

## **How Do Primary School Principals in Singapore Conceive and Enact Their Role as Instructional Leaders?**

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First, analysis of data indicated that Singapore principals are rated very strong in aligning school activities including teaching practices and professional development schemes with the school vision. This reflects Singapore principals' emphasis on putting the school vision into actual practice. The findings of this study also allow an inference that the vision in Singapore schools is not rigid at all. Instead, principals were perceived to be active in reviewing the vision to ascertain its relevance to the teaching and learning needs of the school.

Second, Singapore principals were perceived to exercise school-wide instructional approaches for increased teaching and learning quality. Principals verbally encouraged teachers to self-reflect of their own teaching that includes an agreement on the meaning of teaching excellence and a self-reflection of the alignment between teaching practices and school vision. The encouragement of teachers' continual self-reflection and inquiry into their pedagogical methods not only benefits teacher's instruction but consolidates the collaboration between school leaders and teachers as well (Nolan and Hoover, 2004).

From the findings it might be inferred that one of Singapore principals' instructional practices conceived by teachers is the crucial role in creating a school culture of teacher collaboration. This inference is strengthened by previous studies on instructional leadership that have demonstrated and suggested principals as "culture builders" (Hallinger, 2005, p. 3). In addition, the MOE initiative in developing professional learning communities in schools is inextricably linked with Singapore principals' being strong in this instructional dimension. Also worthy of notice is the endeavors of Singapore principals in establishing both organizational and physical structures that benefit learning and teaching activities.