

*Still on this article on **School Goals, Principals, and Achievement** by Jerry D. Bamburg* and Richard L. Andrews, 1991*

Part 2 of 3

*For this week, here's a useful **SHORT** checklist for your self assessment as a curricular leader*

Areas of Strategic Interaction (Andrews and Hallett, 1985)

1. Resource Provider

Principals who were committed to being instructional leaders recognized the importance of, and engaged in activities that provided the resources teachers needed to promote, teaching and learning.

2. Instructional Resource

If principals seek to be instructional leaders, they should not only be knowledgeable about instruction but they must also possess the ability to discuss instructional concerns or problems constructively.

3. Communicator

The principal who seeks to be an instructional leader must be able to "provide a clear vision of what the school is all about". However, implicit in this message is the assumption that the principal can

- a. conceptualize a vision for the school and
- b. communicate that vision to others.
- c. reinforce the importance of communicating clearly and effectively about issues related to instruction.

4. Visible Presence

- a. Principals who are instructional leaders utilized their time attending to what is most important in the school – activities related to teaching and learning. One cautionary note is that these findings should not be interpreted to mean that the day-to-day management of the school is unimportant or should be ignored. Rather, it implies that, while it is easy to become absorbed by non-instructional activities that have little impact on instruction, principals who are committed to being instructional leaders find ways to both manage the school and provide instructional leadership.
- b. In any school, staff development is vital. The research on the implementation of educational innovations clearly demonstrates that the principal's participation and involvement in staff development is a powerful factor in the successful adoption and implementation of curriculum innovations. If curriculum and instruction are truly important then the principal's attendance at, and participation in, staff development activities must occur (Fullan, 1982).