



Identifying Behaviors and Dimensions of Teaching-Learning Leadership of Elementary School Principals: A Qualitative Research

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Abstract

A general consensus has been created on the need for the presence of effective school leaders who have can improve the quality of teaching-learning. Instructional leadership is a comprehensive activity which provides learning opportunities for teacher professional development and student academic achievement. This study was qualitative of descriptive exploratory type. Thematic analysis and themes network were used to identify the behaviors and dimensions of instructional leadership. In order to collect and identify themes, theoretical foundations and opinions of experts in this field were extracted and coded by analyzing the sources published texts during 1990-2018 which were indexed in databases. Due to the large number of sources, a number of them were selected based on sample criteria. In the present study, the coding first was done manually by studying the teaching learning leadership-related articles and documents (line by line) and computer coding was done with MAXQDA after completing the manual coding. Then, the results of these two codings were compared with each other, and the Holsti's approach was used to calculate the reliability, the reliability of which was 0.92.. Findings indicated that instructional leadership has eight dimensions, 25 components and 177 behaviors whose dimensions include defining the school's vision, school-based supervision, action research, the teacher professional development, preparation, monitoring of the teaching-learning process, distributive leadership, and curriculum management.

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Introduction

Leaders have received a lot of attention in management-related studies because of the special effects they have on the behavior of their followers. Different styles and characteristics have been mentioned for effective leaders. Teaching-learning leadership is able to properly encourage the teacher through appropriate behaviors, and increase their satisfaction while improving their motivation, such leaders while creating insight and value insight in self-awareness of their behavior, benefit from the knowledge and ability of teachers and provide the context for effective activity of teachers. In other words, teaching-learning leadership seeks to complement capabilities or eliminate shortcomings by taking advantage of each of the characteristics of teachers (Linburg, 2010: 66). Instructional leadership became a dominant model at schools from the very beginning of the effective school movement during 1980-1990 when the role of the principal in effectiveness was considered. Leithwood&Levin. (2010), in one of the most comprehensive studies, reviewed 131 articles and books published on school principal leadership introduced the instructional leadership model as one of the dominant models at school out of seven leadership models. Unlike other models, instructional leadership is an indigenous and school-specific style, targeting school principals. Edmonds & Law (2014) discussed instructional leadership style for the first time. During the recent years, the emphasis of educational supervision has been on the teaching-learning process aimed at improving the quality of teaching, specialization and professionalization of teacher work, and improving learning conditions. Instructional leadership as a model for school leadership and management peaked in the US during the 1980s before being influenced by transformational leadership in the 1990s. Instructional leadership has recently been manifested as a global phenomenon in the form of "leadership for learning". During the 1980s, some studies emerged on effective schools (Bossert et al, 1982;

Edmonds& Law, 2014; Hawley &Rosenholtz, 1984) focusing on policymakers and researchers focusing on teaching-learning leadership. According to the results of research, school principals do not have the necessary quality in this regard. The results of numerous researches also confirm this fact and have discussed the lack of knowledge and skills necessary for school leadership (Wang, et al.2019; McCart et al, 2016; Sailor & McCart, 2016). According to the results of exploring the causes of this problem, most leaders are not trained enough to take on the role of school manager (Sailor& McCart, 2016) and are not fully prepared and equipped for the challenges they face (Ibrahim, 2012). Leaders have also acknowledged in many cases that the training provided at universities has not prepared them for school leadership (Wang, et al.2019; McCart et al, 2016). Therefore, another concern is that the roles and skills of school principals that are emphasized in training programs are specific to the industrial age and do not meet the challenges and complexities of the schools of the present age. Furthermore, many researchers have questioned the adequacy of traditional programs for preparing and licensing school principals (Ibrahim, 2012; Schilber et al, 2012) and claim that school principals training programs have traditionally focused on knowledge, but In addition to strong basic knowledge, today's school principals must have the skills to apply that knowledge in school, as well as the inclinations and attitudes to use their knowledge and skills effectively. Evidence in Iran also confirms that there are no special requirements and scientific criteria in this field, even the available statistics show that only 8% of school principals in Iran have a degree in education management, so many researchers, policy makers and educational organizations are trying to find a solution to these challenges and concerns, and teaching-learning leadership seems to be a key part of these strategies and education reforms. The effectiveness of leadership behaviors are the factors beyond classroom processes including teachers' professional development, preparation,

supervision of the teaching-learning process, instructional leadership process (distributive leadership), curriculum management, learning experiences, behavior and learning outcomes of students, professionalism of teachers, learning environment, and individual characteristics of students. Taking a systematic look at the current school in Iran, it can be stated that the problems and difficulties of this organization are doubled. On the one hand, principals in Iran do not yet have the models of the instructional leadership process. On the other hand, there is no coherent professional 135 standard for their professional preparation and development in the teaching-learning process. Considering the essential role of leaders in the teaching-learning process in achieving individual, organizational-institutional and social goals among teachers and students, as well as the challenges which these processes face, adequate preparation of instructional leaders to play the current professional roles of teaching-learning, or the professional development of school leaders are vital as the focal point of the country's education. Due to the strategic significance of developing patterns of instructional leadership behaviors of schools managers and the lack of a comprehensive, systematic and local framework to organize and lead the efforts related to preparation and development models of the teaching-learning process of principals. This study seeks to answer the question What are the Behaviors and Dimensions of Instructional Leadership Among Elementary School Principals?

Method

The research method was qualitative of thematic analysis which is one of the appropriate analysis techniques in qualitative research. Thematic analysis is a process which can be used in most qualitative methods and can make it possible to convert qualitative information into quantitative. This method was part of qualitative research and a method for recognizing, analyzing and reporting patterns in qualitative data (Abedi

Jafari et al., 2011: 154) and is a process or tool for analyzing textual data. In this way, it turns scattered and diverse data into rich and detailed data (Braun, & Clarke2006). The tools of this method include theme format analysis and thematic network analysis, which are typically used in thematic analysis. The theme format introduces a list of themes (Abedi Jafari et al., 2011). The population of this study was determined based on the research objectives including all books, articles, and other documents related to the subject of instructional leadership available in the authoritative scientific databases "Scopus", "Elsevie", "Science Direct", "Noormags "," Irandoc "," Civilic " during 2000-2019. Numerous sources raised several perspectives on leadership learning, selecting, observing, and reviewing the studied units based on research objective. The reason for this type of selection means that the selected samples provide the maximum amount of information based on the research question (Martínez-Salgado, 2012). Based on the present study, the purposive sampling method was selected for this study. This form of sampling includes selecting the studied units based on the purpose research objective (Tashakkori& Teddlie, 2010). Keywords and indicators of instructional leadership were used to search for articles related to the research subject. In the initial studies, 210 documents were found based on the keyword. After reviewing their titles, it was found that most of them were related to other areas of leadership knowledge while 57 documents related to instructional leadership were selected for review. A number of 35 documents were selected after reviewing the abstract and the content of the documents. Due to the emphasis on the richness of the study, 13 documents were rejected due to the lack of information and inadequate quality. Finally, 22 documents were obtained which were selected for full review and thematic analysis. Criteria for accepting articles are shown in Table 1.

Table 1: Criteria for accepting documents and resources

Criterion	Criterion of accepting documents	Criterion of not accepting documents
Language of documents and resources	Persian and English	Non-Persian and English
Time of publication of documents and resources	From 2000 to the first half of 2019 and from 2002 to the first half of 2019	Before 2000 and before 2005
The subject of the document	Instructional leadership behaviors	Items other than instructional leadership behaviors
Type of study	Book, dissertation, article, report	Personal comments and unpublished reports
Status of document information and resources	Complete author and publisher information	Documents with incomplete information

In order to assess the validity of this study, the Global, organizing and basic themes were selected and confirmed by studying the theoretical foundations, research background, research objectives and resources, and also the opinions of a group of experts were considered and the final modification was performed. In this study, coding was conducted manually by reading the articles and documents related to instructional leadership. Then, the results of these two types of coding were compared with each other and Holsti's approach was used to calculate the reliability, the formula of which is: $PAO = 179 \times 2 / (230 + 155) = \%922M / (n1 + n2)$ Where Holsti'Percentage of Agreement Observation

(PAO) represents the percentage of agreement observation (reliability coefficient), M represents the number of agreements in the two coding stages, n1 indicates the number of coded units in the first stage, and n2 indicates the number of coded units in the second stage. This figure varies between zero (no agreement to a full agreement). Findings Table 2 shows the coding results along with the basic, comprehensive and organizing themes. The identified concepts regarding the themes of dimensions and indicators of instructional leadership have eight comprehensive themes, 25 organizing themes and 177 basic themes.

Table 2. A variety of global, organizational, and basic themes related to instructional leadership behaviors

GT	OT	BT
defining the school's vision	Determining the mission	Depicting a favorable perspective from the future of school
		Determining school mission
		Explaining the perspective for staff, students, parents and society
		Creating a common understanding of the perspective, missions and goals of school among stakeholders
		Encouraging others to move in the direction of the school's mission and goals
		Developing policies to realize the school's vision
		Providing a sense of insight for school
		Determining common goals and perspective for school with the cooperation of others

	D eterm	Encouraging others to move in the direction of the school's missions and goals
		Developing a common positive perspective and goal for the future of school and policies to achieve it
		Determining clear school goals
		Linking goals together
		Clarifying educational goals

continue table 2(continued)

GT	O T	BT
defining the school's vision	Determining the mission	Depicting a favorable perspective from the future of school
		Determining school mission
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		Encouraging others to move in the direction of the school's mission and goals
		Developing policies to realize the school's vision
		Providing a sense of insight for school
		Determining common goals and perspective for school with the cooperation of others
		Encouraging others to move in the direction of the school's missions and goals
		Developing a common positive perspective and goal for the future of school and policies to achieve it
	Determining goals	Determining clear school goals
		Linking goals together
		Clarifying educational goals
		Coordinating goals with curricula
		Establishing standards and policies
		Preparing a long-term plan
		Designing organizational structures
		Codifying academic performance goals
School-based supervision	Classroom-based supervision (clinical supervision)	Holding conferences before and after the observation
		Sufficient information about the content being observed
		Mastering the procedures and tools for collecting classroom data
		Using classroom observation data
		Observing the teaching of teachers
		Selecting supervisory approaches to the level of teacher growth and maturity based on basic knowledge, teaching skills, intrinsic motivation
		An understanding of the complex world governing the classroom
		Data analysis and interpretation
		Evaluating the monitoring cycle to determine strengths and weaknesses
		Analyzing, finding, and designing solutions to classroom problems
	Help to	Considering the individual needs of teachers for professional growth
		Determining a standard level for teacher professionalism
		Designing professional and group-oriented activities through teachers' inner motivations

Action Research		Creating a variety of opportunities to satisfy the specific needs of teachers in professional development
		Creating a sense of belonging to a professional growth program
		Preventing the teachers' job plateau
		Helping teachers in the competency-building stage
		Helping teachers in the passion and learning phase
		Welcoming innovative ideas and suggestions at school
		Professional guidance and counseling of teachers for job promotion
		Professional commenting on the performance and competencies of teacher
		Providing opportunities for teachers' individual learning
	Peer coaching	Technical teaching
		Collaboration-based teaching
		Supporting adult learning
		Encouraging each other to participate in deep thinking about their work
		Freeing up time for principals to effectively observe the class of teachers who really need help
		Sharing experiences and expertise with other teachers
		Effectiveness on job stages (career development) of teacher
		Understanding each other's ideas and searching for answers
		Observing each other's classrooms
	Mentoring	Transferring teacher training, especially innovation in curriculum or instructional planning, to classroom activities
		Facilitating the career development of novice teachers to become more professional
		Helping novice teachers to turn their status into becoming formal teachers
		Designing and implementing induction programs to meet the educational needs of teachers
		Needs assessment of novice teachers
	Facilitating the Action Research	Building context for a positive transition from the stage of preparation to the stage of long-term job promotion
		Providing basic steps to facilitate the teaching-learning process
		Expanding the research process informally
		Providing programs for teachers' research learning
		Providing a platform for conducting research at school
		Identifying the teachers who are interested in action research
		Explaining the benefits of action research for teachers
		Reminding the research teachers to announce the time and place of the research action meeting in the area
		Encouraging the teacher to have action research and take risks in a safe environment
		Providing the necessary resources to implement training programs
	Sustaining the Action Research	Communicating with colleagues who participate in the research action program
		Asking for specialized help from other colleagues in action research programs
		Ensuring that observance of the action research conditions
		Providing opportunities for teachers to talk to each other
		Providing and using new perspectives for teachers

		Holding group and weekly meetings in action research programs
		Using teachers as learning centers, study specialists, counselors and school principals to provide expert assistance
Professional development of teachers	Celebrating the	Providing opportunities for researchers to participate in action research projects
		Appreciating the teachers' help in action research projects
		Establishing meetings, annual conferences for research teachers
		Helping the publication of professional and semi-professional magazines
		Printing and distributing research and teacher-researcher findings
		Oral presentation of projects and using the AP Zone website
		Encouraging and stimulating the spirit of retesting and rethinking repetitive and routine job methods among teachers
		Helping the teacher in self-direction and self-reflection independently in educational activities
	Teacher development	Creating a link between individual needs and the developmental stages of teachers and the challenges of working life
		Considering the teacher as an active learner at work
		Diverse formation of in-service learning
		Creating knowledge while fulfilling daily tasks which can improve training
	Learning groups (professional learning community)	Providing a platform for teachers to create pure learning opportunities with the help of colleagues
		Encouraging participation in in-service learning to train professionals in the educational environment
		Guiding people to gain new professional knowledge outside of school by creating opportunities to attend professional, scientific and meetings
		Creating a platform for teachers to share each other's experiences
		Talking to teachers and teachers with each other
		Emphasizing the professional growth in the social context
		Creating structures to develop a participatory culture in learning
		Emphasizing the discussion and collaboration between groups of students
	Forming learning networks	Linking teachers' individual and group learning goals with school organizational development
		Creating work networks with teachers at other schools
		Giving learning opportunities to teachers at other schools
		Forming professional associations with the participation of teachers of a region, province and country
		Interacting with extracurricular institutions, including universities
		Exchange of learning and shared knowledge among teachers at schools
Preparation	Communicating effectively	Establishing constructive and open professional interaction between teachers
		Avoiding communication misinterpretations
		Listening actively
		Having interpersonal communication skills
		Establishing constructive relationships and interactions with the community (parents, schools, and outside institutions)

		Establishing effective communication with teachers
		Having effective conflict solving skills
		Eliminating communication barriers
	Building trust	Creating and strengthening the spirit of accepting failure as an experience for a better future
		Creating trust for positive relationships with the school
		Having behavioral stability (consistent and reliable leadership behaviors)
		Respecting the opinions of staff and teachers
		Respecting teachers' rights to have different ideas
		Creating a sense of togetherness with teachers
		Trusting in colleagues and their judgments about the teaching process
	Modeling	Being prepared before asking someone else to do something
		Coordination between words and behaviors
		Ethical tools to improve school curricula
		Different attitudes and frameworks of ethics, professional codes of ethics
		Being informed that they are always seen by everyone
		Entering the school first and leaving the school after all
		Operating in a transparent and open manner
		Treating teachers fairly, justly, honestly and respectfully
	Improving the learning	Creating an atmosphere of professional trust with mutual respect
		Creating an environment for the teacher to learn creative teaching strategies
		Creating an atmosphere in which teachers feel respected
		Creating an atmosphere for teachers who feel they have the ability to work with principals
	Providing resources	Obtaining a variety of funding from companies, charities and government funds to support learning and self-governance projects
		Providing the necessary resources and support to use the best teaching methods and models
		Providing external resources to support school goals
		Granting material rewards, promotions, or both to those who come up with new ideas
		Budgeting and allocating resources to support learning, organizing and mobilizing resources to advance school activities
		Efficient management of school financial resources and budget
Monitoring the learning-teaching process	Direct monitoring	Collaborative teaching with teachers in designing and teaching lessons
		Facilitating the achievement of educational goals
		Helping the teacher in guiding the students' learning process
		Controlling and modifying of teachers' teaching process
		Allocating and controlling the training time
		Providing the teachers with feedback to the teaching-learning process
	Data-based monitoring	Comparing school results with expected performance levels
		Collecting and analyzing data and information on a regular and continuous basis
		Focusing on continuous improvement and results
		Selecting experienced teachers who have a satisfactory performance to present their supervisory activities
	n	Continuous monitoring of student progress
		Helping teachers in using teaching aids and tools

Distributive leadership		Helping teachers in the appropriate evaluation of students
		Discussing with teachers about evaluating data
		Determining high-level, transparent expectations for teachers, staff and students
		Determining the high standards for school performance
	Problem solving and decision making	Using common approaches to problem solving
		The use of research by teachers, especially action research to solve their professional problems
		Helping teachers in the process of solving individual, organizational, and classroom problems
		Participation of school members in the decision-making process and empowerment of individuals
		Providing information and other parameters required for teachers to make appropriate decisions
		Having the skills of negotiation and consensus building to solve the relevant issues
	Holistic approach	Providing opportunities for teacher participation to design. Implementing a shared vision, goals and mission of the school
		Developing a culture of collaboration and participatory decision-making for improving the school
		Creating a sense of self-efficacy for teachers by appreciating their actions and providing the required support to reduce teacher stress due to implementing new initiatives and innovations at school
		Sharing responsibilities for the professional development of teachers at school
		Leadership with a participatory approach instead of relying on rules and procedures
	Collaborative culture	Developing an atmosphere in which teamwork, collaboration, and continuous growth are valued
		Creating a sense of ownership and self-direction
		Creating a spirit of cooperation among school members
		Engagement in a participatory perspective
		Participatory leadership for improving schools
		Creating the context for the ground for inter-group and inter-group interaction among teachers
Curriculum management	Acting Curriculum	Providing teachers with the opportunity to make participatory decisions
		Engagement of teachers as responsible and thoughtful professionals in the process of improving knowledge and skills
		The link between planning and implementation
		Designing and preparing educational programs
		Guiding the curriculum based on students' needs
		Teachers' justification for focusing on activities and content in textbooks
		Redesigning the lesson education organization
		Helping teachers to design teaching and learning
		Responding to the needs of explorations in society
		Helping teachers to provide homework for students
	Design	Helping teachers in providing effective teaching
		Curriculum development and research
		Teacher participation in all stages of curriculum planning
		Developing some strategies to help the teacher improve existing skills

Table 3. Dimensions and components of instructional leadership

Dimensions	Components
defining the school's vision	Determining the mission
	Determining the goals and values
School-based educational supervision	Classroom-based supervision (clinical supervision)
	Helping the job advancement (career development)
	Peer coaching
	mentoring
action research	Facilitating the Action Research
	Strengthening the action research process
	Dissemination of action research results
Professional growth of teachers	Teacher development
	Learning groups (professional learner community)
	Forming learning networks
Preparing	Communicating effectively
	Building trust
	Modeling
	Improving the Collaborative culture
	Provide resources
Monitoring the learning-teaching process	Data-based monitoring
	Direct monitoring
	Indirect monitoring
Distributive leadership	Problem solving and decision making
	Holistic approach
	Participatory culture and atmosphere
Curriculum management	design Curriculum
	Acting Curriculum

Depicting the thematic network and interpreting the themes

At this stage, the themes obtained from the theoretical foundations of the network were drawn in a coherent manner (Fig. 1). For this reason, the themes were shown in form of a network to eliminate the idea of any hierarchy among them. Although there is no specific rule on the number of themes which form the network, it was attempted not to have the number of themes too high or too small so that the implementation of the fifth step and judging the data would not be difficult. In this case, the proposed themes for

data analysis can be defined and modified and the data can be analyzed accordingly. At this stage, the depicted thematic networks were reviewed and analyzed. The network of depicted themes is a tool for analysis not the analysis itself. Using such networks, we obtained a deeper understanding of the meanings of the text and the obtained themes were described and the pattern in them was identified. After creating the thematic networks, we referred to the original text and interpreted them with the help of such networks.

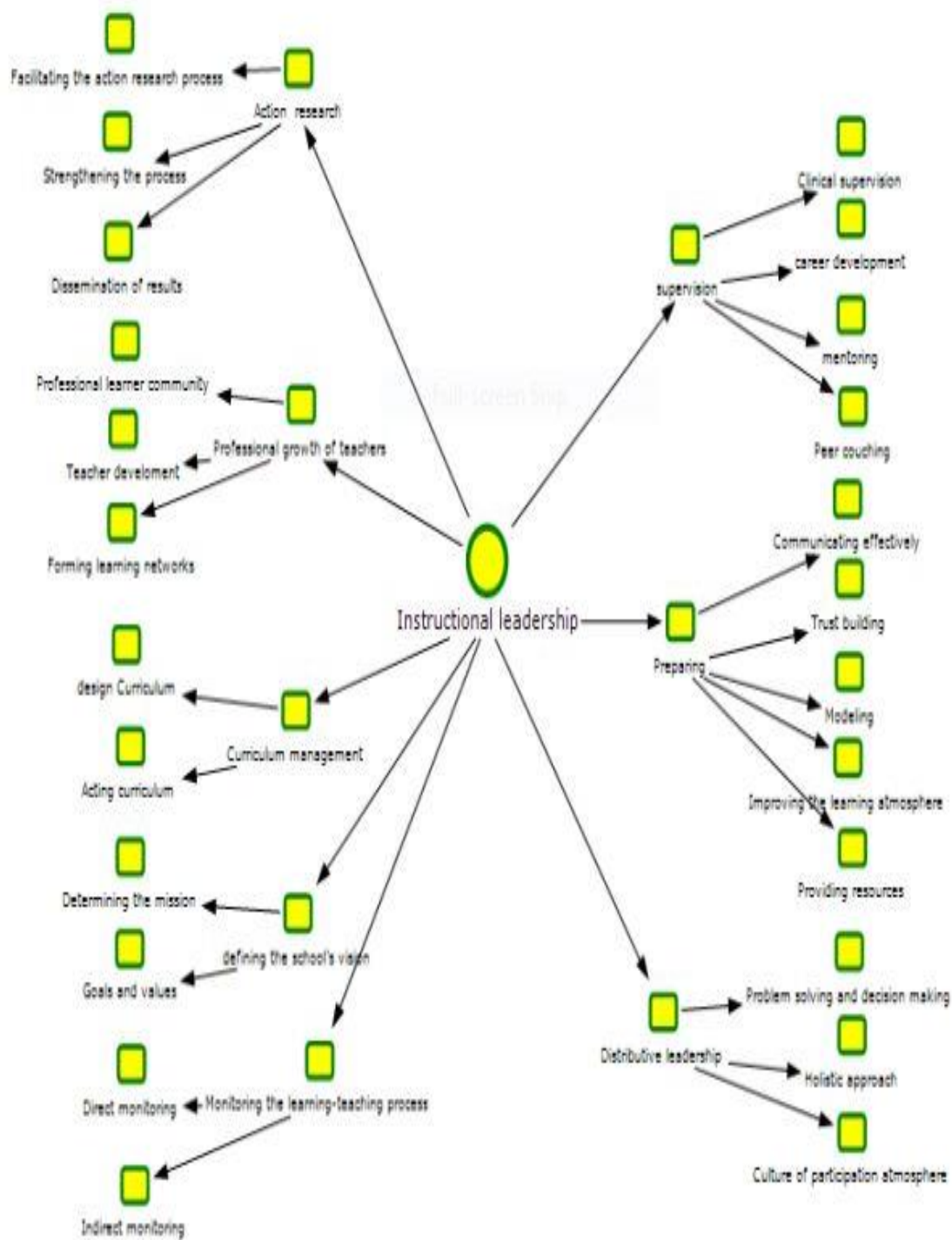


Fig. 1 - Dimensions and components of instructional leadership

Discussion and conclusion Based on the research findings, eight dimensions of behavior necessary for instructional leadership were obtained: "depicting a school's vision", "school-based educational supervision", "action research", "professional growth of teachers", "preparing", "monitoring the teaching-learning process", "distributive leadership", and "curriculum management" as discussed below.

defining vision: The first dimension of instructional leadership is depicting a school's vision, which includes the determination of mission, goals, and values. The indicators of a successful instructional leader in this regard are depicting a favorable perspective of the future of the school with the cooperation of teachers and staff, determining clear mission and goals for school, explaining the perspective for teachers, staff, students, parents and the society. The findings of this study are consistent with the studies of Bellibaş & Mehmet, (2018), Doriset et al. (2017), Strahovnik (2016), Hildebrand (2016). Another dimension of instructional leadership is school-based educational supervision, which involves classroom-based supervision (clinical supervision), Help to career development, Peer coaching, and senior teacher. The teacher-centered supervision model based on the clinical model is the study of teacher behavior in the classroom in a systematic way and in an Collaborative culture and mutual respect and involves a set of activities which lead to improving teacher training and professional growth before or during the service. The dimension of action research includes facilitating the process of action research, strengthening the process of action research, and disseminating the action research results. The results indicated that the leader and teacher's awareness on the teacher-researcher plan leads them to the teacher-researcher project. On the other hand, the attitude and practice of the leader and giving sufficient time for teachers in the classroom have a great effect on the successful implementation of teaching in the teacher researcher plan. Also, the findings of this study are consistent with the

studies of Doriset et al. (2017), Bluetooth (2017), and Trilce (2016). The next theme is the professional growth of teachers, which includes teachers individually, learning groups (professional learning community), and the formation of learning networks. This study is consistent with the studies of Han and et al (2016) who stated that action research can be considered as an exception in research methods in the field of humanities, especially educational sciences, the origin of the educational theorizing of the thoughtful teacher and consequently the link of action with the results obtained from this theorizing. The findings of this study are consistent with the studies of Bellibaş, (2018), Doriset al. (2017), Strahovnik (2016), Hildebrand, (2016). The growth and development of teachers is another dimension for instructional leadership. The findings of this study are consistent with the studies of Bellibaş, (2018), Doris & Stich (2017), Trilce (2016), Hildebrand, (2016). Thus, the professional development of leaders and their perception has a significant effect on the professional development of teachers and student success (Boudreaux, 2015). Chetty (2007) in a study entitled "Management system of education and professional development of managers" considered the dimensions of professional development of principals including four areas of personal characteristics (intelligence, creativity, self-management, etc.); professional abilities (interactive, competitive and organizational leadership, etc.), specific characteristics (professional knowledge, risk management, entrepreneurship, etc.) and personality type (social adjustment, being active and social, emotional stability, etc.). In this study, it was attempted to design and prepare a professional development program for meeting the professional development needs of a group of newly appointed principals. The findings of this study are consistent with the studies of Bellibaş, (2018), Doriset et al. (2017), Strahovnik (2016), Hildebrand, (2016). The next theme is monitoring the learning-teaching process. A successful

instructional leader has the necessary knowledge in the field of curriculum, teaching methods, teaching and assessment, assessment, etc. Successful instructional leaders are those who pay special attention to the improvement of the quality of education and learning at school. They improve teaching and learning conditions, provide the best learning environment for students, and support teachers in teaching. Successful leaders use training time appropriately and effectively. Hanet al(2016) defining the school's mission, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction, and assessing the 145 instructional program. The school leadership skills acquired in this study are often related to a group of teachers and staff and a group of students, but generally have different meanings for each group: For example, a principal may have verbal skills in relation to teachers and staff, but may not communicate effectively verbally with adolescent students and may have difficulty while conveying the concepts in a language they can understand. The following suggestions are provided based on research findings about teaching-learning leadership. ⌘ the necessary facilities and requirements be provided to implement the school management model based on teaching-learning leadership by policy makers at higher levels in the education system. ⌘ the necessary instructions and regulations be developed for the operation and implementation of the teaching learning leadership model and made available to schools. ⌘ dynamic and effective communication be established between the school and the surrounding community to implement the teaching-learning leadership model. ⌘ to explain the role of social and cultural institutions affecting education and alignment with the school in the process of implementing the model for them and the necessary measures to be taken to follow up. ⌘ It is suggested that principals with a spirit of interaction and biological experience based on the student-centered teacher be

appointed in schools. ⌘ It is suggested that teachers be sensitive to the participatory culture in their classroom management and teaching methods.

Ethical considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

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Conflict of interest

According to the authors of the present article, there was no conflict of interest. This article has not been previously published in any journal, whether domestic or foreign, and has been sent to the School Administration Quarterly for review and publication only.

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