

**A Systematic Review of Research on Educational Leadership in Hong Kong
1995-2014**

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This paper aims to explore substantive findings from Hong Kong research studies of educational leadership published in core international journals between 1995 and 2014. It employs a systematic research review approach to analysis across a total of 160 published research papers. The review focuses on identifying any key research issue from a clearly delimited body of the relevant papers comprised of empirical, non-empirical and review/synthesis types of studies. The findings of the published papers are then explored and synthesised for any emergent theme as the research issue that might characterize the development of Hong Kong educational leadership in the past two decades. Analysis of the emergent themes is a two-stage process: (1) a comparative mapping of the themes cross the published papers; and (2) an in-depth coding of the themes for unlocking the meanings of the key research issues. The review results illustrate a methodological pattern, a set of key research issues and a research agenda grounded in the substantial findings of the published papers. The discussion highlights the issues of Hong Kong educational leadership the scholars were concerned with, affecting the frontline of kindergartens, primary and secondary schools.



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