Title: Instructional Leadership and Student Learning in Manitoba: An Examination of the Role of Superintendents, Principals and Teachers.

Background: Instructional leadership typically focuses on the behaviors of teachers as they engage in activities directly affecting the growth of students. Many perspectives of instructional leadership focus additionally on other organizational variables that are believed to have important consequences for such teacher behavior (Leithwood & Duke, 1999). Early formulations of instructional leadership, however, assumed it to be the responsibility of the principal. Hence, measures of such leadership focused only on the principal and neglected the contribution of other staff to instructional goal setting, oversight of the teaching programs, and the development of a positive learning culture. The exclusive focus on the principal reinforced a heroic view of the role that few were able to attain (Robinson, Lloyd & Rowe, 2008).

In the Canadian context, there is, for example, continued acknowledgement of the complex amalgam of factors impeding effective science delivery at the levels of the early and middle-years school levels in many educational jurisdictions. Teacher personal attributes or intrinsic factors such as science teaching self-efficacy, professional science knowledge and science teaching interest are critical dimensions. Of particular importance, and less commonly acknowledged, is the role of the school division superintendent in influencing science curriculum delivery. The role of the principal in influencing science program delivery is an explored area of study; however, the role of the superintendent in influencing science curriculum delivery is largely unexplored (Lewthwaite, 2006).
Over the last decade, several scholars have sought to conceptualize and empirically examine how leadership is distributed in schools. Although distributed perspectives on school leadership have shed light on complex leadership structures and processes, the definition of distributed leadership varies widely among scholars (Lee, Hallinger, & Walker, 2012).

**Research Purpose:** In the context of the relationship between instructional leadership and student learning, the purpose of this paper is to examine the leadership role of school board superintendents, school principals, and class-room teachers in Manitoba.

**Research Method and Procedures:** The proposed study is expected to be an analytical and a descriptive one. In the context of the role theory, the study will: (1) examine concepts of instructional leadership, its measurements, and its relationship to student learning, (2) analyze instructional leadership roles of superintendents, principals and teachers, (3) describe leadership roles of superintendents, principals and teachers in Manitoba, and (4) discuss and suggest distributed instructional leadership as a model for adoption in Manitoba.

**Bibliography**


