



Instructional Leadership: It isn't Just for Administrators Anymore!

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Abstract

Instructional leadership is defined as the development and/or exercise of intentionally planned activities by an educator that leads to significant student achievement. It has generally been found within the realm of the school administrator, principal, or headmaster. These men and women have gone through years of administrative training in order to lead their schools and institutions to great levels of academia. This has been their defined role and their domain of influence and power. As classroom teachers take on more accountability for the performance of their students, the role of leadership of the instructional program is shifting, and rightfully so. The four pillars of instructional leadership empower teachers to take a new approach to instruction in their classrooms. In this presentation, attendees from Croatia to Nigeria, from England to Italy will learn how to be instructional leaders in their classrooms and in their schools. Administrators will rejoice when they realize student achievement isn't just their responsibility. They will redefine their role and view themselves as facilitators of instructional leadership with their teaching faculty. Teachers and administrators alike will be asking themselves, "What would an instructional leader do in this situation". When these four pillars are in place and implemented with fidelity and within the framework of the triangle of success, high student achievement will be consistent and pervasive. Whether the educator works in an elementary setting, secondary, or higher education, student success is the common denominator. Regardless of where the future of education is heading, it's going to take instructional leaders to take it there. Now is the time to recognize the four pillars that support instructional leadership efforts in an educational institution. Just as the pillars remain in tack at the Pantheon in Rome since 126 a.d., so these pillars will remain regardless of the changes in education, whether they be distant learning, hybrid delivery of instruction, pedagogical developments, or other education and new technologies the 21st century may hold.