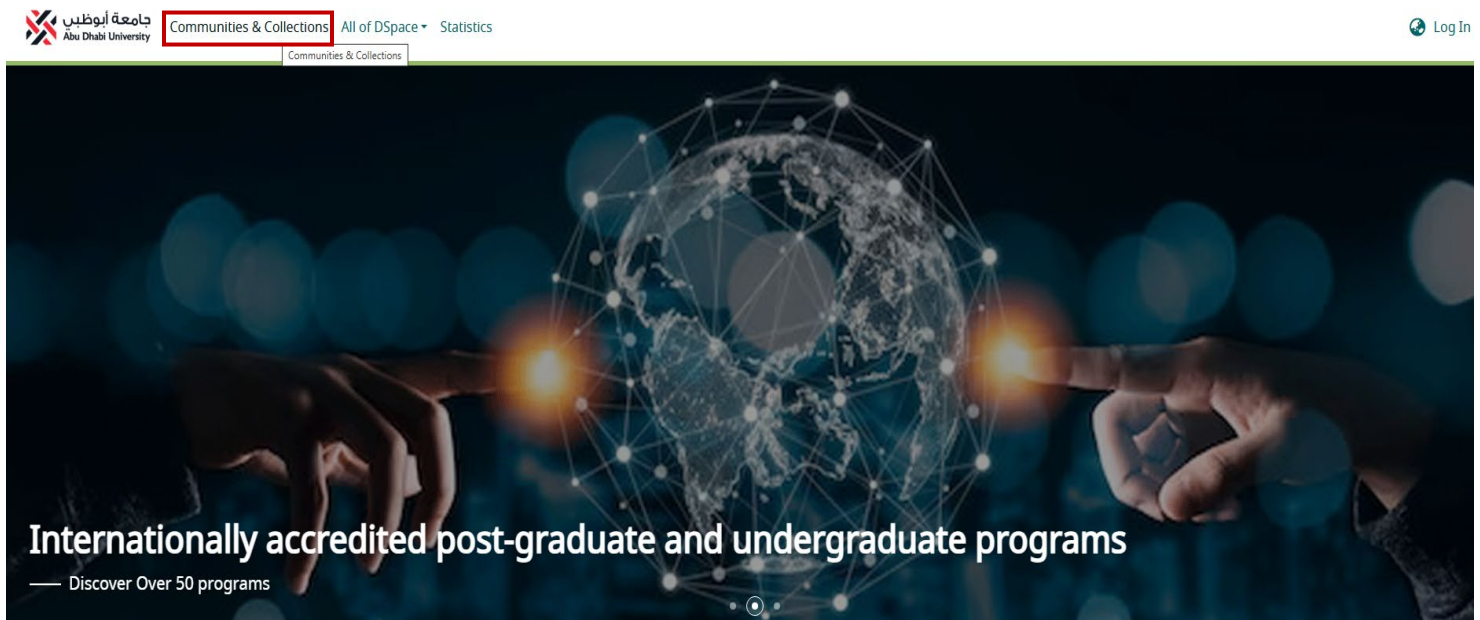


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Abstract

National and international education organizations continue to prepare effective instructional leaders who can promote student achievement in the 21st century classrooms. This study examines how school leaders in Fujairah's public schools conceptualize instructional leadership and relate their instructional practices to students' achievements. Further, the study explores the barriers and affordances that school leaders encounter in adopting their instructional leadership. A qualitative research approach was employed to collect data using semi-structured interviews, document analysis, and observational fieldnotes. The study sample included 15 school leaders including principals, vice principals, and heads of departments from 10 randomly selected schools located in the Emirate of Fujairah in the United Arab Emirates. The analysis revealed that school leaders conceptualize instructional leadership as a practice that is data informed where teaching and learning are greatly emphasized. Further, students' wellbeing and robust teacher professional development were found to be significant drivers of students' academic success. Some key recommendations that emanate from this study include improving and expanding school leaders' instructional leadership practices with a focus on school improvement, lifelong learning for all, and promoting data-driven decision making. Implications for learning growth in schools and supporting the future generation of students are discussed.

Keywords: Instructional Leadership, School leaders, Leadership in Schools, Students' Achievements, UAE, Case Study

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