

Principal Creative Leadership for Teacher Learning and School Culture

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Abstract : Principles play vital roles in shaping the school culture and promoting teachers' professional learning by exerting their leadership. In the changing time of the 21st century, the creative leadership of school leaders is increasingly important in cultivating the professional learning communities of teachers for eventually improving student performance in every continent. This study examines under what conditions and how principal creative leadership contributes to teachers' professional learning and school culture. Data collected from 632 teachers in 30 primary and middle schools in the cities of Chengdu and Chongqing in mainland China are analyzed using structural equation modeling and bootstrapping tests. A moderated mediation model of principle creative leadership effects is used to analyze professional teacher learning and school culture in which the mediator will be school culture and the moderator will be power distance orientation. The results indicate that principal creative leadership has significant direct and indirect effects on teachers' professional learning. A positive correlation between principal creative leadership, professional teacher learning, and school culture is observed. Further model testing found that teacher power distance orientation moderated the significant effect of principal creative leadership on school culture. When teachers perceived higher power distance in teacher-principal relations, the effects of principal creative leadership were stronger than for those who perceived low power distance. The results indicate the "culture change" in the young generation of teachers in China, and further implications to understanding the cultural context in the field of educational leadership are discussed.

Keywords : power distance orientation, principal creative leadership, school culture, teacher professional learning

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