

# **The Study of the Principal's Edge in Taiwan**

## **Elementary School**

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In recent years Taiwan educational governments have indicated renewed principals in elementary and secondary schools . A lot of principals reported adding a number of specific major additions to their responsibilities referring to new initiatives in teacher appraisal, curriculum plans, school management, public image-building, school improvement, and multicultural programs. The current picture presents a serious problem if one considers the cumulative and over-increasing being placed on principals . One prominent view is that the principalship should be conceptualized as the principal's risk or principal's edges . According to Fullan(1997), "The nonrational world of the principal and how bad are things for the principal ", Despite all the attention on the principal's leadership role we appear to be losing ground , if we take as our measure of progress the declining presence of increasingly large numbers of highly effective , satisfied principals. As such, principal's risk or edges are thought to mediate how information relevant to the principalship is encoded, organized, retrieved, and used in interactions with the environment as the basis for making " judgements, decisions, inferences, or predictions about principals "

One source of evidence for the principal's edge view in Taiwan is about "How to empower school principal ? " and " How do we make a good principal ? " In a typical principal's task participants are presented a set of trait terms and are asked to make some decision about principal's edge. One such decision is whether or not the trait is considered to be a good principal. The common finding is that traits processed with respect

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to the principal are recalled better, a subsequent incidental task, than those traits processed in some other way. There is some evidence that this recall superiority is specific to empower to the school principal's knowledge and skills. According to McCall(1994), he indicated the principal's edge takes a more restricted approach, such as “What suggestions can we offer to help future principals become effective school leaders?” ,and “what suggestions can we offer to help future principals become effective school leaders?” , and “what suggestions can we offer current principals to help them transform their schools into true Learning Organizations?” The explanation favored by many superiority of items encoded with respect to the principal's edge are more readily important.

While there is no question that the principal's edge effect exists, there has been considerable controversy about the interpretation which one should give to the finding. One controversy relates to whether or not the facts held about the principal should be accorded special training. In 1993, the National policy Board for Educational Administration, its leader Scott Thomson, offers us information which elucidates the 21 domains of knowledge and skills necessary to programs for new principals and retooling programs for practicing principals, and use it as a guide and suggest ways each particular domain of knowledge or skill can be attained, maintained, and enhanced by principals(National Policy Board,1993;McCall,1994; Asbby & Krug,1998). In contrast, a nation charity for Leadership & Management in UK. HTI (Heads, Teachers & Industry) established in 1986, aims to enhance educational leadership. HTI arranges placements for senior educationalists, as managers, in business for up to a year. Secondees return to education with enhanced leadership and management skills to facilitate school improvement. This has significant and cumulative benefits for many young people and provides businesses with multi-skilled, independently-minded personnel without adding to the headcount. HTI also delivers the National

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Professional Qualification for Headship (NPQH) to aspiring headteachers . In addition, HTI delivers the full portfolio of: Leadership Programme for Serving Headteachers (LPSH) and Headlamp (Induction training) throughout the country. Both US and UK principals have been made in favor of according a special status to facts held about the principal's edge and empowered principal's knowledge and skills. For instance, the US National Policy Board for Educational Administration worked with ten national organizations to identify a knowledge and skill base on :**1.functional domains:** leadership, information collection, problem analysis, judgement, organizational oversight, implementation, and delgation; **2.programmatic domains:** instruction and the learning environment, curriculum design, student guidance and development, staff development, measurement and evaluation, and resource allocation; **3. Interpersonal domains:** motivating others, interpersonal sensitivity, oral and nonverbal expression, and written expression; **4.contextual domains:** philosophical and cultural values, legal and regulatory applications, policy and political influences, and public relations domains knowledge for the principalship , such as the organization represented school administrators at all levels and university professors working with preparation programs (National Policy Board,1993; McCall,1994; Asbby & Krug,1998). And the UK , they establish a National College for School Leadership , it will offer heads, deputies and other school leaders for the first time the professional support and recognition they deserve as they strive to transform their schools. The National College for School Leadership offer :**1.developing leadership skills; 2.networking school leaders; 3.supporting career development;4.providing an international perspective; 5.leading the debate; 6.commissioning research on leadership issues.** In the UK National Standards for Headteachers state that the headteacher is the leading professional in the school, working with the governing body, the headteacher provides vision, leadership and direction for the school and

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ensures that it is managed and organized to meet its aims and targets.

With the governing body , the headteacher is responsible for the continuous improvement in the quality of education; for raising standards; for ensuring equality of opportunity for all ; for the development of policies and practices ; and for ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives. It offers opportunities to reflect on the current construction of headship , either you are in-post or aspiring to it, or working on the best system for appointment to be as effective headship (Dfee,1997;Tomlinson,1999;TTA,1997).

Consequently, the US principalship and the UK headship argue that professional knowledge and skills terms compatible with principals have privileged access and retrieval functions that mediate recall in the principal's edge. I want to understand and describe the principal's edge in Taiwan Elementary School. Thus, in this study includes two part : 1. To understand the reality of Taiwan Elementary School Principal's edge among principal's responsibilities. 2. To understand the reality of Taiwan Elementary Principal's edge between creating learning organization and school effectiveness.

## **School Principal's edge among principal's responsibilities**

Definitions of the principal's roles and responsibilities have changed over time , and in Taiwan is similar to US and UK. Sergiovanni (1995), indicated the traditional definitions focused on the administrative processes and functions that must be emphasized for schools to work well. Effective principals, for example, are **1.responsible for planning:** setting goals and objectives for the school and developing blueprints and strategies for implementing them ; **2. responsible for organization:** bringing together the necessary human, financial, and physical resources to accomplish goals efficiently; **3. responsible for leading:** has to do with guiding and supervising subordinates; **4. responsible for**

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**controlling** : refers to the principal's evaluation responsibilities and includes reviewing and regulating performance, providing feedback, and otherwise tending to standards of goal attainment.

Gradually, lists of tasks and roles have given way to lists of competencies and proficiencies as the favored way to map out territory of educational administration. In 1986, NAESP issued the document "Elementary and Middle School Proficiencies for Principals," which contained a list of 74 proficiencies grouped into 10 categories that define expertness in the principalship: 1.leadership behavior; 2.commnication skills; 3.發展 processes; 4.curriculum; 5.instruction; 6.performance; 7.evaluation; 8.organization; 9.fiscal; 10.political. In recent years, more emphasis is being given to what principals in schools are supposed to accomplish as a way of defining the job.

In 1998, Dfee in England provided professional leadership for a school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement. The headteacher is the leading professional in the school. The headteacher is responsible for creating a productive , disciplined learning environment and for the day-to-day management, organization and administration of the school, and is accountable to the governing body. There are five key areas of headship: 1.strategic direction and development of the school; 2.teaching and learning; 3. Leading and managing staff; 4.efficient and effective deployment of staff and resources; 5.accountability(Dfee,1998).

In Taiwan using the role of the principal approach similar to that employed in the development of the US and UK .The Principal's Tasks and Responsibility Scale (PTR)assesses traits capable of differentiating previously specified groups of individuals. The PTR scales were developed empirically by criterion keying items for groups of patients differentiated by elementary school principals. A total of 20 items was then selected on the following basis, it included five area of principal's tasks and responsibility: 1.school improvement: 2.instruction leadership; 3.administration and management; 4.public relationship; 5.professional responsibility. In the interview cases of the PTR Scales, we were administered to 53 elementary school principals in Taipei.

In Table 1 , an examination of the descriptive statistics for the PRT scale five areas of principal's tasks and responsibilities (6 points scale, N=53, Mean=5.4) indicated considerable symmetry for the general high

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distribution. This contrasts to the PRT scal which typically displays greater importance at the distribution. The rank 1, 2 ,3 of the five area of principal's tasks and responsibilities are: administration and management, professional responsibility, public relationship.

Table 1

The Principal's Tasks and Responsibility Scale (PTR) 5 areas Mean & SD

Tasks and Responsibility	N	Mean	SD	rank
1. school improvement	53	5.427	.636	4
2. instruction leadership	53	5.302	.712	5
3. administration and management	53	5.614	.583	1
4. public relationship	53	5.464	.629	3
5. professional responsibility	53	5.529	.618	2

In Table 2 , an examination of the descriptive statistics for the PRT scale 20 items of principal's tasks and responsibilities (6 points scale, N=53, Mean=5.4) indicated considerable symmetry for the general high distribution. This contrasts to the PRT scal which typically displays greater importance at the distribution. The rank 1, 2 ,3 of the five area of principal's tasks and responsibilities are: Principal should have visible and fair educational idealism; Principal should be accessible to solve an incident dealing with efficiency; Principal promotes staff school improvement proposal in sequence.

Table 2

The Principal's Tasks and Responsibility Scale (PTR) 20 items Mean & SD

item	rank	Specific issues and contents	Mean	SD
1	12	Principal promotes education policies clarify for staff and teachers	5.427	.732
2	10	Principal promotes school improvement proposal according to education policies and school traits	5.453	.725
3	13	Principal promotes staff school improvement proposal in sequence	5.422	.728
4	14	Principal promotes staff school improvement to check proposal periodically	5.404	.757
5	6	Principal should creat a great education environment	5.592	.695
6	18	Principal should help teachers improving instructional knowledge and skills	5.240	.888
7	20	Principal should lead teachers developing instruction curriculum and materials	5.141	.915
8	19	Principal should be knowledgeable about instructional	5.237	.851



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		supervision		
9	8	Principal is an active participant in staff development activities.	5.533	.708
10	4	Principal should provide a clear vision of what our school is all about to do	5.655	.668
11	7	Principal should provided frequent feedback to teachers regarding improvement	5.560	.699
12	2	Principal should be accessible to solve an incident dealing with efficiency	5.708	.668
13	5	Principal should respect and consider faculty	5.626	.692
14	8	Principal should respect and consider students	5.533	.768
15	11	Principal should have a good communication with student parents and community people.	5.429	.728
16	17	Principal should have a good communication with governments and sponsors	5.267	.821
17	1	Principal should have visible and fair educational idealism	5.721	.598
18	3	Principal should mobilizes resources and support to help achieve school achievement goal	5.656	.678
19	16	Principal should make inservice learning to improve his professional knowledge and skill	5.334	.830
20	15	Principal should frequently research how to promote school improvement	5.397	.790

## **School Principal's edge between creating learning organization and school effectiveness**

Schools have changed more than factories or offices, but few principals have been trained in this new philosophy of leadership. It is still possible to run a business using the old pyramidal, mechanistic model with the thinking done exclusively at the top , while the rank and file are programmed like robots. It is absolutely impossible to run a school in that way and it always was. McCall(1994)indicated when principals for our changing schools, we find a process of organizational oversight which is helpful. If principals can truly build learning organizations, which is what schools were always supposed to be effectiveness.

How principals create learning organizations? McCall(1994) indicated today's principals are quite aware that they are being asked to do some difficult things, such as create a vision, share that vision which

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should incorporate local community values, empower associates, involve parents and the broader community, find ways to continually fund innovations, discover suitable ways to continually evaluate all aspects of the school's programs, train staff in team work, guide the school into a niche in which it can do the most for students while recognizing the limitations within which it must work. Senge(1990) in his "Fifth Discipline" offers us the clearest definition of a Learning Organization and outlines the means of creating the new type of school a Learning Organization. The principal must judge task relevant maturity into thinking and coping to build a Learning and Organization. The five disciplines which must be practiced by principals: **1. Personal Mastery:** principals should be with a high level personal mastery are able to consistently realize the results that matter most deeply to them. **2. Mental Models:** principals should be referred frequently to mental models and think them already have a fairly clear idea what they are. **3. Shared Vision:** principals should be the key person in a Learning Organization because he or she has the capacity to hold a shared picture of the future the stakeholders seek to create. **4. Team Learning:** principals should be a lifelong learner and keep the capacity of members of a team to suspend assumptions and enter into genuine "thinking together". **5. Systems Thinking:** principals should be constantly trying to convince themselves, as principals, to do system thinking as you use the 21 domains of knowledge and skills in changing your schools into Learning Organizations.

Sergiovanni (1995), indicated the school effectiveness has taken on a specific and special meaning. An effective school is understood to be a school dimensions of management, teaching, and leadership that are included in the school effectiveness model have been convincingly linked to this limited view of effectiveness. Jones & Sparks(1996) indicated effective heads of school should be teaching series of school effectiveness training, such as : **1. Effective Department Planning:** principals should be training to learn planning is vital to a successful department, both the curriculum and the development of the department need to be planned, planning needs to take place in the short, medium and long terms,



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departments have to plan learning experiences and learning intentions.

**2.Making Assessment Valuable:** principals should be training to learn assessment needs to focus on knowing how well pupils are doing and knowing how well the department is doing, examination data can tell us about the performance of individual pupils , individual teachers and the whole department. **3.Managing Departmental Resources:** principals should be training to learn department staff need clear guidance and expectations, access to professional development, identified strengths and skills ,quality time.**4.Making links with the Community:** principals should be training to learn what constitutes effective links with parents, How these links can be established through meetings, marking, homeworks, and explanations, how to use the community for curriculum enhancement. **5.Monitoring and Evaluation:** principals should be training to learn monitoring and evaluation are important and can be achieved by classroom observation, pupil work analysis , analysis of examinations and pupil interviews. **6.Teaching and Learning:** principals should be training to learn effective heads of department need to focus on teaching and learning by creating high teacher expectations , developing planned variety, providing challenge in lessons, and establishing a problem solving climate.

Table 3  
The Hypothesis relationship of power of push and pull

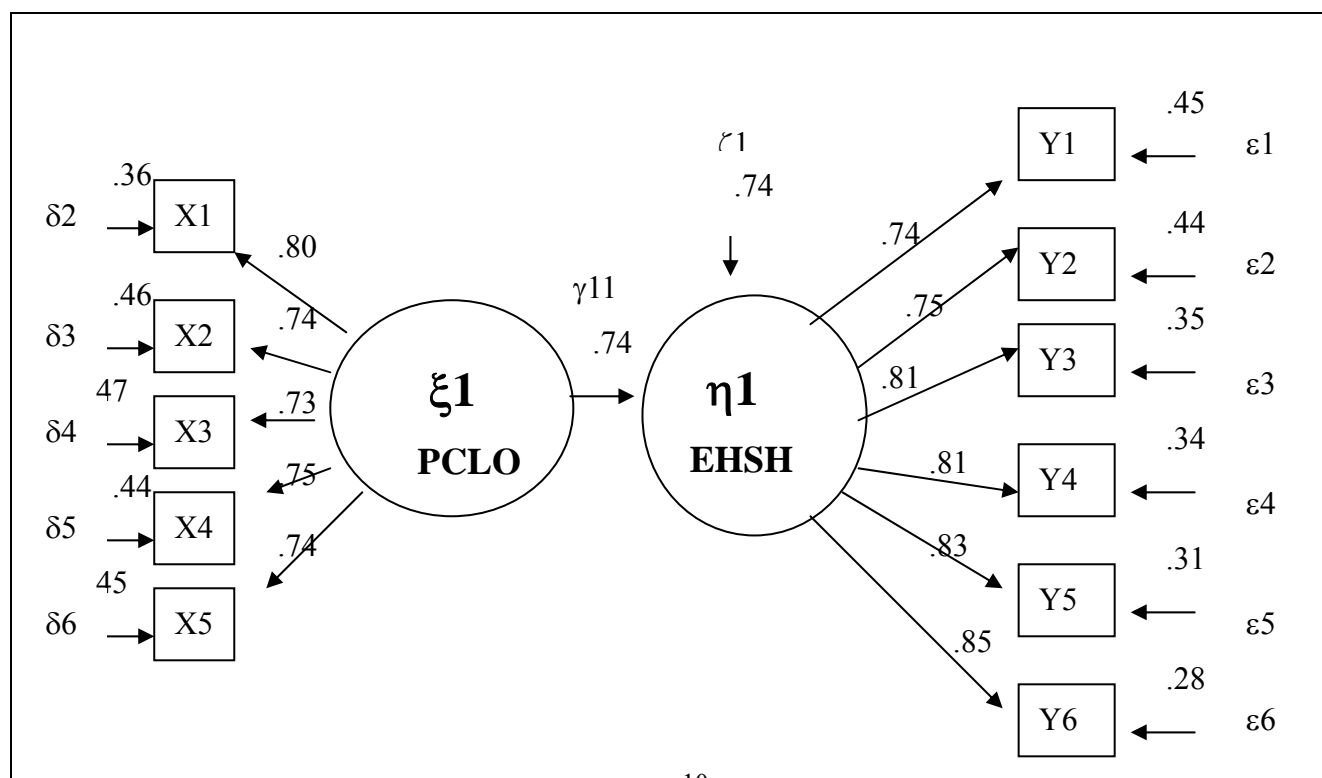
measure items	power of push	power of pull
X 1 (Personal Mastery)	+	
X 2 (Mental Models)	+	
X 3 (Shared Vision)	+	
X 4 (Team Learning)	+	
X 5 (System Thinking)	+	
Y 1 (Effective Department Planning)		+
Y 2 (Making Assessment Valuable)		+
Y 3 (Managing Departmental Resources)		+
Y 4 (Making Links with the Community)		+
Y 5 (Monitoring and Evaluation)		+
Y 6 (Teaching and Learning)		+

How principals create learning organizations in Taiwan ? The

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study want to understand the reality of Taiwan elementary principal's create the Learning Organization influence school effectiveness . The Instruments are Principal's Create Learning Organization Scale (PCLO) and Effective Heads of School Effectiveness Scale(EHSE) assesse traits capable of differentiating previously specified groups of individuals. The PCLO and EHSE scales were developed empirically by criterion keying items for groups of patients differentiated by elementary school principals. A total of items was then selected on the following basis: the PCLO scale included five area: Personal Mastery, Mental Models, Shared Vision, Team Learning, System Thinking; the EHSE scale included six area: Effective Department Planning, Making Assessment Valuable, Managing Departmental Resources, Making Links with the Community, Monitoring and Evaluation, Teaching and Learning. In the interview cases of the PCLO and EHSE Scales, we were administered to 89 elementary school principals in Taipei. In Table 3 , an examination of the The Hypothesis relationship of power of push and pull for the PCLO and EHSE Scales.

Table 4  
The Model of Principal's Learning Organization Influence School Effectiveness



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In Table 4 , an examination of the influence for the PCLO and EHSE of Taiwan Elementary principals (6 points scale, N=89,  $\gamma_{11}=.74$ ) indicated PCLO has general high influence into EHSE. This contrasts to the PCLO(Principal Create Learning Organization) which typically displays greater important influence into EHSE(Effective Heads of School Effectiveness ) at the distribution.

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