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Exploring instructional leadership practices of school principals at three secondary schools in the Johannesburg South District, Gauteng province

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ABSTRACT

Instructional leadership has over the years evolved due to influence from other forms of leadership but still remains a primary element in improving student outcomes. However, there are few studies that have looked at how instructional leadership practices are experienced. The main purpose of this study was to explore how instructional leadership was practiced in secondary schools in Gauteng.

Using narrative and phenomenological inquiries, analysed principals' narratives and focus group interviews on the instructional leadership practices in secondary schools. Focus group data that was presented in this report highlights conceptualisations, experiences and views of teachers on instructional leadership. The data was coded and analysed thematically using literature on instructional leadership as well as Hoadley, Christie and Ward (2009)'s six dimensions on instructional leadership as the theoretical framework.

The findings indicate practices that make up instructional leadership practices in the schools studied. Based on the findings, this report suggests that principals must be knowledgeable of the elements of instructional leadership and apply them with an understanding of their schools' contexts. This study concludes by offering an alternative instructional leadership model style of leadership, leadership qualities, instructional leadership roles and communication (SLIC).The (SLIC) model attempts to summarise how instructional leadership practices were experienced in secondary schools.