A Model Development of Literacy Leadership for School Administrators

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Received: December 10, 2023
Revised: April 23, 2024
Accepted: April 24, 2024
DOI: http://doi.org/10.14456/jhusoc.2024.10

Abstract

The objectives of the research were 1) to synthesize the elements of literacy leadership for school administrators, 2) to study the problem situations and recommend feasible guidelines for developing literacy leadership for school administrators, 3) to develop a model of literacy leadership for school administrators, and 4) to propose policy proposals and practical proposals for promoting literacy leadership for school administrators. Instruments used in this research were a synthesis table, a checklist table, a semi-structured interview form, a drafted model, an examination form, and a meeting record form. Data were analyzed by frequency, percentage, and content analysis, classified by issues, and categorized into core elements. The results revealed as follows: 1) The synthesis results of the literacy leadership for school administrators consisted of seven elements and twenty-one sub-elements, 2) The problem situations and feasible guidelines consisted of nine issues, 3) The developing of a model of literacy leadership for school administrators comprised five model components as follows: principles, objectives, operational

procedures, evaluation, and conditions for achievement, 4) The policy proposals and practical proposals for promoting literacy leadership for school administrators were related agencies, regulatory agencies, promotion, cultivation, and follow-up and expand the results to educational institutions.

Keywords: model, literacy leadership, school administrators

Introduction

The Office of the Royal Society of Thailand (2018) defined literacy not only the ability to read, write, think, and calculate effectively but also has evolved to include knowledge, competency, and skills, with practical skills focusing on using tools to acquire knowledge and intellectual skills focusing on intellectual development. Literacy skills are based on educational, religious, cultural, mental, and emotional processes, and involve understanding the essence of issues, linking prior knowledge, fostering new knowledge, and creating innovative ideas for real utility.

According to Sulentic Dowell from Louisiana State University (2021), literacy leadership highlights the expertise and attitudes of leaders at all education system levels, including coaches, principals, curriculum supervisors, and educators. These leaders must develop effective interpersonal skills and be aware of political motivations influencing literacy policies and practices.

The Ministry of Education New Zealand (2020) studied the role of a literacy leader in identifying students' literacy learning needs, implementing tailored professional development, creating a professional learning community, supporting teachers in implementing new approaches, and evaluating the impact of these changes.

Moreover, the National Literacy Trust (2022) analyzed literacy leadership in secondary schools and that literacy includes the important skills of reading, writing, and oral communication that allow students to access different parts of the curriculum. Literacy school administrators are the ones who make this happen, so school administrators in literacy have a role throughout the school. and has responsibilities covering various activities such as data and evidence analysis strategic planning, observing, and developing teaching practices for continuous professional development, and leading to change.

Furthermore, Bean and Ippolito (2022) show that distributed leadership in educational settings involves principals sharing literacy leadership responsibilities with professionals and community stakeholders, promoting a reciprocal learning and influence dynamic between principals and informal leaders.

Nevertheless, Sharp, Piper and Raymond (2023) aimed to instill literacy leadership qualities in upcoming teachers and instructional leaders by exposing them to diverse learning experiences. They stressed the importance of specific training in literacy leadership during teacher preparation, focusing on understanding literacy content, teaching methods, and fostering a positive literacy culture.

Similarly, Puthaprasert et al. (2023, p. 160) proposed the success factors and conditions of school administration towards the next normal school, administrators had to perform a role of literacy leadership and be situated within distributive leadership. These roles required a strategic construct of the content and pedagogical knowledge of literacy that converges with traditional leadership skill sets to support student learning and teacher capacity.

It can be concluded that literacy leadership involves leaders at all levels of the education system, including coaches, principals, curriculum supervisors, and

educators. School administrators have to identify students' literacy learning needs, implement professional development, create a professional learning community, support teachers, and evaluate changes.

Therefore, school administrators are challenged with strong leadership, collaboration among stakeholders, and being responsible for cultivating a literacy culture and fostering effective teaching and learning. By implementing this model of literacy leadership, school administrators can have directions to create an environment where all students have the support and resources, they need to develop strong literacy skills and achieve academic success.

Research Objectives

1. To synthesize the elements of literacy leadership for school administrators.
2. To study the problem situations of literacy leadership for school administrators and recommend feasible guidelines for developing literacy leadership for school administrators.
3. To develop a model of literacy leadership for school administrators.
4. To propose policy proposals and practical proposals for promoting literacy leadership for school administrators.

Methodology

The research method was divided into four phases as follows:

Phase 1: The synthesizing of the elements of literacy leadership for school administrators was divided into two steps:

Step 1.1: Synthesizing the core elements and sub-elements of literacy leadership for school administrators. The research team studied thirty academic papers from both Thai and foreign educators that were published via electronic

media, consisting of concepts, articles, and relevant research on literacy leadership for school administrators. An instrument used was a synthesis table. The data were classified by core elements and sub-elements.

Step 1.2: The derived core elements and sub-elements related to literacy leadership for school administrators were confirmed by five key informants selected by purposive sampling participating in a focus group discussion to correct the appropriate and comprehend. An instrument used was a checklist table. The content analysis was used to categorize the core elements and sub-elements.

Phase 2: The problem situations of literacy leadership for school administrators and recommended feasible guidelines for developing literacy leadership for school administrators were inquired by using a semi-structured interview form, conducting an in-depth interview of fifteen informants selected by purposive sampling, school administrators who received awards for outstanding educational institutions in the management, Olympic Academic Best Practice, IQA awards, Royal School, Excellent Educational Institutions, the year 2021-2023. The data were analyzed by content analysis and classified into issues.

Phase 3: The development of a model of literacy leadership for school administrators was operated into two steps:

Step 3.1: The research team drafted a model based on the synthesis components and sub-components from Phase 1 and the study results of the problem situations and feasible guidelines from Phase 2 and selected the significant issues to be a part of a model comprising five components: 1) model principles, 2) model objectives, 3) model operational procedures, 4) model evaluation, and 5) model conditions for success.

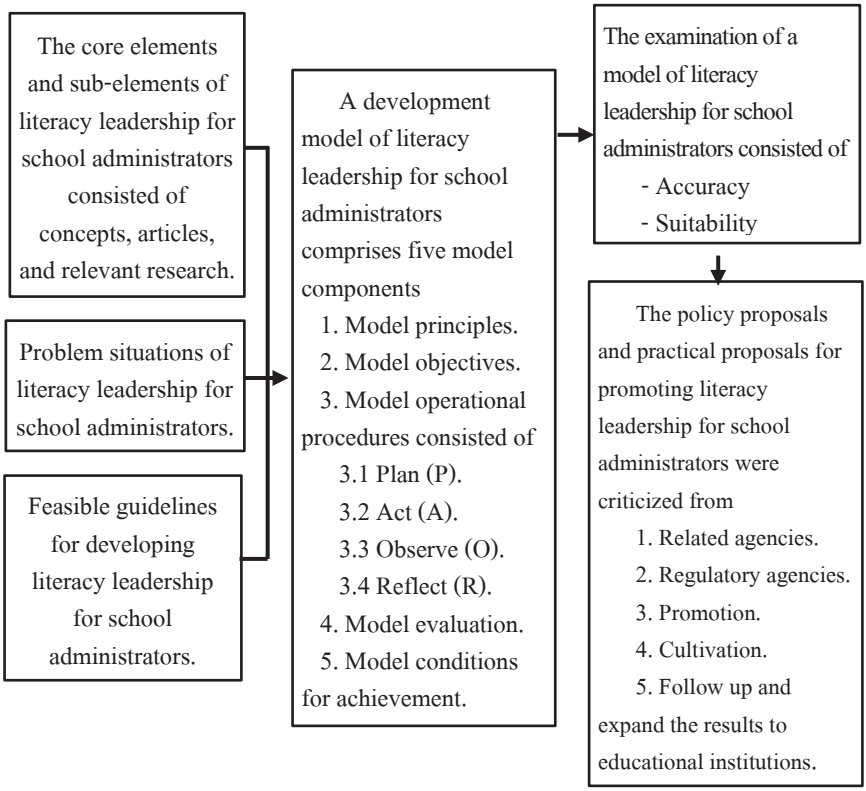
Step 3.2: The examination of the accuracy and suitability of a model of literacy leadership for school administrators, the research team organized a workshop of fifteen faculty lecturers in the field of educational administration and school administrators who hold a doctorate in educational administration or related educational fields selected by purposive sampling. The instruments used were a drafted model and an examination form. The results of the examination were analyzed in frequency and percentage.

Phase 4: The policy proposals and practical proposals for promoting literacy leadership for school administrators were criticized by organizing a brainstorming session (Zoom meeting) to generate ideas from fifteen experts in various fields, school administrators who encourage special educational projects according to the Bureau of Academic Affairs and Educational Standards, Ministry of Education, Thailand both government and private school including the research team. An instrument used was a meeting record form. The content analysis was analyzed to classify into issues.

In this research, a research framework was presented in Figure 1.

Figure 1

Research framework



Results

Phase 1: The synthesis results of the core elements of literacy leadership for school administrators were divided into two steps:

Step 1.1: Results of synthesizing the core elements and sub-elements of literacy leadership for school administrators. The research team studied thirty academic papers from both Thai and foreign educators that were published via electronic media, consisting of concepts, articles, and relevant research on literacy leadership for school administrators as follows: Almomani (2016); Bean and Ippolito (2022); Burdette (2018); Carraway and Young (2015); Darling-Hammond et al. (2022); Duncan and Colvin (2018); Edwards (2010); Ferguson (2013); Fisher and Frey (2007); Flynn (2007); Friedland et al. (2011); Gilbert (2017); Gorr (2016); Hallinger and Murphy (1985); Hanson (2022); International Literacy Association (2019); Ippolito and Fisher (2019); Jill Lewis and Jay (2011); Kern (2021); Lead for Literacy (2023); Lear (2017); Lewis-Spector (2011); Murphy (2004); Murphy (2004); Reeves (2008); Rogers et al. (2021); Shanahan (2015); Shanahan and Shanahan (2008); Sharp et al. (2023); Textual Tools Study Group (2006); UNESCO (2006).

The data were classified by frequency as shown in figure 2.

Elements	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
1. Vision and advocacy consist of																															
1.1 Strategic planning.		✓		✓	✓		✓	✓	✓	✓	✓			✓		✓	✓	✓		✓	✓				✓	✓			✓	✓	20
1.2 Stakeholder collaboration.		✓		✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25
1.3 Vision development.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										✓	✓	✓	✓	✓	✓				✓	18
1.4 Policy development.		✓	✓	✓	✓				✓	✓	✓				✓	✓	✓	✓			✓	✓					✓	✓	✓	✓	18
1.5 Promote literacy skills.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	26
2. Curriculum and Instruction consist of																															
2.1 Curriculum development.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		27
2.2 Curriculum alignment.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓		✓	✓	✓		27
2.3 Coach and mentors.		✓	✓	✓		✓	✓			✓	✓			✓	✓	✓	✓	✓			✓	✓				✓	✓	✓	✓		19
2.4 Instructional support.		✓	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓	✓	✓			✓	✓					✓	✓	✓		19
2.5 Professional development opportunities.	✓	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓			✓	✓	✓				✓	✓	✓		18
3. Assessment and Data Analysis consists of																															
3.1 Assessment implementation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	30
3.2 Data Utilization.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	30
3.3 Literacy outcomes.		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	28
3.4 Data-driven decision-making.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	28
4. Collaboration and Communication consists of																															
4.1 Professional learning communities.		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓						✓	✓	✓	✓				✓	✓	✓	19
4.2 Stakeholders' engagement.		✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓		✓	✓	✓	✓	21
4.3 Community partnerships.		✓	✓			✓	✓	✓	✓	✓						✓	✓			✓	✓		✓	✓	✓			✓	✓	✓	18
4.4 Literacy resources.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	30
5. Professional Development consists of																															
5.1 Identify specific needs.	✓	✓	✓		✓	✓			✓	✓	✓				✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	21
5.2 Resource allocation.		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	24
5.3 Peer learning.		✓	✓			✓	✓	✓	✓	✓	✓	✓					✓			✓			✓			✓	✓	✓	✓	✓	18
6. Support for diverse learners consists of																															
6.1 Individualized Plans.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓				✓	✓	✓	✓	✓	✓	✓	22
6.2 Specialized literacy skills.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓		✓	✓				✓	✓	22
6.3 Cultural Competencies.		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	23
7. Evaluation and continuous improvement consists of																															
7.1 Literacy program evaluation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	30
7.2 Feedback mechanism cycles.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	30
7.3 Flexibility and adaptation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	30

The research team selected relevant elements from synthesized more than 50 percent and classified them into elements and sub-elements including correcting some phrases to be more suitable as shown below:

1. Vision and advocacy consist of 1.1 Strategic planning, 1.2 Stakeholder collaboration, 1.3 Vision development, 1.4 Policy development, and 1.5 Promoting literacy skills.

2. Curriculum and Instruction consists of 2.1 Curriculum development, 2.2 Curriculum alignment, 2.3 Instructional coaching, 2.4 Instructional support, and 2.5 Professional development opportunities.

3. Assessment and Data Analysis consists of 3.1 Assessment implementation, 3.2 Data Utilization, 3.3 Literacy outcomes, and 3.4 Data-driven decision-making.

4. Collaboration and Communication consist of 4.1 Professional learning communities, 4.2 Stakeholders' engagement, 4.3 Community partnerships, and 4.4 Literacy resources.

5. Professional Development consists of 5.1 Identify specific professional development needs, 5.2 Resource allocation, 5.3 Peer learning.

6. Support for diverse learners consists of 6.1 Individualized Plans, 6.2 Specialized literacy skills, and 6.3 Cultural Competencies.

7. Evaluation and continuous improvement consist of 7.1 Literacy program evaluation, 7.2 Feedback mechanism cycles, and 7.3 Flexibility and adaptation.

Step 1.2: The derived core elements and sub-elements related to literacy leadership for school administrators were confirmed by five key informants selected by purposive sampling participating in a focus group discussion to correct the appropriate and comprehend were accepted 100 percent.

Phase 2: The problem situations of literacy leadership for school administrators and feasible guidelines for developing literacy leadership for school administrators after conducting an in-depth interview for school administrators consisted of nine issues: 1) limited resources, 2) changing educational standards, 3) collaboration, 4) teacher professional development, 5) data-driven decision making, 6) equity gaps, 7) parental involvement, 8) technology integration, and 9) assessment practices are shown in Table 1.

Table 1

The problem situations and feasible guidelines for developing literacy leadership for school administrators

Problem situations of literacy leadership for school administrators	Feasible guidelines for developing literacy leadership for school administrators
1. Limited Resources:	
-Many schools face the limited resources in schools hinder effective literacy programs, including funding, outdated materials, and qualified staff, making it difficult to implement effective initiatives.	-School administrators should prioritize and allocate resources for literacy leadership, advocating for adequate funding, materials, and staffing for literacy programs, including quality instructional materials and specialist training.
2. Changing Educational Standards:	
-Literacy leaders face challenges in keeping up with changing standards and curriculum requirements, necessitating continuous curriculum development and teacher training to ensure alignment with the latest standards.	-Administrators should ensure literacy curricula align with current educational standards and research-based best practices, regularly reviewing and updating materials and instructional strategies to develop effective literacy leadership.
3. Collaboration:	
-Schools cater to a diverse student population with varying literacy needs, requiring literacy leaders to cater to students with learning disabilities, ESL students, and different proficiency levels.	-Administrators should foster collaboration among teachers, specialists, and support staff for a cohesive literacy program, promoting effective and coordinated interventions for students.

Table 1 (Continued)

Problem situations of literacy leadership for school administrators	Feasible guidelines for developing literacy leadership for school administrators
4. Teacher Professional Development:	
-Effective literacy instruction relies on well-trained teachers, but budget constraints and time limitations can hinder ongoing professional development, leading to inconsistent practices.	-Administrators should invest in professional development for teachers, including workshops, seminars, and training sessions, to enhance their literacy teaching skills for successful literacy leadership.
5. Data-Driven Decision Making:	
-Effective literacy data collection, analysis, and use in schools is crucial for improving outcomes, but managing and interpreting this data can be challenging for literacy leaders.	-Effective literacy leadership relies on data-driven decision-making, enabling administrators to identify struggling students, tailor interventions, inform instructional adjustments, and track progress over time.
6. Equity Gaps:	
-Literacy leaders face a pressing challenge in addressing equity gaps in achievement among diverse student groups, including socioeconomic status, race, and ethnicity.	-Administrators should prioritize equity in literacy leadership by addressing underprivileged students and marginalized communities' needs through targeted interventions, additional resources, and support for quality education.

Table 1 (Continued)

Problem situations of literacy leadership for school administrators	Feasible guidelines for developing literacy leadership for school administrators
7. Parental Involvement:	
-Parental involvement in literacy development is crucial for improving outcomes, but may be hindered by lack of time, knowledge, or resources.	-Administrators should promote literacy through events, workshops, and partnerships with local organizations, involving parents and the community to create a supportive environment for literacy development.
8. Technology Integration:	
-Literacy leaders must effectively integrate digital literacy tools into the curriculum while ensuring equitable access for all students, as technology continues to play a significant role in education.	-Support the integration of technology into literacy instruction by providing access to relevant tools and training, ensuring it aligns with literacy goals, enhances engagement, and supports personalized learning.
9. Assessment Practices:	
-Schools often face challenges related to the selection and administration of literacy assessments. Ensuring that assessments are valid, reliable, and aligned with instructional goals can be a complex process.	-Administrators should establish systems for evaluating literacy programs' effectiveness, gathering feedback from teachers, students, parents, and other stakeholders for informed adjustments and enhancements.

Phase 3: The development of a model of literacy leadership for school administrators was operated into two steps:

Step 3.1: The drafted model based on the synthesis components and sub-components from Phase 1 and the study results of the problem situations and feasible

guidelines from Phase 2 and selected the significant issues comprising of five components: 1) model principles, 2) model objectives, 3) model operational procedures, 4) model evaluation, and 5) model conditions for achievement.

Step 3.2: The examination of the accuracy and suitability of a model of literacy leadership for school administrators, the research team organized a workshop of fifteen faculty lecturers in the field of educational administration and school administrators who hold a doctorate in educational administration or related educational fields selected by purposive sampling. The experts examined the accuracy and suitability, which are at the highest level; and edited to be a complete model as shown in Figure 3.

Figure 3

A complete model of literacy leadership for school administrators

Phase 4: The policy proposals and practical proposals for promoting literacy leadership for school administrators were criticized and classified into issues as shown in Table 2.

Table 2

The policy proposals and practical proposals for promoting literacy leadership for school administrators

Policy Proposals	Practical Proposals
1. Agencies related to educational administration.	
-Advocate for national literacy policies, allocate government funding for literacy leadership training, implement accountability measures, invest in research, and foster collaboration between educational agencies and universities to develop advanced literacy leadership programs for school administrators.	-Regular workshops and training sessions are needed to improve literacy leadership skills in school administrators. Peer mentoring programs, literacy leadership teams, resource allocation, recognition programs, and community engagement are also essential. Regular assessments and intervention programs can help identify areas for improvement and support struggling students.
2. The agencies that regulate and supervise the quality of educational institution administrators consist of the Ministry of Education and MHESI.	
-The proposal outlines mandatory literacy leadership standards for educational institution administrators, integrates these criteria into accreditation, mandates budget allocation for literacy leadership training and support, and develops a national literacy strategy. It also includes literacy leadership as a criterion in performance evaluations, emphasizing the importance of promoting literacy among administrators.	-Implement literacy leadership training programs for educational institution administrators, foster peer learning communities, provide personalized guidance, and create platforms for sharing resources. Offer workshops on engaging parents and the community in literacy initiatives and encourage participation in professional learning communities.

Table 2 (Continued)

Policy Proposals	Practical Proposals
3. How to promote literacy leadership for school administrators.	
-Develop guidelines for regular literacy leadership assessments in educational institutions, enforce standards in hiring, evaluating, and promoting administrators, encourage literacy leadership teams, and develop literacy-promoting cultures in educational policies.	-The initiative offers administrators assessment tools, training, and resources to enhance their literacy leadership skills, facilitate networking events, and share best practices for creating a literacy-friendly school environment.
4. How to cultivate literacy leadership for school administrators continuously.	
-Regular evaluations, policy frameworks, standardized models, and government funding are needed to assess literacy leadership in schools, integrate them into curriculum, and ensure accessibility for all administrators.	-Encourage administrators to conduct self-assessments, peer reviews, and provide training for literacy leadership goals. Offer continuous learning opportunities and schedule literacy-focused workshops, webinars, and conferences for continuous improvement.
5. Follow up and expand the results of studying literacy leadership for school administrators to educational institutions.	
-Implement standardized literacy leadership curriculum in educational institutions, require literacy leadership certification for employment, and develop national guidelines for effective literacy leadership in educational institutions.	-Organize regular leadership training workshops and seminars focusing on literacy leadership best practices and emerging trends. Establish mentoring programs where experienced literacy leaders' mentor newer administrators, and create peer learning networks for ongoing collaboration and support.

Discussion

From the research results, there were important issues that the research could be discussed as follows:

The derived core elements of literacy leadership for school administrators consist of vision and advocacy, curriculum and instruction, assessment and data analysis, collaboration and communication, and professional development, including evaluation and continuous improvement, consistent with Yurkewecz (2020), suggested that administrators actively contributed to the success of teacher leadership roles within the districts where the participants worked. Although the teacher leadership grant initially provided only one year of funding for these educators, even three years after the grant concluded, the district continued to formally acknowledge all three participants as teacher leaders.

Concerning a variety of problem situations of literacy leadership for school administrators and feasible guidelines for developing literacy leadership for school administrators in accordance with the findings of Bean (2020), the diversity and equity challenges discussed earlier posed difficulties for educators, specialized literacy experts, and school administrators. Standards served as a guide for those preparing literacy professionals, for states responsible for establishing teacher and student standards, for educational service areas aiming to hire literacy experts capable of effective teaching in today's educational landscape, and for literacy professionals themselves. Additionally, Española et al. (2022) studied the experience and learning needs of teachers of Mamanwa Youth, they were cognizant of the challenges, which they described as encompassing low parental involvement and limited behavioral engagement of the learners. Furthermore, the highlights of the identified problems and needs encompassed a requirement for increased parental

participation, subpar academic engagement among Mamanwa learners, and challenges in social integration. Another category of teacher attributions, included attributions to students' insufficient study and literacy skills, economic and geographical hindrances, as well as other contributing factors.

Regarding model of literacy leadership for school administrators that influence for school administration, Plaatjies (2019), mentioned the capabilities of primary school administrators in the context of literacy leadership that specific competencies related to literacy leadership encompass the principals' knowledge of the literacy curriculum, their oversight of the literacy instructional program, their efforts to empower literacy teachers through professional development initiatives, their methods of promoting literacy-rich classrooms, and the significance of principals having a clear vision and mission for literacy instruction. The findings indicated that principals have a limited grasp of the literacy curriculum and struggle with data-driven decision-making.

Similarly, Puthaprasert et al. (2023, p. 160) proposed the success factors and conditions of school administration towards the next normal school, administrators had to perform a role of literacy leadership and be situated within distributive leadership. These roles required a strategic construct of the content and pedagogical knowledge of literacy that converges with traditional leadership skill sets to support student learning and teacher capacity.

It could be summarized that the role of literacy leadership in school administration focuses on school administrators' knowledge of the literacy curriculum, oversight of instructional programs, professional development initiatives, and promoting literacy-rich classrooms. The findings also suggest that school administrators must struggle with data-driven decision-making and need to perform

literacy leadership within distributive leadership, combining content and pedagogical knowledge with the next normal leadership skills.

Recommendations

The influence of literacy leadership on school administration should play a role to guide teachers to improve teaching and student learning. School administrators should acquire literacy knowledge, understand shared ownership, and share professional knowledge standards. To achieve literacy for all, schools should create a learning atmosphere, establish literacy leadership teams, support teachers, and discuss best practices. Effective administrators treat teachers with respect, value their ideas, and empower them to share professions.

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