

# **School Leadership in Taiwan: Challenges and Strategies**

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## **Abstract**

Taiwanese schooling has gone through great changes since the last decade, echoing the strong demands for development in the local community as well as educational reforms in a global context. Driven by the ideology of educational deregulation, decentralization of decision making and curriculum reform have been the two main initiatives of this wave of school change. These policies, on the one hand, offer autonomy to schools so the administration group of a school is able to build up the environment most suitable for its students and teachers; and on the other hand, offer teachers more freedom in developing teaching materials and involving them more in administrative affairs beyond their classroom concerns. Working in this policy environment, principals are expected to enable teachers to engage in shared decision making, develop the capacity for sustaining learning, and create a collaborative, caring and trusting community in school. However, at the same time, they are also pressured by the prevalent parent expectation of preparing students well for school entrance exam. All of these present the new challenges to school leaders. In this paper, the authors will further analyze the challenges for Taiwanese principals in the current educational environment, and propose the strategies, such as “evaluation for school development” and “professional learning community” that principals adopt for leading school change.