TECHNOLOGY LEADERSHIP: EXPLORING PROFESSIONAL DEVELOPMENT, SCHOOL LEADERSHIP, AND ICT INTEGRATION IN MALAYSIAN SECONDARY SCHOOLS

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ABSTRACT

Leadership plays a vital role in implementing and integrating instructional technology in schools. Increasingly, school leaders are expected to have the necessary knowledge, skills, and dispositions to leverage technology in a manner that promotes and improves students' learning. Therefore, it is necessary for them to be engaged in ICT professional development (PD) to support their professional growth and the development of their school's ICT integration to create a technology-based instructional platform in schools. This study focuses on school leadership and ICT integration, and on how professional development for school leaders supports principals' technology leadership practices in school. The intersections between three main themes: (1) school leadership, (2) professional development for school leaders, and (3) ICT in education helped to form an exploratory conceptual framework used to guide this study. The study was conducted in Malaysia, using a multiple site comparative case study approach. To better understand scarce and abundant technological resources, the study will include four secondary schools, two rural and two urban. The data collection involved two phases: Phase 1: Malaysia's PD provider for school leaders, and Phase 2: Four secondary schools, two rural and two urban. Data were collected through semi-structured interviews, observations, documents and secondary quantitative data. There were two stages of analysis: (1) within-case

analysis and (2) cross-case analysis. This study used thematic analysis informed by the exploratory conceptual framework, which also described as an analytic induction to explore the themes. The study showed that the framework holds promise as both an explanatory and planning tool for helping us understand the role of leadership in promoting effective technology integration in schools. Importantly, findings suggest various indirect and direct ways that school leaders can influence ICT work in a school, and the dynamics that can at times impede their influence.