



Instructional Leadership in Taiwan: What We have Learned from Two Decades of Research

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Global educational reforms and accountability initiatives have created an attention and emphasis on the importance of effective schools and student learning outcomes. This has in turn led to the renewed and enhanced interest in instructional leadership. In Taiwan, since the lifting of the Martial Law in 1987, the educational system has experienced a gradual deregulation in educational resources, educational structures, educational content, and educational administration. A more democratic and open society opened up new ideas for school management. Interest in instructional leadership in Taiwan sprang up in the 1990s and proliferated in the 21st century. This paper examines 84 empirical studies on principal instructional leadership in Taiwan in the past two decades. By examining the research design, dimensions used to investigate instructional leadership, factors influencing instructional leadership and effects of instructional leadership on schools, teachers and students, this paper discusses the development of principal instructional leadership in Taiwan and compares this development to the international trend. Instructional leadership in Taiwan has been more prevalent at the elementary school level; however, this paper suggests that the recent implementation of a 12-year basic education system is likely to lead to the enhanced practice of instructional leadership beyond the elementary school level.

Key words: principal leadership; instructional leadership; Taiwan

