

INTRODUCTION

This chapter looks at creativity from the school leader's perspective and examines leader behaviors that help shape social influences on teacher creativity. Our intention in this chapter is to present images of an integrated approach to group learning and we argue for leadership that helps shape social influences on work-climates that produce two important outcomes, replicating best practice and generating creative solutions for organizational problems. However, the body of knowledge on leading for creativity is slim. Therefore, to better understand creativity, we provide real work-life experiences (vignettes) for both, traditional group learning and for creative group work.

By integrating distinctly different outcomes of group-work, these vignettes can help leaders understand and situate important differences on how to mobilize teachers toward collective efforts that scale precise, predetermined teaching strategies and teacher creativity. Theory – linked to practice - is important because creativity is suddenly and fortunately a new educational focus in countries around the world, yet still today many educational leaders are not quite sure how to introduce it to their teachers and move it to the top of their leadership agenda. Creativity is now the new hallmark of learning and teaching in the Twenty First Century Classroom and defining creativity early on in this paper seems like a natural place to begin. For the past decade, scholars have generally come to agree on the definition of creativity as a novel idea, one that is appropriate for the task at hand (Runco, 2004). Creativity involves the generation of high quality, novel and elegant solutions concerning procedures and processes appropriate to organizational problems and goals (Mumford, Hester, & Robleo, 2011; Puccio & Cabra, 2010). A creative idea must be original and it must be useful and it must actually be put to some use (Beghetto, Kaufman, & Baer, 2014; Hennessey & Amabile, 2010).