

The effect of policy developing and action oriented leadership of health promoting school.

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Background: The New Taipei Ji-Sui Junior High School obtained recognition in 2012 by receiving health promoting school bronze medal. Subsequently, in 2014, the school received a golden medal from Health Promoting School Accreditation System (HPSAS). This success outcome implied the long-term arduous work of the teachers, the proper course strategies, and clear educational purposes. The paper was written from the principal's leadership perspective, descriptive the process and outcomes of a successful health promoting school program.

Methods: This was a qualitative research. From the perspective of the principal, the approaches to uphold health promoting school can be viewed in two dimensions. 1. The principal's leading characteristics and concept, which included revealing school visions, creating common language, establishing teamwork consensus, and insisting doing the proper tasks. 2. The principal's leadership skills, including role modeling, story leadership, authorized leadership, and private selection of teachers.

Results: From the school principal perspective, leading a successful health promoting school could create enthusiastic executive team, enhanced more qualified health education teachers, cooperative teaching colleagues, and supportive parent volunteers. Furthermore, a healthy school can cultivate students' daily healthy life skill.

Conclusions: The honor of obtaining international accreditation of the health promoting school is the long-term and effective outcome. In addition, the parents, the teachers, and the students from the school and the community can commonly move forward toward the comprehensive recognition with the action of body, mind, and spiritual system, the social system, and the emotional system. This leadership perspective can support the innovative thinking generated by other schools and nations in the field of health-promoting school programs.