, Roger

The primary headteacher's handbook: the essential guide for primary heads. London: Kogan Page, 2002. 224 p.

This book, which is intended as a guide for primary school principals in the United Kingdom, shows how to approach the day-to-day running of a primary school. It also shows how to create organizational structures in which staff and students can be inspired. It examines topics such as planning for success and a positive school ethos, developing staff, teaching and learning, running the school as an organization, coping with inspection, and raising and maintaining standards.

Wanzare, Zachariah and Da Costa, José L.

Rethinking instructional leadership roles of the school principal: Challenges and prospects. *Journal of Educational Thought*, 35 (3), December 2001, pp. 269-295.

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This article argues that the principal's tasks, especially those associated with instructional leadership, are numerous, challenging, and complex. It identifies 38 major roles of the principal, including creating a visible presence in the school and supervising instructional activities of teachers. The article also examines the principal's instructional leadership role, the major constraints inherent in this role, and strategies for alleviating problems.

Welch, Frances C.; Lindsay, Sandra and Halfacre, John

Quality principals: Questions to consider. *Principal Leadership*, 1 (6), February 2001, pp. 56-59.

This article argues that to be effective leaders, principals need to communicate clearly with all concerned with the school—what they believe, what they expect, where they have been, and where they want to go.

Staff Development

Blase, Joseph and Blase, Jo

Effective instructional leadership. *Journal of Educational Administration*, 38 (2), 2000, pp. 130-141.

This article gives the result of a study in which over 800 American teachers responded to a questionnaire which asked them to identify and describe characteristics of principals that enhanced their classroom instruction, and the impacts those characteristics had on them. The findings revealed two themes of effective instructional leadership: 1) talking with teachers to promote reflection, and 2) promoting professional growth.

Blase, Jo and Blase, Joseph

The teacher's principal. *Journal of Staff Development*, 22 (1), Winter 2001, pp. 22-25.

This article discusses effective instructional leadership. It also looks at how principals can improve teaching, and how teachers' views of leaders affect what they do in the classroom. In addition, it highlights two major themes in instructional leadership—talking with teachers to promote reflection, and promoting professional growth.

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Colley, Amy

What can principals do about new teacher attrition? *Principal*, 81 (4), March 2002, pp. 22-24.

This article makes the point that principals can help to stop the flight of teachers from the profession. They can do this by providing support as instructional leaders, culture builders, and mentor coordinators, and by creating an environment in which new teachers are able to thrive.

Educational Research Service

The principal, keystone of a high-achieving school: Attracting and keeping the leaders we need. Arlington, VA: ERS for the National Association of School Principals, and the National Association of Secondary School Principals, 2000. vi, 85 p.

This report reviews the research on the leadership roles of effective principals. It also gives guidelines for recruiting and hiring principals, and gives suggestions for professional development activities.

Kelleher, James

Encouraging reflective practice. *Principal Leadership*, 3 (2), October 2002, pp. 20-23.

This article looks at how principals can encourage their teachers in reflective practice as a part of the professional development vision of the school.

Knipe, Carroll and Speck, Marsha

Improving competence in the classroom. *Principal Leadership*, 3 (2) October 2002, pp. 57-59.

This article states that principals, as leaders of schools, must take an active role in creating adequate professional development for staff members, as this helps to improve student achievement.

Maulding, Wanda and Joachim, Pat

When quality really counts. *Contemporary Education*, 71 (4), 2000, pp. 16-18.

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According to this article, quality in education depends to a large extent on the teachers. Principals must establish a partnership between themselves and teachers. They should also emphasize to teachers that the success of the students is important. This will instil an atmosphere of confidence from the staff in the ability of the instructional leader to assist them in improvement and/or growth, when necessary.

Riggs, Ernestine G. and Serafin, Ana Gil

The principal as instructional leader: Teaching high school teachers how to teach reading. *NASSP Bulletin*, 82 (600), October 1998, pp. 78-84.

The main focus of this article is "The Strategic Teaching and Reading Project," which was developed in the United States to be used in secondary classrooms to improve the reading ability of all students. However, the article initially discusses the role of the principal in providing professional development for staff to improve student achievement.

Youngs, Peter and King, M. Bruce

Principal leadership for professional development to build school capacity. *Educational Administration Quarterly*, 38 (5), December 2002, pp. 643-670.

This article gives the findings of a qualitative study of four urban elementary schools in the United States. The study sought to examine the extent to which, and the ways in which, principal leadership for professional development addressed three aspects of school organizational capacity: 1) teachers' knowledge, skills, and dispositions; 2) professional community; and 3) programme coherence. The findings revealed that effective principals can sustain high levels of capacity by establishing trust, creating structures that promote teacher learning, and by either connecting their faculties to external faculties or helping teachers generate reforms internally.

Student Achievement

Andrews, Richard L.; Basom, Margaret R. and Basom, Myron

Instructional leadership: Supervision that makes a difference. *Theory into Practice*, 30 (2), Spring 1991, pp. 97-101.

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This article examines the supervisory practices of instructional leaders that have been found to increase student achievement. Four practices are identified as important: 1) resource provider, 2) instructional resource, 3) communicator, and 4) visible presence.

Bulach, Clete; Lunenburg, Fred C. and McCallon, R.

The influence of the principal's leadership style on school climate and student achievement. *People in Education*, 3 (3), September 1995, pp. 333-350.

This study examined the influence of the principal's leadership style on school climate and student achievement. Principals and teachers in 20 elementary schools in the United States were involved in the study. The results of the study revealed that principals who involved students, parents, and community in the decision-making process have higher student achievement.

Dempsey, Dennis F.

The principal push for technology. *High School Magazine*, 7 (1), September 1999, pp. 30-33.

This article suggests that if schools are going to meet the challenges of preparing students for the 21st century, school principals must be involved in the integration of technology throughout the school. It also states that the principal must lead by example by using the technology himself and establishing an environment that encourages the use of technology.

DuFour, Richard

The learning-centered principal. *Educational Leadership*, 59 (8), May 2002, pp. 12-15.

In this article, a former principal describes how he transformed his high school from an emphasis on teaching to an emphasis on learning, by functioning as a learning leader rather than an instructional leader. The article asserts that all principals should become learning leaders who promote student and teacher learning.

Ediger, Marlow

The school principal as leader in reading instruction. *Reading Improvement* 37, (1), Spring 2000, pp. 20-29.

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This article suggests that the principal has a leading responsibility in improving the school curriculum. It discusses the principal's vital role in assisting teachers to help each student become the best reader possible, and presents several ways that principals can help teachers improve reading instruction.

Fink, Elaine and Resnick, Lauren B.

Developing principals as instructional leaders. *Phi Delta Kappan*, 82 (8), April 2001, pp. 598-610.

This article reflects on the experiences of the Community School District in New York City over an 11-year period, during which the school district amassed a strong record of successful schooling improvement. It identifies nesting learning communities and cognitive apprenticeships as keys to success, and asserts that principals are responsible for establishing a pervasive culture of learning and teaching in each school.

Foriska, Terry J.

The principal as instructional leader: Teaming with teachers for student success. *Schools in the Middle*, 3 (3), February 1994. pp. 31-34.

This article shows how cooperation between a principal and teachers helped to improve student learning. After administering the cognitive section of the National Association of Secondary School Principal (NASSP) Learning Style to students and tabulating the results, the principal worked with teachers to personalize instruction and improve student learning.

Neuman, Mary and Pelchat, Judith

The challenge to leadership: Focusing on student achievement. *Phi Delta Kappan*, 82 (10), June 2001, pp. 732-736.

In this article, three educators—a superintendent, principal, and teacher leader—reflect on the relationship between leadership and student achievement. The discussion centred on how to promote leadership that encourages instructional agenda in schools.

Community Involvement

Epstein, Joyce Levy

School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76 (9), May 1995, pp. 701-712.

This article states that the reasons for developing school, family, and community partnerships are to: 1) improve school programmes and school climate, 2) provide family services and support, 3) increase parents' skills and leadership, 4) connect families with others in the school and the community, 5) help teachers with their work, and 6) help students succeed in school and later life. The article also provides guidelines for building these relationships.

Epstein, Joyce L. and Sheldon, Steven B.

Present and accounted for: Improving student attendance through family and community involvement. *Journal of Educational Research*, 95 (5), May/June 2002, pp. 309-318.

This study shows how family/school/community partnerships may contribute to the reduction of student absenteeism and truancy. Data were collected on primary and secondary schools' rates of daily student attendance and chronic absenteeism, and on specific partnership practices that were implemented to help increase or sustain student attendance. Results suggest that schools interested in improving or maintaining good attendance could benefit from taking a comprehensive approach, which includes students, educators, parents, and community partners.

Griffith, James

Principal leadership of parent involvement. *Journal of Educational Administration*, 39 (2), 2001, pp. 162-186.

This article reports on a study undertaken to determine the principal behaviours associated with high levels of parental involvement in schools. The study collected data from 82 elementary schools in the United States, school principals, and school archives. The findings of the study reveal that the general belief is that principals' behaviour influence parent involvement. The findings also identify specific roles associated

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with parent involvement and factors traditionally associated with parent involvement.

Hatch, Thomas

How community action contributes to achievement. *Educational Leadership*, 55 (8), May 1998, pp. 16-19.

This article highlights developments at Alliance Schools in Texas, USA, which show that the power of community involvement for improving learning may come from a number of different sources. It shows that community involvement contributes to improvement in three areas: 1) the physical conditions, resources, and constituencies that support learning; 2) the attitudes and expectations of parents, teachers, and students; and 3) the depth and quality of the learning experiences in which parents, teachers, and students participate.

Melville, Atelia I., and Blank, Martin J.

It takes a whole community.... *Principal*, 80 (1), September 2000, pp.18-20, 22.

In this article elementary school principals from several rural and urban community schools explain how close-knit community partnerships created campuses that involved parents, energized teachers, and enhanced children's learning.

McPhee, Rob

Orchestrating community involvement. *Educational Leadership*, 53 (4), December/January 1995/6, pp. 71-74.

In this article, an Alberta high school principal describes the process of transforming a small vocational training school into an innovative school of science and technology. It shows how discussions with all stakeholders proved to be very useful.

Sanders, Mavis G. and Harvey, Adia

Beyond the school walls: A case study of principal leadership for school-community collaboration. *Teachers College Record*, 104 (7), October 2002, pp. 1345-1368.

The Principal as Instructional Leader

This paper describes how one urban elementary school in the United States developed strong connections with 10 community businesses and organizations as part of its programme of school, family, and community partnerships. These partnerships supported the school's efforts to provide a challenging and nurturing learning environment for its students.

WEBSITES

Educational Leadership

This website is intended to help people interested in locating information on leadership in education. It contains the following: 1) a bibliography of books on educational leadership, 2) articles on educational leadership, 3) Dr. Ruth Rees' [developer of the website] M.Ed course outline on educational leadership, and 4) a case study. It is intended that, over time, the website will evolve in response to others' input, with case studies, interactive checklists, etc, being added.

URL: <http://educ.queensu.ca/~reesr/leadership.html>

The Knowledge Loom: Principal as Instructional Leader

This Knowledge Loom spotlight evolved through the work of the Principals' Leadership Network in the United States, which is a regional programme of the Education Alliance at Brown University in partnership with the National Association of Elementary School Principals. This spotlight allows users to: 1) read about best practices, 2) gain insight into successful strategies, 3) review research that supports the practices, 4) view stories about the best practices in real schools and districts, 5) add their own stories, questions, and bits of wisdom, 6) participate in online panel discussions, and 7) discover supporting organizations and resources.

URL: <http://knowledgeloom.org/pil/index.jsp>

Leadership in Education: Bibliography

This outline for a course by Coral Mitchell of the Faculty of Education, Brock University, includes an extensive list of selected references.

URL: <http://www.ed.brocku.ca/~cmitchell/dout.htm>

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Principal Leadership

This is the page for the Center of Excellence in Leadership of Learning's (CELL) Principal Leadership Colloquium Series. Links are provided to the following colloquia: Colloquium I: Challenges of the Modern Principals; Colloquium II: Shapers of the Principals; Colloquium III: Paradigms to Strengthen the Principals.

URL: <http://cell.uindy.edu/principalleadership.php>

Principal Leadership

This website, created by The National Association of Secondary School Principals (NASSP), is committed to continually improving services to middle and high school leaders. It contains news, views, and highlights about the principals. It also gives a link to a professional development site.

URL: <http://www.principals.org>

Principal Reference List

This page from the Institute for Educational Leadership: School Leadership for the 21st Century Initiative has an extensive list of references. Some of the references provide links to the full text of the document.

URL: www.iel.org/programs/21strefprincipal.html

Principals: Annotated Bibliography

This is an online bibliography by the Educational Leadership Academy of Northern New York (ELANNY), which is a specialized resource for enhancing the leadership capabilities of practicing and prospective educational administrators. The site provides links to the full text of many of the entries in the bibliography.

URL: http://www.clarkson.edu/business/shiple/elan/AB_Principals.htm

School Leadership: A Profile Document

This website was created by Valda Svede and Diane Jeudy-Hugo as one of the assignments for the computer conferencing Master's Level Course 1048: Educational Leadership and School Improvement, taught by Dr. Paul Begley at the Ontario Institute for Studies in Education of the University of Toronto. It presents various aspects of the school principal's duties and offers rubrics for evaluation.

URL: <http://www.oise.utoronto.ca/~vsvede/index.html>