



香港教育行政學會

**第三屆卓越教育行政人員
獎勵計劃
特刊**

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第三屆獎勵計劃得獎者行政分享

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As the second principal of a university affiliated primary school established in 2002, I have faced great challenges and undertaken huge responsibility to build the school's foundation and drive the development of the school since I took up the post in 2005.

I needed to maximize the favorable environment which I was entrusted and began to create conditions to realize the school's vision and mission of facilitating effective learning and teaching through innovation and contributing to the advancement of primary education and teacher development in Hong Kong.

I learnt that school leaders would need to play the following roles when steering school development:

1. School Leaders as the Culture Builder
Leadership involves collective deliberative decision making and "might best be defined as an interactive, dynamic process drawing members of an organization together to build a culture within which they feel secure enough to articulate and pursue what they want to become" (Rallis, 1990, p.186).
2. School Leaders as the Collaborator
Collaboration is essential because it is impossible to advocate for or stimulate change without involving others to accomplish improvement. Therefore, we need to invite, include, and create opportunities for teacher engagement.
3. School Leaders as the Focuser and Facilitator
As school leaders, we play the role of a focuser by motivating teachers' will to work towards the school's vision and mission. We also act as a facilitator on building teacher capacity, establishing collaborative and participatory decision-making processes, making research-based, information-rich decisions, and monitoring and recognizing practices to facilitate the success of school initiatives.
4. School Leaders as the Buffer and Bridger
A key role for school leaders in implementing the improvement plan is buffering and bridging within and across the system and throughout the school community. We need to try hard to keep the buffer and bridger sides of the role in balance.

