Exploring Head Teacher Leadership as Instructional Resource for Staff: Stories from a School of South Asia

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ABSTRACT

At present, head teachers' role as an instructional resource for the staff has been given a great emphasis to be carried out worldwide. However, a number of false practices of head teachers are often narrated by the school staffs which have hindered the creation of a motivating working environment. Hence, this paper aims at exploring what experiences the head teacher and teacher have assembled in the course of head teacher leadership practices as an instructional resource for the staff. The paper is based on narrative inquiry where a head teacher and the teacher from the same school were selected purposively as research participants for in-depth interview. From prolonged engagement with the participants, this study explored that head teacher leadership practice which was expected to act as an instructional resource for the staff was found counter-practiced though they narrated their awareness about the discourse. These pitfalls were narrated so considering the head teacher leadership's major engagement in administrative tasks rather than in instruction pedagogy, instruction practice and CAS evaluation and implementation as inculcated by the three indicators of Step II of Effective Instructional Leadership. Moreover, failure of the head teacher to monitor and supervise the team's performance was also recounted. Hence, the study implies the practices of head teacher leadership as an instructional resource for the staff as inevitable to help school prosper and strive towards excellence in teaching and learning setting.

KEYWORDS

Instructional resource; instruction pedagogy; instruction practice; instructional leadership; head teacher leadership.

INTRODUCTION

This section has illustrated my inspirational journey to the research agenda along with background of the study, problem statement, purpose, research questions and rationale.

Setting the Scene: Expectations vs Reality

Reminiscing the experience of working full time from 9 AM till 5 PM a few years back often brings a wistful memory of times that now seem probing to me. I did so as an English teacher without taking a break in a newly opened one of the schools based in South Asia. Despite being a dependent visa holder, I found it, as many would say, was something not only very risky from a 'Work permit' point of view but equally annoying due to being paid less than minimum wage. Even though this employment obligation was only the option left to a fresh undergraduate like me who had recently arrived on a land whose native language neither resembled my mother tongue nor with the second language (English) that I was acquainted with. In my anticipation, in the initial days, this job opportunity was to come to me with great comfort. It was because I was sure of the contract provided to me with assurance to increase remuneration after the school succeeds in retaining a good number of students. On top of this, the commitment of promotion, providing allowance, required materials for teaching and professional development activities allowed me to have a stronger belief that it would really happen the way it was assured.

My conviction, however, started shaking and took a serious turn after a couple of months when I started noticing the head teacher not acting rationally as I had anticipated. On one hand, the head teacher of the school always used to state the financial reason behind not being able to hire the required number of human resources no matter how many students went on increasing by leaps and bounds in the school, while on the other hand, I was expecting the head teacher to assure his leadership through effective professional interaction with teachers as support supervision that head teachers can practice as key behaviour to improve the quality of instruction in school (Tibagwa et al., 2016). He could have done it by all means ensuring an environment conducive to working rather than continuing his unceasing status quo. Rather, he was found occupied all the time in administrative tasks instead of engaging with the team for better instructional activities. Furthermore, teachers were the ones who were assigned to handle the academic department completely. To my disbelief, I continued working there despite not having a work friendly atmosphere.

Had there been a school leader who would have monitored my hectic work schedules, supervised me and evaluated my hardships by acting as a human resource manager and motivated me through teacher development activities, training, and balanced job roles, the story would be different. But he continued to maintain that he did nothing wrong, despite clear evidence to the contrary. As a result, the job dissatisfaction that arose from the head teacher's counter behaviour to my expectation all those years made me realize that the time was high and I had to take the decision to quit the job after working six complete years in the same school.

I was able to experience a great deal of satisfaction with my decision when my colleagues who continued to work there complained about their restlessness. The experience, however, even made me pursue my higher studies that I had always dreamed of while nurturing my two small children simultaneously today. To me, the job experience in the same school reflected the experiences many graduates/novices of my age might have been experiencing. Nonetheless, I even aspired to know what experiences the individuals in their career path in this institution today might have had amid the same head teacher leadership. This very aspiration encouraged me to conduct the study.

Any institution requires leaders who can contribute to its smooth functioning. The head teacher leadership can be a great source of resource for students and the team as a whole that has been defined by Mullins (2002) as in terms of the way in which the functions of leadership are carried out, and how the leader typically behaves towards members of the group. I have perceived this behaviour as something that holds the capacity of either encouraging or discouraging the team for creating or not an effective teaching and learning environment.

The head teacher is someone who is supposed to be an instructional leader indeed by prioritizing instructional practices over managerial duties (Manaseh, 2016). Echoed with the same notion, even King (2002) stated that traditional school administrator spends majority of his/her time dealing strictly with administrative duties vis-a-vis the head of school who is an instructional leader is charged with redefining his/her role to become the primary learner in a community striving for excellence in education. As such they know ongoing activities of the classrooms and accordingly develop the capacities of their staff by building on their strengths and minimizing their weaknesses (Spillane & Zuberi, 2009). Moreover, Instructional leaders think beyond the role of school administrators and spend more time developing knowledge, implementing curriculum, engaging oneself in instructions and assessment (Jita, 2010). Therefore, I find the head teacher as the most responsible resource person who abides by not only management related tasks but is equally accountable towards instructional related tasks for higher student outcomes.

It has also been furthermore articulated that the success or the failure of any educational sector depends upon the ability of the school leader who is responsible not only for the management of an academic but also for the administrative functioning of the school (Santos & Villanueva, 2020). In fact, they can be at any time ready to perform various activities that take place in the institutions like a resource manager to coordinate different sorts of resources. This is agreed by Dangara (2016) as all materials and non-material factors that are necessarily contributive to the attainment of goals in any institution. Hence, my insight about the head teacher as a resource manager is, they can contribute to maintain optimum utilization of entire resources which are required by the team for better instructional practices, indeed an important aspect of an instructional resource for creating the environment input, process and output. Additionally, the head teacher's leadership as a motivator to the teachers, instructional program

developer and evaluator to the students' performance are conducive to effective classroom instruction, students' learning and developing teacher leadership.

Problem Statement

My experience says, an important task of today's head teachers is to be able to adapt to the changing context. Universally, the rapid changes and increased complexity of today's world present new challenges and put new demands on our education system (Bar-Yam et al., 2002). To align with this notion, head teachers are supposed to guide educators not only to recognise learners' individuality, but also acknowledge the wider set of relationships with their teachers, peers, families and communities that influence their learning (OECD, 2018).

Hickey and Schafer (2011) stated that teachers should be primarily focused on five core aspects of the classroom management which include engagement, curriculum, relationships, development and discipline where school leaders are supposed to make sure of all these works being performed smoothly at the institution. However, there also exists a counter practice which has been the main concern of my study, as stated by Mestry (2017), that most principals spent more time in tasks unrelated to instructional practice rather they seem to be engaged more in administrative works like building construction; logistic management, public relation maintenance, procuring resources, managing learner discipline, resolving conflicts with parents and dealing with unexpected teacher and learner crises. To add, if observed the scenario in the context of Nepal, as stated by (Rajbhandari, 2015), most schools' organisational structure is influenced by head teachers' primarily delegation with the responsibility for schools' administration and then academic affairs rather than acting as an instructional resource to the team. Resembling my argument with Mestry and Rajbhandari, if this concern is not addressed or studied in depth with appropriate solutions, the primitive model of head teacher leadership found by so far in many schools even today will continue to be the largest factor contributing to high teacher turnover rates on one hand while creating obstacles in achieving educational goals on the other hand.

Saying, the children today are seeking head teacher's instructional leadership practices for pedagogy, honor learner creation, flexibility of instructors, updating of the teachers, maintaining collaboration, cooperation and letting the potential of the learners burst out in the classroom (Danai, 2021). Likewise, Akram et al., (2018) in their empirical study articulated a positive correlation between instructional leadership practices and school climate. In fact, many researchers in their studies have clearly stated about the most essential underlying capabilities that must be possessed by head teachers if they are really willing to act as an instructional resource to their team but they have not discussed concretely about different undesirable facets of consequences that might have occurred in many numbers as in my case. However, most of them have left the head teacher leadership practices and their impact on students' academic achievement and/or teachers' job satisfaction etc into the scope for further research.

I do not claim that I approached all the national and international studies regarding the current issue. However, I noticed a number of quantitative studies were done, but the agenda

seemed less explored in relation to the stories of head teachers. I claim that had I not conducted this sort of study, the deficiency of knowledge in my study topic would continue existing, pondering upon what I had experienced a few years back. Hence, the future researchers can conduct many research studies regarding the real scenario of head teachers' leadership as instructional resources to the staff to not only identify the problems but also to come up with essential solutions.

Reflecting upon what I had experienced a few years back, provoked me to further explore whether the head teacher today, if picked up from the same school existing in South Asia, really has been carrying out his/her leadership as an instructional resource to guide his/her co-workers. This research therefore investigates the importance of the head teacher's leadership role as an instructional resource for the staff.

Purpose Statement

The purpose of this study was to explore the head teacher's leadership as an instructional resource for the staff in general. More specifically, this study aimed to unveil the head teacher's practice as an instructional resource while working with a team to improve instructional programs in class-rooms consistent with student needs based on three indicators of step II Effective Instructional leadership: Instructional Pedagogy, Instructional Practice and Continuous Assessment System?

Research Question

Based upon the purpose determined, the study aimed to dig out the answer to following research question:

- How did the head teachers' practices were narrated as an instructional resource based on the three indicators?

Rationale of the Study

Considering the gravity of Head teachers' leadership role, they can create such a motivating environment to the learners whereby the staff and learners both can actively participate in learning from one another rather than centralizing themselves to conditioning rote learning and teaching. They can work with a team to improve instructional pedagogy in class-rooms addressing student needs. They can facilitate instructional program development at school, followed by implementation of formative assessment and evaluation of learner's performance to improve both teaching and learning under their supervision, guidance and monitoring. But, how far have the head teachers taken a conscientious attempt to vitalize all these three indicators? A curiosity to ascertain them from the lens of the head teacher's leadership as an instructional resource to the staff is the main rationale of the study.

This study is believed to act as a catalyst for researchers, the academic experts, school networks, administrators, teachers, education leaders, students, development practitioners, professors along with policy makers and planners to understand the practices of the head teacher's leadership as an instructional resource to the staff and contribute to a new facet of learning. This might help them understand where changes and initiatives are actually required

to be taken to make the 'Step II of Effective Instructional Leadership' functional in a real sense. Thus, this study is expected to be pertinent to the head teachers in regard to figuring out the importance of three different concrete indicators of Step II of Effective Instructional Leadership and come up with productive ideas in adopting best practices of these indicators by them in their institutions.

Delimitations of the Study

This paper purely focused just on the 'Step II of Effective Instructional Leadership' which emphasized on the importance of head teachers' leadership as an instructional resource for the staff. Due to the time limits, I excluded the other six steps of Effective Instructional Leadership from the scope of my study. Besides, my study was focused basically on the three indicators of Step II namely 'Instruction Pedagogy', 'Instructional Practice' and 'Continuous Assessment System'. Additionally, due to the geographical location constraint, this study had been done taking into account small size populations. As such, it was delimited to only one school of South Asia with an interview method and is qualitative in nature.

LITERATURE REVIEW

This section has illustrated possible thematic literature reviews along with research gap.

Defining Head Teacher's Instructional Leadership Role

I had been experiencing the notion that head teacher's first and foremost responsibility was to be limited to the management of entire administrative functions. However, many researchers in their studies have indicated that the head teacher's role is not just confined within administrative management tasks; rather it's more than that. As stated by Sergiovanni and Starratt (2007), principal as an instructional leader is involved in developing the school vision, bringing innovation in teachers' teaching methods, promoting staff performance, developing cooperative school climate, organizing instructional activities, producing effective school climate, and maintaining and developing coordination among instructional activities in the schools. In fact, they have to look around each and every component associated with a group of people working together to achieve the institutional goals. According to Sergiovanni (2007, as cited in Akram et al., 2018), Instructional leadership functions in schools as instructional resource, resource provider, communicator, visible presence, and curriculum implementer. This encouraged me to realize that head teachers can act as resource providers as well as resource managers and become the great source of motivation to the team in all situations to enhance the learning outcomes of the learners.

Head Teacher Leadership Attributes

Essentially, schools that are effective and have the capacity to improve are led by head teachers who make a significant and measurable contribution to the effectiveness of their staff (Mulford, 2003). As such, head teachers can share ownership of any teacher's problem neither by pointing fingers, transferring blame nor by becoming judgmental. In fact, they can function as key persons while adopting the unique blending approaches such as acting as mediators, references

of resources like genies-in-a-bottle to persistently help faculties to find the solutions they need to solve provoking and difficult instructional problems (McEwan- Adkins, 2003). Furthermore, Costello (2015) argues that increasing achievement through developing strong teachers and learners is often forefront for most leaders, thereby working as part of a team creates strong teachers who, in turn, create strong students. Nonetheless, based on my experience, there still exists a prevalence of deep-rooted mentality in most of the school leaders as the super heads of the school that has pushed teachers to speculate themselves into a weaker position. This has been, indeed, creating a huge gap in developing a sense of ownership in both parties, refraining them from implementing and sustaining changes.

Focus of the Instructional Leaders. Effective instructional leaders utilize the four Cs – Collaboration, Collegiality, Cooperation, and Creative problem solving for a participatory learning environment (McEwan- Adkins, 2003). But it is often observed that most principals are focused on work unrelated to the classroom and spare almost no time to know about what's going on regarding instructional practice of teachers at school (Fink & Resnick, 2001). As far as I understand it, instead of focusing themselves towards the actual work responsibilities as an instructional leader, they seemed to be engaged more in administrative or management related works as an administrative manager.

I reviewed the possible studies related to various information associated with head teacher leadership practices as an instructional resource to the staff in different available national and international publications as well as those from unpublished resources. Moreover, most of the research works I could access; all were from the context of the developed country. While reviewing them, I found the literature focusing on the paradigm shift in head teacher leadership practices from conventional towards instructional approaches but now and then, as I see it, the practical implementation is still lacking in many schools in our context. Pertaining to this gap, I tried to proceed to a detailed discussion of the issue that was felt as an urgent need of the day to get diagnosed through this study.

METHODOLOGY

I started digging deeper in my research topic with a recollection of how I continued working in a school having the head teacher who had neither acted as an instructional resource to his team nor had ever wished to get out of his comfort zone. In connection to the issue, I started exploring more on the head teacher's leadership practices as an instructional resource to the staff. I presented the problem based on my research agenda, and also discussed its relevance with my study. Hence, this chapter now illuminates my philosophy, methodology and methods of the research.

I believe that the philosophical foundation shows researchers the way towards construction of knowledge in the form of several beliefs, practices and values (Saunders et al., 2009) while conducting any research. As an interpretivist researcher, therefore, I've tried incorporating this notion in my research abiding by the quality standard, ethical values and the

considerations that I've ensured by maintaining the anonymity of the respondents' identity (Lichtman, 2011). I have even maintained the worth of respondents' anonymity on my research study. I've tried being as sincere as possible and have caused no harm at all to anyone throughout the journey of the study. As far as the credibility is concerned, I've tried being honest on the richness of the information accumulated through one's own engagement for a prolonged time with the participants and have maintained the trustworthiness of the study.

Also, the research design of my study is based upon the interpretivism paradigm that has paved my path to view the world through the interpretations of multiple realities of my research participants. Creswell (2007, as cited in Pham, 2018) has articulated, with interpretivism perspective, researchers explore a deeper understanding of the phenomenon and its complexity in its unique context instead of trying to generalize the base of understanding for the whole population. Based on it, the ontological point of my research was that there were multiple realities existing where the head teacher and teacher constructed knowledge regarding the head teacher's leadership as an instructional resource for the staff. Furthermore, my epistemic standpoint motivated me to build up closeness and rapport with the participants that helped me grasps the multiple and subjective realities through dialogical interaction during a synchronous online in-depth interview via Google meet.

Thus, my research question has tried to dig out the subjective realities of participants through narrative inquiry which is basically used to empower individuals to share their stories, hear their voices, and minimize the power relationships that often exist between a researcher and the participants in a study. Therefore, the underlying reason for me to carry out this qualitative research approach is to gain a narrative understanding of a particular topic. Regarding my axiological stance, I've prioritized not only my values on the entire research process. Rather, as stated by Creswell and Poth (2018), I've equally tried maintaining the value of the diverse ideas, perspectives and experiences of the research participants, thereby being aware of their time and the ethical sensitivity of the texts during transcription, translation and analysis of data.

According to Patton (2007), purposive sampling seeks for richly selecting information. Therefore, in my study, one male and one female: Head teacher Bimal (Pseudonym) and English teacher cum Primary wing coordinator Malini (Pseudonym) of the same school based in South Asia and both having age groups between 30-40 years were selected purposively as research participants for an in-depth one-to-one online mode of interview via Google meet to probe upon and explore the hidden meanings and understandings. The guiding questions were prepared too for the interview that served the research purpose and questions followed by the formation of the probing and emerging questions.

Qualitative research has the unique goal of facilitating the meaning-making process (Krauss, 2005), thus, during my study, I also understood how people were working through such meaning-making in their day-to-day life in their professional context as my research study stance for subjective reality. Likewise, I transcribed all the primary information obtained from

the research participants into the textual form through coding, categorization, and generating theme-based interpretations for the meaning-making process followed by the collection of the secondary information from the respective journals and possible other reading materials.

FINDINGS AND DISCUSSION:
UNFOLDING THE NARRATIVES AND MEANING MAKING

This section of the paper unpacks the experiences of teacher and school head teacher of the same school. It explores the practices of head teacher's leadership as an instructional resource for the staff thematically followed by the meaning-making process accordingly. Basically, I've tried exploring the topic through findings and discussions in three different themes; Head teacher as Facilitator to Teachers in Teaching Learning Process, Understanding the Instructional Practices of Head Teacher Leadership, Importance of Head Teachers' Concern in Continuous Assessment System.

Head Teacher as Facilitator to Teachers in Teaching Learning Process

In my understanding, the head teacher is not concerned only with pursuing administrative responsibilities. The position has much more to do as an instructional leader for the successes and failures of the school. This understanding/perception reflected in my second research participant too, as she agreed how a head teacher, who is concerned about pedagogy can contribute to upliftment of the school. In the course of the interview, head teacher Karen (Pseudonym) shared his facilitation experience to teachers for the adoption of required pedagogical approaches in their instruction process at his school by saying, "I have been paying central attention to the school's mission and visions, therefore, facilitating teachers with training sessions at least twice or thrice a year to adopt all those required skills which can strengthen their instructional process." (Bimal, Personal Communication, 4 June 2022)

From the story of participant 1, I could understand that he was aware about his role. However, my second participant Malini, who has been working as primary coordinator cum English teacher under the leadership of P1, had different experience. Reminiscing upon the culture of her previous workplace, she articulated, "My former school's head teacher was a person of action who used to facilitate teachers with seven to eight in-house training sessions annually to support learners achieving the maximum output but the practice is just vice-versa with respect to her present school's head teacher." (Malini, Personal Communication, 5 June 2022)

To add, she even annoyingly expressed her current head teacher's reluctance towards not enhancing teachers' competencies with required skills of instructional pedagogy. From the story of Malini, I could understand that she had dissatisfaction towards the head teacher's counter practices in reality about instructional leadership and instruction pedagogy. As an M.Ed student, I came to realize that not everybody who is holding the most important position within the working place practices what s/he preaches. While talking with participants, I also came to learn that this kind of practice of the head teacher not being supportive to teachers as

facilitators in the teaching learning process in reality somewhere might have been responsible for learners' low learning outcomes even in the 21st century which has also been stated by Malik et al. (2021) as the instructional leadership is more about strong and goal-oriented leadership focused on curriculum and instruction with effective teaching and learning, preferably reflected in better student outcome.

Echoed with the same notion, the best practice of instructional leaders as a resource consists of more time spent coaching, evaluating and providing feedback to teachers along with engagement in curriculum and instruction decisions (Lachlan-Hache, 2017). This indicates that the head teacher as an instructional leader must reflect upon whether the teachers are exercising appropriate instruction pedagogy or not to enhance students learning and facilitate them with required regular trainings and professional development activities to motivate them to do so.

Understanding the Instructional Practices of Head Teacher Leadership

Whatever insights, I gathered from my experience, head teachers as instructional leaders are primarily responsible for promoting effective teaching learning implementation. For this, they are supposed to facilitate instructional program based on trustworthy research and proven instructional practices. In the course of exploring deeper in the topic, upon being asked, the head teacher Karen shared his instructional leadership practices by saying, "I've been continuously engaging the faculties in instructional dialogue and reflective practices to ensure that they are thoroughly equipped to improve learners' performance. I've also noticed that they've been implementing creative pedagogical approaches and engage students in several hands-on activities like mindfulness, taking students to outings, and several CCA and ECA activities besides reading and writing." (Bimal, Personal Communication, 4 June 2022)

Similarly, when I asked the similar question to the teacher Malini about instructional leadership practices of her head teacher, she implicitly put her grudges surprisingly by saying, "Teachers often practice a teacher-centred learning approach widely in my current institution while teaching students. Everybody is indeed more used to book-centered teaching pedagogy. That's the easiest way to complete the lessons for teachers and comfortable too for the students here." (Malini, Personal Communication, 5 June 2022)

She further added that the head teacher is moreover likened to believing in traditional instructional practice as the most common and best approach widely followed in effective teaching and learning setting. Saying, parents are used to with this mindset of practice. If not followed, parents will start complaining.

Hearing it, I came to find that there is indeed a need to train or educate even the head teachers of the schools by other educationists or instructional leaders in order to explore the horizon of their knowledge about changes in the instructional practices and current shift in educational paradigm. This has indicated that thought Instructional leadership is a major factor in school effectiveness and student achievement, yet it is not widely practiced by school principals due to lack of skills and knowledge (Kibble, 2004). Aligning it with Malik et al. (2021),

it was found that there is a significant relationship between head teachers' instructional supervisory practices and teachers' motivation. This even enabled me to realize that there is a striking need of taking trainings on instructional practices by the head teachers of the schools so that they can ensure their as well as their teachers frequent exposures on rubrics, pedagogy, instructional practice, clinical supervision, teaching methodologies, assessments etc. in order to heighten students' participation in active and contextual learning process.

Importance of Head Teachers' Concern in Continuous Assessment System

I believe that head teachers are responsible for keeping regular track of students' performance through a certain continuous evaluation system in collaboration with their staff. This helps in improving students' coherence with the subject matter and making a better version of their learning outcomes. In the similar vein, when I asked the head teacher Bimal to share his experience about assessment system practice at his school, he shared, "Initially implementing CAS was pretty much a huge challenge to us because teachers were hesitant to practice it as it was a time-consuming task. However, later they managed it anyway." (Bimal, Personal Communication, 4 June 2022)

He further asserted that management has been trying its best to make sure that the teachers are highly prioritizing the assessment system properly with timely feedback to the students for their study improvement. He also exclaimed that he often encourages his teacher's team to change the teaching methods, focus on activity-based teaching methodology to foster productive assessment at his school".

But I got a completely contrasting answer from the teacher Malini who emphasized on poor implementation of CAS at school as she shared, "I am seriously tired with so much fakeness around me at this school. We do not follow the assessment system properly, we just do only record keeping on our part. To tell you the truth, we are yet to be well informed or trained on the assessment system." (Malini, Personal Communication, 5 June 2022)

She further added that the head teacher, rather than spending entire time in administrative tasks, needs to be more aware of the teacher's practices of teaching and learning but he merely focuses on how they've been practicing CAS.

Therefore, I could point out that they've been practicing it randomly as a formality just for the sake of assuring parents which has also been articulated by FEDUC (2017) as, most of the teachers and head teachers failed to accept CAS as means for child friendly learning and evaluation. While it has been clearly mentioned, CAS is a tool to recognize formative evaluation of regular activities of students based on the learning situation with remedies and supervision from the teachers (Gyawali, 2021). It proves that the practical implementation and evaluation still sounds poor in schools.

I can relate it to CAS being followed just for the sake of record keeping and teachers still lacking detailed knowledge about it. I could also sense from my participants' experiences that there is the compulsion of active participation and commitment of head teachers to help

teachers tie up CAS implementation through regular training and workshops to overcome existing weaknesses.

CONCLUSION AND IMPLICATION

In concise, being resourceful instructional leaders to the staff revealed that they are expected to try being valuable in all possible ways either by being updated with what's happening around or sharing one's understanding/information about any related matter with the co-workers. They can try adopting different strategies to find out how the staff is feeling or working by making him/her comfortable through informal discussion during the break time or by managing it at any other possible time. They can act as a close friend to their staff by creating warm culture and climate in the institution. They can motivate their staff to do their best by being their great source of resources such as by searching, gathering and even preparing materials to facilitate their staff. They can develop a participatory learning environment involving students, teachers, concerned stakeholders and even parents.

Though several empirical studies advocate the significance of head teacher leadership as a resource to creating a friendly instructional environment for their staff, materializing the concept seems to be tough until and unless a collaborative effort is made between school leaders and teachers. Hence, the study implies steps to be taken by the school leaders to induce a collaborative environment becoming resourceful to strengthen the professional competency of the team. Apart from this, the study also explores the importance of a true leader who knows the way, shows the way and goes the way being resourceful to all. Saying, nobody is a super head but trying to develop a super team is important. Also, recounting my experiences, instructional leaders instead of considering power and position as tools to lead the change, they can try making expertise and competencies as the inevitable tools to lead. Thus, formation of these leadership traits can ultimately contribute in helping them create an atmosphere of being resourceful to their staff.

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