

Implementing Creative Leadership in Schools

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Abstract

Many school leaders suffer from educational rigidity and the inability to know the talents of and opportunities enjoyed by their schools, students and teachers, leading to decreased production and effectiveness at work. Creative leadership in educational institutions has proven effective at discovering and demonstrating the best ways to overcome challenges and difficulties, making it important for leaders to consider whether this approach is appropriate for meeting their schools' challenges and threats. This study investigates the best solutions and theories for this era. The study's data were collected by investigating documents using a record keeping method and reviewing prior studies on creative leadership.

Keywords: Creative leadership, Schools

1. Introduction

Educational institutions have faced many difficulties and challenges in their schools and overall educational systems since their inception. Schools are an essential tool for developing societies and preparing future generations to create a productive and economic society that advances the state.

The process of creative thinking is the unbridled desire to reach new solutions that carry flexibility and originality. These ideas are related to the ability to lead and implement actions, with the participation of other members, via creative leadership as a basic means for diversifying methods to achieve goals in educational organisations.

2. Creative Leadership

Creative leadership includes many concepts and definitions that can launch diversity through different personalities and varied backgrounds because creativity itself does not have a clear standard. However, Harris (2009) found it difficult to interpret creativity because it must express the form or type it represents, such as the things we try to experience; any attempt to define it will not be sufficient. While emotions cause creativity for its bearers, judging creativity varies from person to person. There are those who see new and bold actions as

creativity and others who only see them as folly or reckless behaviour. Creativity must be judged from each person's perspective.

Creative leadership offers a flexible opportunity for educational institutions to change and continuously improve; it provides a solution for many difficult issues because it improves life chances for all students through educational leaders ensuring the appropriate conditions and environment for others to be creative (Stoll & Temperley, 2009). It is also critical to ensure that workers are prepared for the change, goals and objectives that will be related to creative leadership.

By establishing good relationships, a school director provides support and encouragement to create a positive work atmosphere, both internally and externally. The measurement indicators for the interaction aspect are building the relationship, providing support and creating familiarity. Management wants the school director to move forward with a clear goal, including coordinating the school's activities, and to ensure that the school is operating smoothly by utilising a clear chain of command. Even though the measured indicators for management are coordination, the chain of command and the direction of orders, everyone should have the same goal. Vision is defined as the behaviour of school directors in expressing their views for future change. The school director has a clear goal and direction for various processes to enable the school to achieve a shared goal. The measured indicators of vision are creation, dissemination, fulfilment and setting a good example.

Some studies have defined creative leadership as the behaviour of the school principal and the educational institution in practicing quality and creativity in school management. Creative leadership can be measured from five aspects: interaction, management, vision, initiation and positive culture. Interaction is the practice of school principals when they interact and demonstrate their ability to form a good and effective relationship with their classmates (Thawinkarn et al., 2018).

In addition, Basadur (2004) described the fear of sharing creative ideas and critical thinking; people are hesitant to put their creative ideas into action because they are terrified of failure and the unknown (which is where their new solution will take them). They are afraid that their approach is flawed and will expose them to criticism; thus, they adhere to agreed patterns because they distrust their bosses, associates and subordinates and are searching for the best way to compete, excel and step forward.

3. Implementing creative leadership in schools

As stated previously, a solid base and a strong background are needed to establish and practice creative leadership in an educational institution. Harris (2009) stated that institutional leaders can contribute to either unleashing or suppressing creativity. The process of acceptance or rejection of creativity varies according to cultures, structures and organisational climates. Harris (2009) also stated that those in formal leadership roles influence and shape their school's cultures, structures and climate for good or evil. Not everyone wants to encourage creativity because some consider it wasting time and/or a deviation from the goals of the institution, but leaders can encourage creative actions. By establishing clear systems that make it easy for employees to buy into the idea, they can apply creative thinking to their critical challenges.

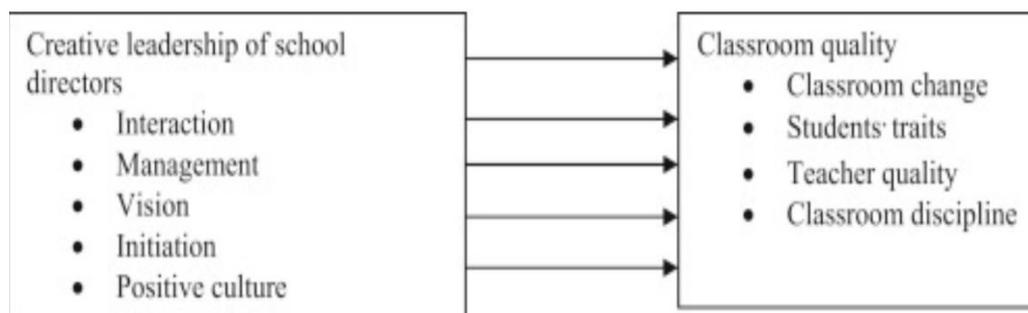
To implement creativity and lead it in the school, we must start in the classroom and strive to lead creatively. Giving others permission to be innovative is another key principle of creative leadership; it encourages people to use their creativity to learn and lead in new ways and to express their creativity and have confidence in their abilities, which adds legitimacy to creative leadership (Tsai, 2012).

To improve creative leadership in schools and classrooms, leaders must measure the ability of employees to commit to goals. How committed would people be to ensuring that their leader's predetermined solutions work if they were asked to execute them? People are naturally more motivated to work on their own projects than on those of others, but leaders must delegate control of challenges to others while simultaneously doing their part to successfully face the challenges. They must make it clear that the support of others is needed to meet the challenge alongside leadership so that they can succeed as a team; they must not place the burden entirely on others. Leaders must enlist others to solve important problems and display consistent dedication to using creative methods and process skills. Thus, they must serve as an example of how to be creative and not expect others to do something that they themselves will not do (Basadur, 2004).

Thawinkarn et al. (2018) named four basic components of classroom quality: class change, students' traits, teacher quality and classroom discipline (Fig. 1).

Figure 1

Classroom Quality



Training is also important for implementing creative leadership. Basadur (2004) noted that people who have received training are more likely to consciously diverge and produce more and better problem-solving ideas. By deferring judgment, training also develops skills in evaluating ideas and the ability to distinguish idea generation from evaluation. Additionally, training increases performance in problem-solving, problem-solving and solution-implementation and can change the opinion of creativity training critics.

Stoll and Temperley (2009) examined the categories of actions in creative leadership and found that ‘During the project, each team was invited to develop its own “project” as a focus for their creative leadership, giving us tangible exemplars of creative leadership in action. Briefly, projects fell into three broad categories:

1. Curriculum innovation—developing different approaches to specific areas of the curriculum for identified groups of pupils (e.g. maths for girls) or completely overhauling their approach (e.g. rethinking their offer to children) by concentrating on the skills they would need to be successful in the world into which they will graduate from education.
2. Internal and/or external capacity building—seeking to improve the collaborative capacity of their organisation either by developing the skills of individuals within it (e.g. through coaching with different groups of staff), creating time for deeper learning or extending the reach and appeal of their organisation to involve people from outside “in new ways, especially parents and governors” (school board members).
3. Extending the use of data and evidence—projects focused on new ways of pupil tracking and data sharing across, in one case, a large secondary school’ (p. 4).

Puccio et al. (2010) explained the stages that leaders should apply to improve creativity in their organisation: ‘In explicitly considering the kinds of creativity skills that enhance a leader, leaders who have mastered the core competence of creativity:

- Understand the need for relative thinking in today’s complex workplace and therefore seek creativity with intent
- Improve group performance through the use of creative processes that reduce friction among individuals and promote imaginative thought
- Balance their well-developed abilities to generate many diverse and original ideas with an ability to identify, refine and implement those ideas that have the most promise
- Live and practice principles of creative thinking that enable them to respond flexibly and creatively to change
- Diagnose complex situations and design process plans that effectively respond to various scenarios
- Create a compelling vision focused on attaining a productive opportunity and possess the foresight to identify the most significant challenges that must be addressed to achieve the vision
- Produce original ideas that are transformed through affirmative evaluation into workable solutions’ (p. 14).

4. Conclusion

Creative leadership is vital to encouraging creativity and producing ideas in schools that lead to productivity and development. This approach requires leaders who can encourage creativity and adopt ideas without fear.

5. References

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