# Article information:

Linking Instructional Leadership and School - ProQuest
<https://www.proquest.com/docview/2779691145/81872267F27B4C19PQ/14>

# Article summary:

1. Teacher expertise is a comprehensive competence that encompasses knowledge, innovation, motivation, and personality. It is developed through self-regulatory processes and is influenced by both personal factors and environmental support.

2. The existing literature lacks evidence linking principals' instructional leadership with teacher expertise. While organizational support is considered important for the development of adaptive expertise, the association between school support and teacher expertise remains unclear.

3. This study aims to examine the direct and indirect links between principals' instructional leadership, school support, and teacher expertise. It also explores how each component of teacher expertise is facilitated in a supportive school climate. The findings may provide useful implications for school principals' and educational administrators' practice.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

这篇文章探讨了校长的教学领导和学校支持与教师专业能力之间的关系。文章指出，教师专业能力是一个知识为基础的综合能力，包括创新、动机、热情、信念和个性等多个方面。文章还提到，发展教师专业能力需要领导和支持的环境，并且需要自我指导的实践。然而，目前关于校长的教学领导和学校支持如何影响教师专业能力的研究还很有限。

文章进一步指出，在中国背景下，发展教师专业能力可能具有文化特定性。以往的研究主要集中在描述中国数学教师专业能力的特点，如深厚的知识基础、灵活的教学能力和对教学的反思等。然而，对于如何发展教师专业能力的机制缺乏研究。

文章提出了两个问题：（1）校长的教学领导和学校支持对教师专业能力有何影响？（2）教师职业发展机构是否在校长的教学领导和学校支持对知识结构和教学能力的影响中起到中介作用？

文章的理论框架基于社会认知理论，认为发展教师专业能力需要外部支持和自我指导的实践。然而，文章没有提供足够的证据来支持校长的教学领导和学校支持对教师专业能力的直接和间接影响。

此外，文章没有充分考虑其他可能影响教师专业能力的因素，如教育政策、课程设计等。文章还缺乏对研究方法和样本选择的详细描述，这可能导致研究结果的偏见。

总体而言，这篇文章在探讨校长的教学领导和学校支持与教师专业能力之间的关系方面提供了一些有价值的见解。然而，由于存在一些方法ological问题和局限性，读者应该谨慎对待其中提出的主张，并进一步进行深入研究以验证这些主张。

# Topics for further research:

* 教育政策对教师专业能力的影响
* 课程设计对教师专业能力的影响
* 研究方法的详细描述
* 样本选择的合理性
* 校长的教学领导对教师专业能力的直接影响
* 学校支持对教师专业能力的直接和间接影响

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