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Autore	Liu Peng
Titolo	Turnaround Leadership in Southeast Asian Countries : Leading School Transformation // edited by Peng Liu, Lei Mee Thien
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Altri autori (Persone)	ThienLei Mee
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Nota di contenuto	Leading change exploring the school turnaround leadership in southeast asia -- Understanding principal turnaround leadership behavioral competencies in malaysian schools -- Developing and validating a principal leadership behavioural competency scale in turnaround schools -- Leadership competency framework for developing school leaders perceptions of turnaround school principals in brunei Darussalam -- Effective turnaround leadership practices in cambodia perspectives from school principals -- Effective leadership for turnaround schools an indonesian perspective -- Essential competencies for principal turnaround leadership in low performing schools insights from the vietnamese context -- Understanding the roles of the principal in promoting teacher well being a case study of a myanmar secondary turnaround school -- Successful turnaround leaders strategies to facilitate complementary roles of school stakeholders in turnaround school transformation in the Philippines -- Schools with weaker students a closer look at leadership -- Empowering teacher leadership in the lao pdr principal roles in school turnaround initiatives -- Empowering teacher leadership through

professional learning communities insights from turnaround schools in southern Thailand -- Revitalising education in dili timor leste rhe roles of system leadership in transforming low performing schools -- Turnaround leadership in southeast asia practices impacts and future.

Sommario/riassunto

This book explores turnaround leadership in Southeast Asian countries across four themes: principal competencies and leadership frameworks, country-specific practices, teacher leadership and empowerment, and system leadership for school transformation. The chapters collectively contribute to a unified understanding of how theoretical models intersect with real-world challenges and strategies to improve low-performing schools. Emphasising a flexible, context-driven approach over a one-size-fits-all model, the book underscores the importance of adapting leadership strategies to diverse educational environments. While rooted in Southeast Asia, its insights are globally relevant, offering guidance for scholars, policymakers, and practitioners aiming to advance educational equity and sustainable school improvement through contextually grounded leadership practices. This book also encourages meaningful cross-country learning and policy development. Professor Kenneth Leithwood, University of Toronto, Canada Featuring qualitative evidence from schools in 11 Southeast Asian countries, this book provides a carefully grounded and much needed non-western perspective on the meaning of successful school leadership and the culturally sensitive task of improving the performance of underperforming schools. It is an excellent resource for both practicing school leaders and researchers. Professor Coby Meyers, University of Virginia, United States The rapid improvement of underserved schools—and the students they serve—remains a critical topic worldwide. Liu and Thien's focus on Southeast Asia is a timely and comprehensive account of various challenges to leading school turnaround in an array of contexts. The attention paid to system, school, and teacher leaders in these challenging circumstances offer important insights into how such efforts can be successful in Southeast Asia and elsewhere while illuminating the various complexities to overcome. Professor Jingping Sun, University of Alabama, United States What distinguishes successful school leaders from others is the breadth and accumulation of practices and strategies they enact and employ, as well as the frequency and intensity with which they apply them effectively with precise timing to achieve success, driven by resilience, passion, contextual intelligence, political acuity, and above all, a strong moral purpose. As Walker and Dimmock commented, our understanding of educational leadership remains incomplete if the bulk of theory and practice in the field are drawn from Anglo-Saxon countries. This explains the unique contribution of this book, which broadens our understanding of educational leadership to turn around schools in Southeast Asian countries.
