



**The Effects of Learning Community as an Operational Form of
Leadership for Learning**

Hui Ling Wendy PAN, Fong Yee NYEU & Shu Huei CHENG

In the 21st century, leadership for learning becomes a new paradigm. It not only brings out the notion of power sharing but also a more constructivist-oriented pedagogy to facilitate learning in the school fields. To materialize the concept of leadership for learning in Taiwan, a project integrating an approach of learning community advocated by a Japanese scholar, Manabu Soto, has been implemented since 2013 as an operational form for school improvement.

Thirty-two schools in four cities/counties were recruited as voluntary participants for the project. An online survey was conducted to investigate the viewpoints of the participants. It ended up to 233 valid questionnaires. Threefold purposes of the study are to explore teachers' involvement in the program, the degree of schools as learning communities and how school as learning community influencing teacher teaching, professional learning and school development.

The following findings were obtained: (a) The teachers has been involved in the preparation activities (ie., attending workshops, study groups, lectures) for two to three times and the implementation activities (ie., the cycle of working collaboratively on planning the lesson, observing the classrooms, and discussing the lesson) for one to two times since they participated in the program. (b) The extent to which teachers' belief and behavior in their classrooms as learning communities, and their efficacy all achieved the medium high level. (c) Among the four characteristics of school as learning community, "vision and recognition" was ranked as the top, which was significantly higher than "learning for change," "supportive and distributed leadership," and "learning-centered teaching practice." (d) Furthermore, "learning-centered teaching practice" had significant interpretive power for teacher teaching, professional learning and school development. The results not only suggest how the schools enforce themselves as learning communities, but also inform the key elements of the successful program implementation.

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