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# The West Wind vs. The East Wind: Understanding Leadership for Teacher Learning

## 東風、西風：促進教師學習的教育領導



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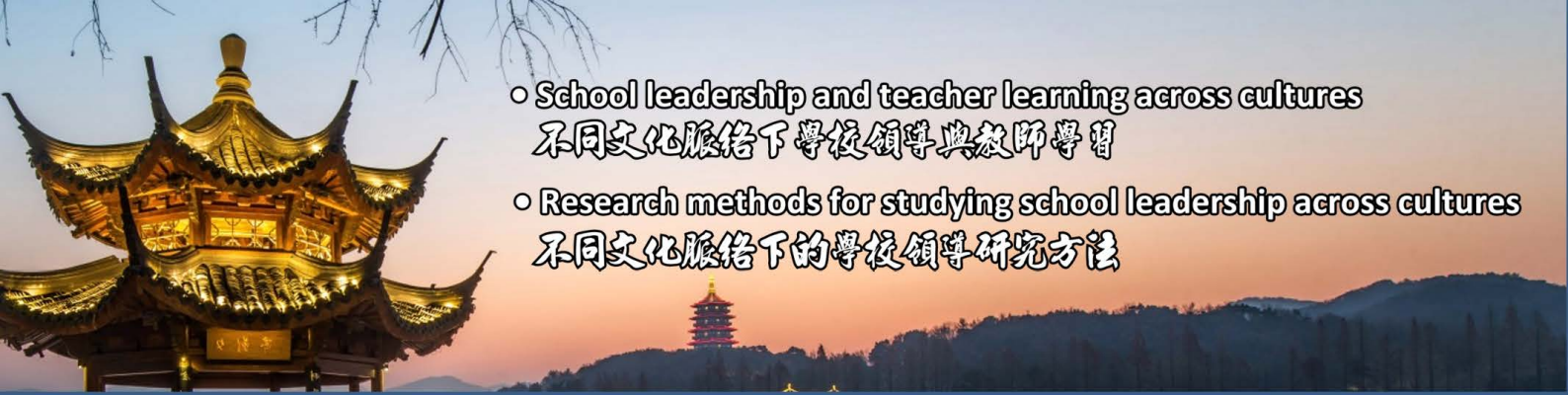
## Unraveling the Leadership Sources Facilitating Teacher Professional Learning in Taiwan

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In response to heightened expectation of student learning, skillful teaching is required. How the school promotes teachers' continuous learning has become a key task for the principal. Although the linkage of principal leadership and teacher development has been validated, a broad-based and skillful involvement from teacher leaders was advocated. Only when principals and teacher leaders engage in collective action or shared instructional leadership, the quality of instruction and the level of student achievement are advanced. To empirically investigate how the leadership sources of principals and teachers exerting their effects on teacher professional learning, the present study recruited junior high school teachers in Taiwan as samples. The following research questions are addressed:

1. How does teacher professional learning deviate in the four quadrants of different degree of leadership by principals and teachers?
2. What is the effect of leadership by principals and teachers on teacher professional learning?
3. How does teacher leadership mediate the effect of principal leadership on teacher professional learning?

A cross-sectional survey design was employed. Having all the teachers of junior high schools in Taiwan as population, the study used the technique of stratified cluster sampling. Schools were drawn from the Northern, Central, Southern and East regions of Taiwan. We submitted the questionnaires to 1,870 teachers and obtained 1,340 valid questionnaires. The response rate was 72%.



- School leadership and teacher learning across cultures  
不同文化脈絡下學校領導與教師學習
- Research methods for studying school leadership across cultures  
不同文化脈絡下的學校領導研究方法

From the statistical analysis of the four quadrants of different degree of leadership by principals and teachers, we found that teacher professional learning was top-ranked for teachers who perceived high principal and teacher leadership in the schools. It revealed that providing both principal and teacher leadership are the best condition to foster teacher learning. In addition, the leadership effect of teacher was more obvious than that of principal. This result was also supported by the hierarchical regression analysis. Moreover, the R-square of both principal and teacher leadership effect was almost double the value of principal influence alone. When further examining the effect of different leadership dimensions, we found that principals' managing curricular and instructional program, teachers' promoting professional development and getting involved in curricular and instructional improvement exerted significant influence on teacher learning. And the effect of principal leadership on teacher professional learning was partially mediated by teacher leadership in the SEM results.

***Keywords: Principal Leadership, Teacher Leadership, Teacher Professional Learning***