

Leading School for Learning: Principal Practices in Taiwan

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In a time of growing concerns for student learning, the Taiwanese government has implemented a myriad of measures to enhance teacher support and learning community, develop an evaluation system for student learning and performance, establish the linkage of overall school quality to competitive funding, and invest in data-based practice. At the same time, international research has established an empirical link between student achievement and school leadership. The call for strong leadership is eminent. Leaders must respond to the increasingly complex environment while staying instructionally focused. The purpose of this study was to examine leadership actions taken by principals in Taiwan in response to heightened attention towards student learning. Interviews were conducted with a total of 32 principals of elementary and junior high school level in Taipei and New Taipei City. We portray the context of school reform in Taiwan, discuss the principals' actions, analyze the resistance that stand in the way and what principals do about them and establish the good practices in leading for learning in Taiwan.



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