

Chen, Mu-Jin (2011, Nov): School Principal Training and Mentor Principal's Experience Inheritance Model: Taiwan Case Studies, 2011.Nov, 15, at Brenan Hall 500, University of Scranton, PA, USA.

## **School Principal Training and Mentor Principal's Experience Inheritance Model: Taiwan Case Studies**

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### **Opening**

Good afternoon, ladies and gentlemen. Thank you all for coming. I am glad to see you here. My name is Andy Mu-Jin Chen. I am a visiting professor here at the University of Scranton and I am currently a Professor at National Cheng-Chi University in Taiwan. It's my pleasure to be here to share with you my research findings.

In ancient Chinese culture, there is a proverb that will help us to understand school principal training "*The master leads you to the door, the rest is up to you.*" *In Chinese we say* "師傅領進門、修行在個人" This afternoon I'll talk to you about my recent research entitled "School Principal Training and Mentor Principal's Experience Inheritance Model: Taiwan Case Studies" Due to the time constraint, this afternoon I will just briefly summarize my study. This presentation will be divided into three major parts. First, I'll highlight some of the significant results I have found from the "Case Studies of Mentor Principals in Taiwan". Secondly, I'll introduce the "Traditional Model of Principal's Training in Taiwan". Finally, I'll tell you the story of my time in Scranton, during which I have been working to create a "New Model for Taiwan Principal's Training". This presentation will take about 50 minutes. Perhaps we can leave any question you may have until the end of the presentation. So then, to begin, I'd like to introduce the part 1.

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### **Part 1 Case Studies of Mentor Principal**

On this slide, I'll provide a very quick review on the data collection and analysis procedures. In the "Case Studies of Mentor Principal's", we have a saying "*Take the cream, discard the dross. Keep what is good and discard the rest.*" In Chinese we say "取其精華、去其糟粕" In this study, the primary data used for analysis were the transcripts of the post-observation interviews and focused interviews. And in this section, I'll introduce three stages of this study. The first stage was to gather data, we interviewed 250 school principals all over Taiwan from the year 2006 to 2011. The second stage after gathering data, was to use Content Analysis to investigate Mentor Principal's Experience Inheritance. The third stage, in addition to implications for inheriting and promoting, we created a Mentor Principal's Experience Inheritance Website. Because we used

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post-observation interviews and focused interviews to collect data in the study, the interviewers were the key. This picture, shows the interviewers of the first year (2006) study. She is Miss Kao. She is Miss Wu. She is Miss Lee. She is Miss Lin. They were Master Program students in National Cheng-Chi University in 2006. They did good jobs in the first year of the study. Their work was a great beginning for the study. We started to interview mentor principals all over Taiwan.

Taiwan is an island nation located in the Asian Pacific Ocean. Taiwan's population is 23 million. Taiwan is shaped roughly like a sweet potato, commonly divided into four areas: Northern Taiwan, Central Taiwan, Southern Taiwan, and Eastern Taiwan. In my study Participants (mentor principals) were selected from elementary schools located in the four areas. In Total, there are 2509 elementary schools in Taiwan. From the year 2006 to now, my research team totally interviewed 250 mentor principals (Northern Taiwan 80, Central Taiwan 70, southern Taiwan 60, and Eastern Taiwan 40). To carry out this study, we made trips around Taiwan several times to visit schools and interview mentor principals. Now, let me show several cases to help you understand Taiwan mentor principal.

Here I provide 2 cases from northern Taiwan mentor principals. Here is Principal Song. He is a very famous principal in Taipei city. He told me "As a principal, children are the learning subjects, with active learning, and positivity, the possibility for development is unlimited. Educators should pay attention to children." Next, he is Principal Zhang, and he is the President of Principal Union in Taipei city. He said" As a principal, you must successfully promote leadership in the school. I think the first thing is to look at the school's background and organization to understand its culture."

On this slide, I'll provide 2 cases from central Taiwan mentor principals. Here is Principal Shen. He is a principal in Taichung city. He told me "As a principal, the pressures are huge, there are many sources of stress, I think the primary one is from making decisions." Next, she is Principal Shih. She also is a principal in Taichung city. She said" As a principal, you must pay attention to build good relationships between parents and teachers. So I think the parents may go in-depth to visit you. Let them know your educational philosophy."

On this slide, I'll provide 2 cases of southern Taiwan mentor principals. Here is Principal Shou. She is a principal in Kaohsiung city. She told me "As a principal, you must make your colleagues feel your sincerity. So, I will gather information prior to going to the school, in-depth understanding, and developing school plan, etc." Next, she is Principal Chen. She also is a principal in Kaohsiung city. She said" As a principal, you must fully support teaching and

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administrative work. The biggest self-tempering is to be ready for everything.”

On this slide, I'll provide 2 cases from eastern Taiwan mentor principals. Here is Principal Lee. He is a principal in Taitung County. He told me “As a principal, you are required to confront cultural and social changes. When the environment changes with the social evolution, you must adjust the school management strategy.” Next, he is Principal Wu. He also is a principal in Taitung County. He said” As a principal, the ability to use incentives is very important.”

After Collecting mentor principal interviews data for the study, we used the Content Analysis methods to analyze the mentor principal data. In the first step of Content Analysis, we found that there are three important dimensions of being a principal, such as “What to Be”, “Why to Know”, and “How to Do”. In the second step of Content Analysis, we found that each dimension had special characteristics. “What to Be” includes five key characteristics, they are “developer, administrator, instructor, communicator, and professional”. “Why to Know” includes seven key abilities, they are “listen, speak, read, write, doing, sing, and dance”. “How to Do” includes six areas of competence, they are “planning, organize, control, leading, communicate, and action”. Following the data analysis, we also found the reality of the principals were uncertain, unstable, changeable situation. The principals are confronted with a chaotic system in the sunrise and sunset. How should I do this? How could I do this? We must propose better training program to help principal mastering 18 martial arts for principal's reality. This will allow them be ready to do good job to be a good principal. After Content Analysis, we discussed the reality of principal again, and again and again.

On this slide, I'll provide after our discussion, we condensed the 18 martial arts into 5 elements of Mentor Principal's Experience Inheritance. They are “understand school, becoming principal, promote mission, reconcile conflict, and professional development”.

On this slide, we followed the 5 Elements of Mentor Principal's Experience Inheritance that we created MPEI information website. We used four kinds of strategies to promote Mentor Principal's Experience Inheritance. The first one is “Connection of Mentor Principal's Experience Inheritance”. The second one is “Discovery of Mentor Principal's Experience Inheritance”. The third one is “Invention of Mentor Principal's Experience Inheritance”. The fourth one is “Application of Mentor Principal's Experience Inheritance”. Welcome to visit Mentor Principal's Experience Inheritance website. This brochure is the introduction of Mentor Principal's Experience Inheritance website. You can read more information in it. Now we turn to next slide.

In the Mentor Principal's Experience Inheritance website, we made a short

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film for promote Mentor Principal's Experience Inheritance. Here is the film of Mentor Principal Shou. Let me show the film to help you understand the Mentor Principal's Experience Inheritance.

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## **Part 2 Traditional Model of Principal's Training**

In Taiwan, we have a good cultural tradition of inheritance. One saying goes *"The teaching of Confucius and Mencius is passed on from generation to generation."* In Chinese we say "孔孟思想·代代相傳" First, I'll present a brief overview of the basic concepts of the "Traditional Model of Principal's Training in Taiwan". It includes three main points. The first is the inheritance of cultural tradition. The second is the inheritance of the spirit of the Four Books. The third is the Cultural Tradition for principal's Training.

In the year 1662, during the Ming Dynasty, my ancestors immigrated to Taiwan as loyalists of the spirit of Confucius and Mencius. The teaching of Confucius and Mencius has been from generation to generation. My great grandfather taught my grandfather. My grandfather taught my father. My father taught me and I teach my daughters. And, now, this cultural tradition of the teaching of Confucius and Mencius is still preserving well in our country education.

On this slide, I'll show my picture as an example indicating the spirit of Four Books entered deeply into people's hearts. Here was my office when I was the Dean of General Affairs at National Cheng-Chi University. My office was decorated in the style of the spirit of Four Books. The first is that I followed the spirit of the Great Learning to have an illustrious virtue. The second is that I followed the spirit of the Analects of Confucius to be a refined gentleman. The third is that I followed the spirit of the Mencius to take benevolence and righteousness into dialogues with faculty and students. The fourth is that I followed the spirit of the Doctrine of the Mean to keep equilibrium and harmony. And I sit in the center peaceful to do my best. Understanding the spirit of Four Books is key to understanding the Chinese cultural tradition.

This slide provides a brief overview of the basic concepts of "The Great Learning". It consists of a short main text attributed to Confucius. Its importance was illustrated after Zhu-Xi showed it to be the gateway of learning. It is significant because it expresses many themes of Chinese philosophy and political thinking, and has therefore been extremely influential both in classical and modern Chinese thought. Here is an excerpt from the first chapter of the Great Learning. **"The way of Great Learning is to manifest illustrious virtue, to renovate the people, and rest only in the highest good. "Having known where to reset at the end, one will be able to determine the object of pursuit; having**

**determined the object of pursuit, one will be able to clam down; having been calm down, one will be able to attain tranquility; having attained tranquility, one will be able to deliberate carefully; having deliberated carefully, one will be able to gain the desired outcome. Things have their root and their branches. Affair have their end and their beginning. Knowing which comes first and which comes last, one is already close to Dao.**

This slide provides a brief overview of the basic concepts of “The Analects of Confucius”. The Analects are compilation of speeches by Confucius and his disciples, as well as the discussions they held. Since Confucius's time, the Analects has heavily influenced the philosophy and moral values of China and later other East Asian countries as well. Here is an excerpt from the first chapter of the Analects” **Is it not pleasant to learn with a constant perseverance and application? Is it delightful to have friends coming from distant quarter? Is he not a gentleman of complete virtue, who feels no discomposure though men may take no note of him?**

This slide provides a brief overview of the basic concepts of “Mencius”, which is a collection of conversations of the scholar Mencius with kings of his time. In contrast to the sayings of Confucius, which are short and self-contained, the **Mencius** consists of long dialogues with extensive prose. Here is an excerpt from the first chapter of the Mencius. ” **Mencius went to see king Hui of Liang. The king said, ‘Venerable sir, since you have not counted it far to come here, a distance of a thousand kilometers, may I presume that you are provided with counsels to profit my kingdom?’ Mencius replied, 'Why must your Majesty use that word "profit?" What I am provided with, are counsels to benevolence and righteousness, and these are my only topics. “**

This slide provides a brief overview of the basic concepts of “The Doctrine of the Mean”. The purpose of this book is to demonstrate the usefulness of a golden way to gain perfect virtue. To follow “The Doctrine of the Mean” instructions by learning and teaching will automatically result in the Confucian virtues of **Equilibrium and Harmony**. It is significant because it expresses the main ideas of Chinese philosophy and political thinking. Here is an excerpt from the first chapter of the Doctrine of the Mean. ”**While there are no stirrings of pleasure, anger, sorrow, or joy, the mind may be said to be in the state of Equilibrium. When those feelings have been stirred, and they act in their due degree, there ensues what may be called the state of Harmony. This Equilibrium is the great root from which grow all the human actions in the world, and this Harmony is the universal path which they all should pursue. Let the states of Equilibrium and Harmony exist in perfection, and a happy order will prevail throughout heaven and earth, and all things will be**

**nourished and flourish. “**

Following the Spirit of Four Books, on this slide, I'll provide an explanation indicating that our Government followed the inheritance of cultural tradition to design the curriculum for principal's training after 1956. The principal's training program followed the learning sequence of the Four Books.” The Great Learning” is used to train principals pursuing “**Prosperity**”. “The Analects of Confucius” is used to train principals pursuing “**Stability**”. “Mencius” is used to train principals pursuing “**Benevolence and Righteousness**”. “The Doctrine of the Mean” is used to train principals pursuing “**Equilibrium and Harmony**”. And, in the center we emphasize four bonds and eight virtues as a common school motto. So, from 1956, we established a “Traditional Circular Model” for principal's training. There are 4 key points in this model.

1. Four Bonds: Propriety, Rectitude, Honesty, and A Sense of Shame.
  2. Eight Virtues: Loyalty, Filial Piety, Benevolence, Love, Faithfulness, Justice, Harmony, and Peace.
  3. To Promote inheritance of Chinese cultural tradition as the core value and belief system.
  4. To improve educational standards and promote family education with an emphasis on the Confucian principles.
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**Part 3 New Model of for Principal' Training**

Now we will turn to the final section. In part 3, I will describe my research in both the UK and the US. In the year 1999, when I was younger than now. We had a research project and established a committee to reexamine our traditional principal's training model. In this picture, I provide an image indicating how we worked hard and promoted the principal's training strategy to confront the year 2000. We had a professional team to visit the UK and study their new policy “NPQH” of principal's training program from London to Glasgow.

On this slide, I provide an explanation indicating that the NPQH (**National Professional Qualification for Headship**) is a new principal's training model for aspiring principals in the UK. NPQH is the mandatory qualification for headship in the UK. NPQH is underpinned by the National Standards for principals in the UK. NPQH is designed for passionate, highly motivated people who are focused on becoming a credible applicant for a principal position within the next 12–18 months.

This “Linear Process Model” was made when we returned to Taiwan in 1999. We tried to integrate the study of NPQH into our traditional inheritance to reform the principal's training model for aspiring principals. We discussed this again and again and again. Then, we revised our traditional “Circular Model” to a

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“Linear Process Model”. In the revised model, there are three stages in the principal's training. The first stage is principalship. The second stage is internship. The third stage is mentorship. The first stage, principalship training courses, we designed

five kinds of training courses. They were teaching leadership, administration management, public relation, school development, and professional responsibility. The second stage, internship training course, we designed five kinds of training courses. They were interaction with community, initial induction, practical training, professional culture, and reflective thinking. The last stage, mentorship training courses, we designed five kinds of training courses. They were quality management, knowledge management, human resources, fiscal management, and accountability management.

The “Linear Process Model” was adopted and is now used. But my team and I recognized a flaw in this Model. Mainly that it is a “Linear”. But we were using the model to deal with a dynamic system which is the reality of school principals. With this flaw in mind, this summer I came to Scranton.

In ancient Chinese culture, we have a proverb that I have kept in my mind for the past three months in the University of Scranton *“Traveling a thousand miles, reading a thousand books.”* In Chinese we say “行萬里路·讀萬卷書” The meaning of this proverb is *“Knowledge comes from books and from experience of the world.”* My experience here in Scranton has mirrored the proverb just mentioned while here I have been working to create a “New Model for Taiwan Principal's Training.”

While all of the people mentioned above have been important to my research in creating a new model, none have been as valuable as Professor Chambers, My mentor. Similar to my travels and readings, Professor Chambers mentored me to understand more theoretical knowledge and practical knowledge which have helped to lead me toward a new model. **“Be a school principal, make a successful connection”.**

This idea was from my mentor professor Chambers. He proposed the circular model, and put “Success” as the central point. He used the concept of Success to join “Know”, “Belief”, “Action”, and “Want”. Then, he created the two-directional arrow to connect every two topics. What culture do principals want for their school? A culture of success where needs are met. Professor Chambers, Thank you very much for your supports.

This model has developed in these three months here at the University of Scranton. I tried to add the study of “SUCCESS” into our traditional inheritance to reform the principal's training model for aspiring principals. I thought about it again and again and again. Then, I revised the “Linear Process Model” to a

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“Bond Graph Model” to train principal successful to take into account dynamic systems. In the revised model, there are three “Circular Model” in the principal’s training. The first “Circular Model” is successful principalship plus “what to Be”. The second “Circular Model” is Successful internship plus “Why to Know”. The third “Circular Model” is successful mentorship plus “How to do”. The first “Circular Model” is an effort model, principalship training courses, we designed five kinds of training courses. They were “Profession, Improve, Manage, Relation, and Lead”. The second “Circular Model” is a flow model, internship training course, we designed five kinds of training courses. They were “Reflect, Induct, Practice, Interact, and Culture”. The third “Circular Model” is effort plus flow model, mentorship training courses, we designed five kinds of training courses. They were “Achieve, Knowledge, Manpower, Fiscal, and Quality.

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## **Conclusion**

Upon returning to Taiwan, I will begin to promote the use of the “Bond Graph Model” for Principal’s Training. I am confident that the research that I have done here at the University of Scranton will soon be adopted by the Taiwanese government as the new Model for training principals. That’s all for my presentation. Thank you for your attention.