

A Case Study of Learning Practice for a Secondary School Principal in Taiwan: Approaches and Elements

Lin Ming-Dih

In a dynamic society, the challenges faced by secondary school principals are even more complicated. The characteristics of a principal's job can be characterized as context-specific, diverse, brief, fragmented, patternless, and with a great deal of discretion. Furthermore, there is a lack of established professional standards for principal professional development and growth in Taiwan. It is imperative to study principal learning in real context. This study investigated the learning of a practicing secondary principal, including her learning approaches and learning elements.

This study conducted more than 100 hours of observation and 12 interviews with a secondary school principal. All observations and interviews were transcribed and the data were used for analysis.

The findings of the study showed that: 1) The principal learned more through self-reflection and group interaction than through professional training and profession inquiry. 2) When context-specific questions were asked, the principal learned more declarative knowledge related to teaching and learning, but when general questions were asked, the principal learned more procedure knowledge related to problem solving, leadership craft, and changes in decision-making. 3) In terms of the elements of leadership craft, the principal's learning focused more on the understanding of people and environment, forming acceptable results, utilizing critical administrative techniques and skills, and understanding of possible obstacles rather than a "nose" for things and the timing of doing things practically and ethically.

變動情境下的學校領導 Changing Contexts for School Leadership



ASIA LEADERSHIP
ROUNDTABLE
亞太領導圓桌會議
Bangkok 2024 曼谷

Jun 5-8, 2024 | Bangkok

Organisers:

