



# The First Decade of Asian Research on School Leadership in a Global Context 拾載以來的全球脈絡亞太學校領導研究

## Developing Teachers as Individuals and Professionals under National Principal Rotation Policy: Strategies Adopted by Chinese Principals

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Principal rotation is a key strategy to improve balanced educational development, especially between rural and urban areas since 2014. This paper focuses on the strategies adopted by school principals in China to develop teachers under national principal rotation policy. The paper draws data from interviews with school principals in Guizhou, Shenzhen, Beijing, Wuhan, supplemented by questionnaire investigation of 984 principals from nationwide. This paper attempts to delineate some common strategies adopted by principals from both urban and rural schools. One major commonality across the different principals is that they deem the personal and professional development of teachers as equally important. Chinese principals emphasize developing informal inter-personal relationships with teachers and promoting teachers' professional development.

The paper is comprised of five sections. Following the introductory section, the second section reviews the socio-political and educational reform context that may influence the principal-teacher relationships. The third section introduces the background of the study and the research methodology. The fourth section reports the findings under these two sub-headings: strategies to promote personal development of teachers and strategies to promote professional development of teachers. The final section further discusses the reasons underlying the way school principals in China develop teachers.