



Leadership Manifested in High School Interorganizational Collaboration: Case Studies in Taiwan

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Interorganizational and cross-level collaboration between schools and external organizations has become an emerging feature in the context of educational reform in Taiwan, playing a crucial role in facilitating curriculum change. While leadership is recognized as a key factor in such collaborative processes, empirical research remains limited. This study investigates how leadership is manifested in high school interorganizational collaboration during the curriculum reform initiated in Taiwan in 2019. A case study approach was adopted, drawing on data from interviews and document analysis. The findings reveal two types of inter-organizational collaboration among high schools: those initiated by policy programs and those emerging spontaneously from schools themselves. In the former, leadership takes the form of system leadership, wherein the policy program office assumes a planning and coordinating role to guide participating schools in their collaborative efforts. Within this broader framework, pilot schools maintain certain autonomy in shaping the content of collaboration, influenced by the visions of their principals and middle leaders. In the latter type of collaboration, which arises from the schools' own initiative based on shared needs, the principal plays a central role in establishing collaborative relationships, while middle leaders are responsible for the detailed planning and implementation during the operational phase.

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