**Dr. Ai Noi Lee, Nanyang Technological University, Singapore**

**Bio:**

Dr Lee Ai Noi earned her Doctor of Philosophy from Nanyang Technological University, Singapore. She began her teaching career as a trained educator with the Singapore Ministry of Education. She is currently a faculty member at the National Institute of Education, Nanyang Technological University, where she teaches educational psychology and assessment-related courses in postgraduate diploma, undergraduate, and master’s degree programmes. Beyond her teaching responsibilities, she has professional experience in organisational development and school administration. She also has extensive expertise in designing and delivering continuing education and training programmes for adult learners. Her research interests focus on human development, particularly the application of psychological theories and principles to understanding motivation and learning in both educational and workplace settings. She has led and contributed to several research projects on educational leadership and teacher empowerment, graduates’ career readiness and employability, skills development, and continuing education and training. Her work has been published in internationally recognised journals such as Teaching and Teacher Education, Educational Management Administration & Leadership, and The Asia-Pacific Education Researcher. Her scholarly contributions include peer-reviewed journal articles, books, and book chapters in the areas of teacher empowerment, educational leadership and management, future-oriented learning and skills development, learning and assessment, as well as the development and assessment of 21st-century competencies.

**Title:**

Teacher Empowerment from a Socio-Psychological Perspective: Bridging Leadership Practices and Teacher Effectiveness

**Abstract:**

Teacher empowerment is fundamental to effective school leadership, significantly shaping teachers’ professional motivation, instructional excellence, and workplace well-being. However, traditional approaches to empowerment often focus on structural factors, such as policies and resources, while overlooking the critical interplay between social contextual influences and psychological mechanisms. This presentation explores teacher empowerment through a socio-psychological lens, addressing two key questions: (1) What are the underlying socio-psychological mechanisms driving teacher empowerment? (2) How can understanding these mechanisms inform policy and practice in school leadership and teacher development? Grounded in theoretical perspectives on teacher agency, empowerment, and Self-Determination Theory, this presentation synthesises empirical research conducted in Singapore to position teacher empowerment as a strategic approach to school management and teacher development. Findings highlight that satisfying teachers’ psychological needs for autonomy, competence, and relatedness is pivotal in linking leadership behaviours to teacher engagement, job satisfaction, and organisational commitment. School leaders who engage in empowering practices, such as delegating authority, fostering collaborative relationships and providing individualised support, cultivate an environment where teachers develop commitment, instructional innovation, and adaptability in their work roles. Research findings underscore the necessity for a paradigm shift in educational leadership, highlighting that schools and policymakers must move beyond top-down administrative models towards leadership frameworks that foster teacher agency, collective efficacy, and psychological well-being. Integrating socio-psychological principles into school leadership and teacher development programmes is essential for building sustainable, high-performing educational environments.