

RGC Ref. No.: UGC/FDS16/H01/14 _____ (please insert ref. above)
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**RESEARCH GRANTS COUNCIL  
COMPETITIVE RESEARCH FUNDING SCHEMES FOR  
THE LOCAL SELF-FINANCING DEGREE SECTOR**

**FACULTY DEVELOPMENT SCHEME (FDS)**

**Completion Report**  
(for completed projects only)

<p><b><u>Submission Deadlines:</u></b></p> <ol style="list-style-type: none"> <li>1. Auditor's report with unspent balance, if any: within <b><u>six</u></b> months of the approved project completion date.</li> <li>2. Completion report: within <b><u>12</u></b> months of the approved project completion date.</li> </ol>
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**Part A: The Project and Investigator(s)**

**1. Project Title**

A study on strategic leadership in Hong Kong kindergartens

**2. Investigator(s) And Academic Department(s) / Unit(s) Involved**

Research Team	Name / Post	Unit / Department / Institution
Principal Investigator	Dr. CHAN Chi-wai Associate Professor	School of Education & Languages, The Open University of Hong Kong
Co-Investigator(s)	Nil	
Others	Nil	

**3. Project Duration**

	Original	Revised	Date of RGC / Institution Approval (must be quoted)
Project Start Date	1 January 2015	NA	
Project Completion Date	30 April 2017	NA	
Duration (in month)	28 months	NA	
Deadline for Submission of Completion Report	30 April 2018	NA	

## **Part B: The Final Report**

### **5. Project Objectives**

#### 5.1 Objectives as per original application

- 1. To develop a scale for the measurement of strategic leadership in the context of Hong Kong kindergarten education*
- 2. To explore how strategic leadership is being exercised in the kindergartens of Hong Kong*

#### 5.2 Revised objectives

Date of approval from the RGC: NA

Reasons for the change:

#### 5.3 Realisation of the objectives

*(Maximum 1 page; please state how and to what extent the project objectives have been achieved; give reasons for under-achievements and outline attempts to overcome problems, if any)*

The project objectives have been 100% achieved. A scale for the measurement of strategic leadership in the context of Hong Kong kindergarten education has been developed and was used in the main study to explore the extent to which Hong Kong pre-school leaders are performing as strategic leaders. The main study was completed and a paper on pre-school leaders' strategic leadership has been submitted to an international journal on educational administration.

#### 5.4 Summary of objectives addressed to date

<b>Objectives</b> <i>(as per 5.1/5.2 above)</i>	<b>Addressed</b> <i>(please tick)</i>	<b>Percentage Achieved</b> <i>(please estimate)</i>
1. To develop a scale for the measurement of strategic leadership in the context of Hong Kong kindergarten education	√	100%
2. To explore how strategic leadership is being exercised in the kindergartens of Hong Kong	√	100%

## 6. Research Outcome

### 6.1 Major findings and research outcome

*(Maximum 1 page; please make reference to Part C where necessary)*

This study has led to the development of a scale for exploring the pre-school leaders' perception of strategic leadership in Hong Kong contexts. The findings reveal that apart from the abilities to exercise a sound planning and management in school, leaders' reflective, flexible and systems thinking, their willingness in continuous professional and network development are crucial to leading today's kindergartens. It indicates that leaders' contextual intelligence is important for exercising strategic leadership. The findings also reveal that Hong Kong pre-school principals, deputy principals and senior teachers believe that they are having high contextual awareness and good at management skills, but comparatively weak in network-building. The results imply that pre-school leaders of Hong Kong have already gone beyond the administrative role and have been aware of taking account of contextual factors in their daily management.

The significance of this study lies in its contribution to the investigation of leadership practices in early childhood education for which scant regard has been shown and the implications for the development of principal preparation programmes. As the findings show that there are significant differences in strategic leadership competencies among the three groups of school leaders, this study throws light on the development of professional standard for educational leaders as well as the continuous professional development programmes for serving and aspiring pre-school principals.

### 6.2 Potential for further development of the research and the proposed course of action *(Maximum half a page)*

It is advised to conduct further researches about the leadership in the early childhood education of different societal cultures. Hong Kong is a society in which Chinese culture and values are still persistently dominating despite Hong Kong is highly globalized. To place value on the relationship with people is still a commonly accepted conception of Chinese although openness, fairness and equity are also the core values of the Hong Kong society. As societal culture will exert significant influence on organizational culture and organizational behaviour, it is therefore deserved to explore how strategic leadership and contextual intelligence are practised by school leaders of different societal contexts in order to better generalize the conclusions about the development of strategic leadership capabilities in pre-school leaders, and to facilitate international dialogue on the issues of leadership in early childhood education. Researches on the factors which will impact the development of contextual intelligence and networking in educational setting are also recommended so that these strategic leadership competencies of school leaders can be better developed through appropriately developed principal preparation courses.

## 7. Layman's Summary

*(Describe in layman's language the nature, significance and value of the research project, in no more than 200 words)*

Studies on school leadership in Hong Kong have mainly focused on primary and secondary schools, with only a handful of studies on leadership in early childhood education.

This study indicates that leaders' contextual intelligence is important for exercising strategic leadership and there are significant differences in strategic leadership competencies among the three groups of pre-school leader viz. principals, deputy principals and senior teachers. The significance of this study lies in its contribution to the exploration of strategic leadership practices in early childhood education, and the insight for the development of professional standard for pre-school educational leaders as well as the continuous professional development programmes for serving and aspiring pre-school principals.

### **Part C: Research Output**

#### **8. Peer-Reviewed Journal Publication(s) Arising Directly From This Research Project**

*(Please attach a copy of the publication and/or the letter of acceptance if not yet submitted in the previous progress report(s). All listed publications must acknowledge RGC's funding support by quoting the specific grant reference.)*

The Latest Status of Publications				Author(s) (denote the corresponding author with an asterisk*)	Title and Journal / Book (with the volume, pages and other necessary publishing details specified)	Submitted to RGC (indicate the year ending of the relevant progress report)	Attached to this Report (Yes or No)	Acknowledged the Support of RGC (Yes or No)	Accessible from the institutional repository (Yes or No)
Year of Publication	Year of Acceptance (For paper accepted but not yet published)	Under Review	Under Preparation (optional)						
2017				Chi-wai Chan	Leading today's kindergartens: Practices of strategic leadership in Hong Kong's early childhood education/ <i>Educational Management, Administration &amp; Leadership</i> [SSCI] Impact Factor: 0.982	No	Yes [Attachment 1]	Yes	Yes
		2017		Chi-Wai Chan	Are pre-school leaders in Hong Kong strategic leaders?/ <i>International Studies in Educational Administration</i>	No	Yes [Attachment 2]	Yes	Yes

**9. Recognized International Conference(s) In Which Paper(s) Related To This Research Project Was / Were Delivered**

*(Please attach a copy of each conference abstract)*

<b>Month / Year / Place</b>	<b>Title</b>	<b>Conference Name</b>	<b>Submitted to RGC</b> <i>(indicate the year ending of the relevant progress report)</i>	<b>Attached to this Report</b> <i>(Yes or No)</i>	<b>Acknowledged the Support of RGC</b> <i>(Yes or No)</i>	<b>Accessible from the institutional repository</b> <i>(Yes or No)</i>
July/ 2016 Nagoya, Japan	A pilot study about the strategic leadership practices of kindergarten leaders in Hong Kong	2016 International Symposium on Teaching, Education, and Learning	Yes	Yes [Attachment 3]	Yes	Yes
March/ 2017 Taipei, Taiwan	Contextual intelligence in school leadership	Asia-Pacific Symposium on Social Science and Management 2017	No	Yes [Attachment 4]	Yes	Yes

**10. Whether Research Experience And New Knowledge Has Been Transferred / Has Contributed To Teaching And Learning**

*(Please elaborate)*

No

**11. Student(s) Trained**

*(Please attach a copy of the title page of the thesis)*

<b>Name</b>	<b>Degree Registered for</b>	<b>Date of Registration</b>	<b>Date of Thesis Submission / Graduation</b>
Nil			

**12. Other Impact**

*(e.g. award of patents or prizes, collaboration with other research institutions, technology transfer, teaching enhancement, etc.)*

Nil

**13. Public Access Of Completion Report**

*(Please specify the information, if any, that cannot be provided for public access and give the reasons.)*

Information that Cannot Be Provided for Public Access	Reasons
NA	