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**EXPLORING INSTRUCTIONAL LEADERSHIP PRACTICES IN THE
 INSTITUTIONAL SCHOOL OF KATHMANDU: A NARRATIVE
 INQUIRY**

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ABSTRACT

Principals of the schools are more focused on managerial works rather than supporting teaching and learning in the school. As a result, they spend most of their time behind the desk and in to the files. Principals of the schools are guided by the principles of making good grades in the examinations. As a result, they are more focused on rote learning than knowledge and skill based learning that add value in the life of students. However, the instructional leadership advocates that the principal should able to create school culture that support students' achievement. So, the main aim of the paper is to explore perception and practices of principals on their instructional leadership in addressing the 21st century skills. I applied narrative research approach in order to explore the perceptions and practices. For this, I interviewed two principals of two different schools of Kathmandu valley. The finding of the study reveals that setting direction, focusing in curriculum and monitoring the learners' progress are the perception and practices on instructional leadership.

KEYWORDS: *Instructional leadership, 21st century skills*

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