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CREATIVE LEADERSHIP OF SCHOOL ADMINISTRATORS EDUCATION IN THAILAND

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Abstract

Creative leadership is a critical factor in improving the quality of teaching management in schools under the jurisdiction of in Thailand Administration, particularly in an era of rapid social and technological changes. School administrators who demonstrate creative leadership can foster diverse teaching approaches and create an environment conducive to the development of creativity among teachers and students, enabling teachers to adapt more effectively. Additionally, these leaders can inspire the development of educational innovations and implement solutions efficiently. Factors influencing creative leadership include visionary thinking, adaptability, imagination, creative problem-solving, and effective teamwork. The study finds that administrators who apply creative leadership are capable of devising appropriate strategies and enhancing sustainable learning management systems, which enable schools to effectively meet the needs of society and learners in the digital age.

Keywords: creative leadership, school administrator education

Introduction

Creative Leadership is a concept of paramount importance in the context of contemporary education, particularly during a period marked by rapid social, economic, and technological changes. Educational institutions must adapt to align with the evolving world. Consequently, school leaders play a crucial role in guiding their organizations to creatively and sustainably address these challenges by fostering a culture that promotes creativity and the development of educational innovations (Robinson, 2011). In the context of Bangkok, a city characterized by significant economic and social diversity, the challenges in managing learning for teachers and school administrators arise from the high expectations set by parents and society for schools to develop students' competencies in alignment with the skills required for the 21st century (World Economic Forum, 2016). This challenge is further amplified by rapid technological advancements, which necessitate that educators adapt their teaching strategies to meet the diverse needs of learners.

Creative leadership has thus become a crucial tool in the development of teaching and learning, as administrators with the ability to think creatively can encourage teachers to have the autonomy to design diverse teaching methods. Additionally, they can cultivate an environment that supports challenging and innovative learning experiences, which is essential in a society characterized by complexity and constant change (Mumford, 2000). Furthermore, problem-solving skills and a clear vision from school leaders assist in formulating appropriate strategies and fostering positive change within the school. This aligns with educational policies that emphasize the development of analytical thinking skills and a learner-centered approach (Office of the Basic Education Commission, 2020).

The implementation of creative leadership in the management of educational school in Bangkok also aids in addressing a variety of challenges, such as resource shortages, changes

in educational policy, and technological challenges. When administrators can apply creative thinking to tackle these issues, it enhances the effectiveness of teachers' instructional management and ensures that students receive a quality education that aligns with the demands of society in the digital age.

The Concept of Creative Leadership in the Educational Context

Creative leadership has increasingly been applied within the educational context, as modern education requires rapid adaptation and transformation. The study by Mumford et al. (2002) demonstrates that creative leadership fosters innovation and creative problem-solving in organizations. Leaders with creative leadership capabilities can design new approaches to developing teaching and learning processes that effectively respond to students' needs and societal changes. In the educational context, research by Davies et al. (2013) highlights that school leaders exhibiting creative leadership can cultivate an environment that supports creativity and innovation in both instructional processes and management practices. These leaders play a crucial role in empowering teachers to design creative learning experiences by providing adequate resources and supporting the professional development of teachers' skills. Moreover, studies show that visionary leaders can inspire both teachers and students to adopt new ideas within the learning process (Anderson, 2010). The significance of creative leadership extends beyond mere innovation; it also encompasses the ability to engage and motivate stakeholders within the educational community. According to McWilliam (2008), effective creative leaders understand the dynamics of collaboration and foster strong relationships among teachers, parents, and the community. By actively involving these stakeholders in the decision-making process, creative leaders can ensure that educational programs are relevant and tailored to the diverse needs of students. Research by Lumley et al. (2020) indicates that schools led by creative leaders were better equipped to pivot to online education, demonstrating resilience and adaptability. Leaders who embody a growth mindset encourage a culture of experimentation and learning from failures, which is crucial for fostering innovation. They motivate their teams to embrace challenges and view setbacks as opportunities for development, thereby enhancing overall educational effectiveness. In conclusion, creative leadership is a pivotal component in the evolution of educational practices. It cultivates an environment ripe for innovation, empowers stakeholders, and promotes resilience in the face of change. As the educational landscape continues to evolve, fostering creative leadership among school administrators and educators will be critical in shaping responsive and effective learning environments.

Teacher Learning Management and the Role of Administrators

Teacher learning management is one of the critical factors influencing the quality of education. Research by Fullan indicates that school administrators play a significant role in shaping the direction and policies of teacher learning management, particularly in promoting creative teaching that responds to the needs of today's learners. Support from administrators enables teachers to adopt more innovative and flexible teaching methods. Leithwood et al. (2020) confirm that administrators with creative leadership place a strong emphasis on the development of teachers' skills through training and the provision of essential resources, including technology and research. This can involve workshops, mentoring programs, and collaborative planning sessions that encourage teachers to engage in reflective practices. By prioritizing continuous learning, administrators ensure that teachers are equipped with the latest pedagogical strategies and can address diverse classroom challenges. Administrators also play a crucial role in fostering a culture of teamwork and knowledge sharing among teachers, helping them adapt to changing environments and diverse student needs (Day & Sammons,

2016). Collaborative approaches can lead to the establishment of professional learning communities (PLCs), where teachers share best practices, resources, and insights on effective teaching strategies. Moreover, the integration of technology into teacher learning management is a vital responsibility of school administrators. In an era where digital literacy is paramount, administrators must ensure that teachers are proficient in utilizing technology to enhance instructional practices. As outlined by Ertmer and Ottenbreit-Leftwich (2010), when administrators provide access to technology and related training, teachers are more likely to implement innovative teaching methods that engage students. This is crucial in meeting the demands of 21st-century education, where students require skills such as critical thinking, collaboration, and digital fluency. Additionally, the role of administrators extends to assessing and evaluating teacher performance and professional development needs. Through constructive feedback and supportive evaluation systems, administrators can identify areas for improvement and recognize exemplary teaching practices. In conclusion, the role of administrators in teacher learning management is pivotal in shaping educational outcomes. By fostering a culture of professional growth, facilitating collaboration, integrating technology, and providing constructive feedback, administrators can empower teachers to enhance their practice and ultimately improve student learning experiences. As the educational landscape continues to evolve, the need for effective administrative support will remain critical in ensuring the success of teacher learning initiatives.

Factors Influencing Creative Leadership

The development of creative leadership in school administrators requires multiple factors. Research by Amabile et al. (2004) identifies several key elements, including vision, which refers to the ability to look ahead and anticipate the future needs of the school. Administrators with vision can inspire and guide their organization toward creativity and innovation by establishing a clear direction and setting high expectations for both staff and students. A well-articulated vision not only charts a path for the school's future but also motivates stakeholders to engage in the creative processes necessary for achieving that vision. Additionally, flexibility is another crucial factor that enables administrators to adapt to rapidly changing circumstances. This adaptability is particularly important in today's educational landscape, which is characterized by technological advancements and shifting societal needs. Administrators who demonstrate flexibility in their leadership styles can pivot quickly in response to new information, thereby maintaining the momentum needed for innovation. Imagination and creative problem-solving are also essential traits that allow administrators to introduce new ideas and apply them to solving complex issues while fostering innovation within the educational system. When administrators foster collaboration among teachers and staff, they create networks of support that facilitate the exchange of ideas and shared ownership of the school's mission. As noted by Leithwood et al. (2020), investing in professional development not only enhances administrators' competencies but also signals to staff that the pursuit of creativity and innovation is a priority for the institution. Cultural factors also play a crucial role in influencing creative leadership. Schools that promote a culture of openness, trust, and learning enable administrators to take calculated risks in their leadership approaches. This is echoed in the work of Schein (2010), who emphasizes the importance of organizational culture in fostering an environment where creativity can thrive. When educators feel safe to express their ideas and take risks without the fear of negative repercussions, creativity can flourish at all levels of the school community. In conclusion, the development of creative leadership in school administrators is influenced by a multitude of factors, including vision, flexibility, imagination, teamwork, ongoing professional development, and organizational culture.

Conclusion

The creative leadership exhibited by educational administrators is a crucial factor that directly impacts the quality of teacher learning management in Bangkok. The analysis indicates that creative leadership not only enables teachers to fully develop their teaching skills and educational innovations but also fosters an environment conducive to learning and problem-solving within the classroom. Promoting a clear vision, fostering flexibility in management, and encouraging imagination and creativity are all essential elements that contribute to the effectiveness of creative leadership in enhancing learning management. Moreover, creative leadership plays a significant role in defining learning objectives, designing modern curriculum content, and organizing learning activities that align with the needs of 21st-century learners. The implementation of creative leadership in schools also leads to systemic changes in teachers' learning management approaches, thereby creating an environment that empowers teachers to employ more effective and innovative teaching techniques. Consequently, when educational administrators in Bangkok effectively implement creative leadership, it will sustainably elevate the quality of learning for both teachers and students across various schools.

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