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Instructional Leadership and the School Principal: A Passing Fancy that Refuses to Fade Away

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paper will seek to define the core characteristics underlying this approach to school leadership and management based upon both conceptual developments and empirical investigation. The review will identify the defining characteristics of instructional leadership as it has evolved, elaborate on the predominant model in use for studying instructional leadership, and report the empirical evidence about its effects. Finally, the paper will reflect on the relationship between this model and the evolving educational context in which it is exercised and how this is reshaping our perspective on instructional leadership.

The author wishes to thank Ronald Heck and Ken Leithwood whose own work influenced many of the ideas presented in this paper, and who contributed insightful suggestions for improving the manuscript.

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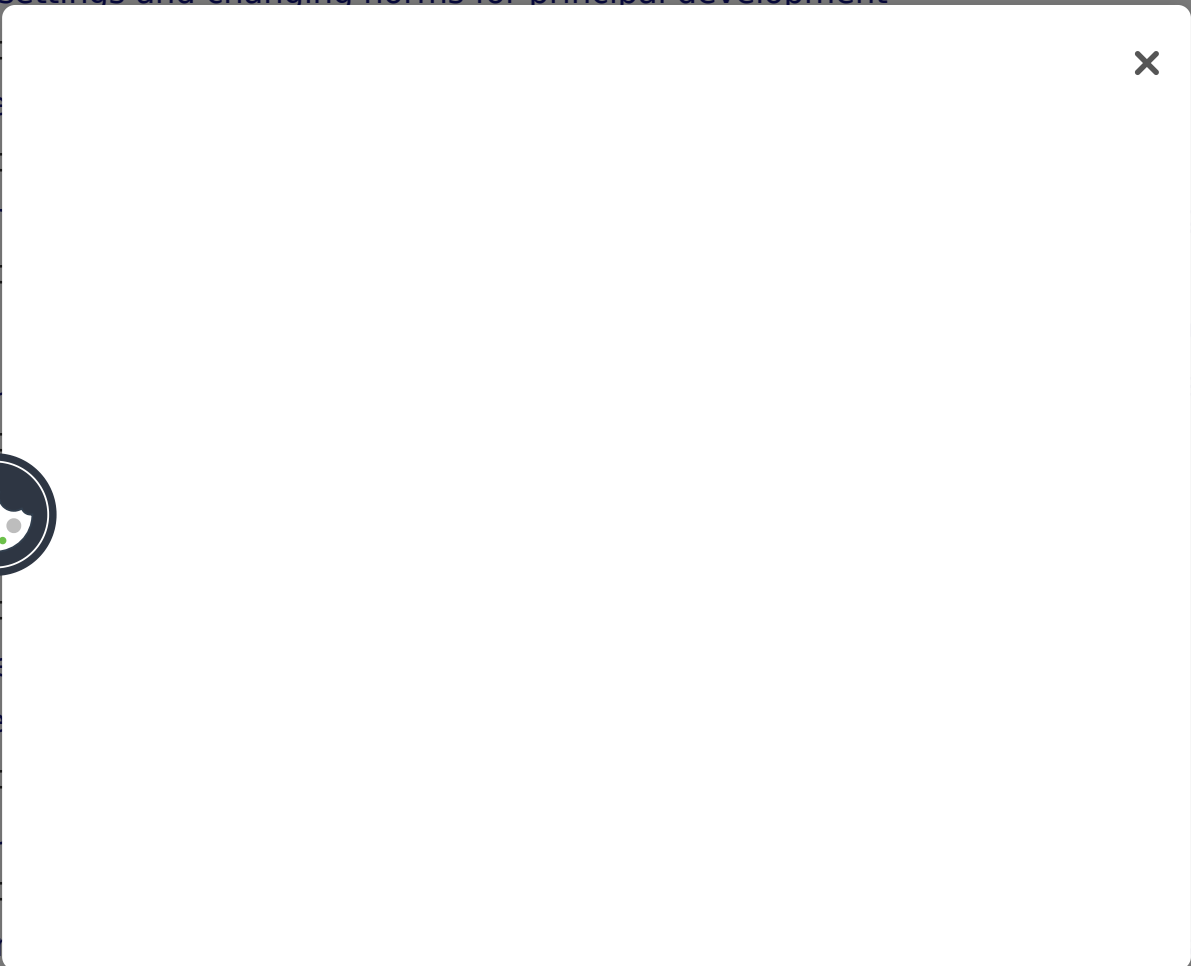
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