

An analysis on the creative management in innovative schools of Taiwan

Wu, Su Ching ✉

Department of Education, National ChengChi University, Taiwan, ROC (wsj@nccu.edu.tw)

Po, Chan Yu

Graduate Institute of Chinese Studies, Chinese Culture University, Taiwan, ROC (pochanyu@ms58.hinet.net)



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Abstract

As a global trend, the Taiwan Education Bureau started to place great emphasis on excellence, efficiency, technique and innovation in elementary schools. The main idea is to place attention on innovative school management. The purpose of this study is to evaluate the organizational management in an elementary school in Taipei, Taiwan based on the viewpoint of innovation. Semi-structured interviews were utilized for data collection. Implications suggest that even if the organizational innovation is still in its early stage, many model schools believe that innovational management can support and develop their efficiency.

Keywords: school innovation; creative learning; Taiwan; case study; policy management

An analysis on the creative management in innovative schools of Taiwan

1. Introduction

Today is the age of globalization, a knowledge base era, an age where advancement in technology is faster than ever. All of these are very important aspects of an organization, that making the organizational environment more complex. As a global trend, schools as a organizations, it is important to know the development of the schools. The Taipei Education Bureau started to place great emphasis on excellence, efficiency, technique and innovation in elementary schools. The main idea is to place attention on innovative school management. Taipei Education Bureau started to launch the program “Betterness Education” (www.moe.gov.tw). With this in mind, we can see that “school innovation” is one of the most important factors in a schools’ management strategy. In this article, I selected 4 model schools to find out the problems in schools, and the strategies of these schools. The purpose of this study is to evaluate the organizational management in an elementary school in Taipei, Taiwan based on the viewpoint of innovation. This article presents the viewpoint of “school innovation” and discusses the organizational management problems that occur in elementary schools in Taiwan.

2. Literature Review

2.1 Basic understanding on innovation

“Innovation” was first coined by Schumpeter who is a protagonist of economic policy, management studies, industrial policy, and all other areas of innovation. He argued“ Innovation is the process of developing present things into what the society can accept and has a commercial value” (Schumpeter & Swedberg, 1991). Innovation is conceptualized as something new, or the resulting product and the process, new organizational setup, new field of technology, discovery of new information or opening of new markets (Niosi, 1993). School innovative management is defined as in order for a school to attain its educational objectives, whether in administrative or in the areas of teaching, using various innovative plans and strategy, to promote the development of the school’s uniqueness (Wu, 2004). At the school organization level, innovation includes the organizational setup culture, information dissemination, along with educational training and encouragement which are appropriate in both planning and integration. These elements are important in order to successfully attain school innovation.

As a research topic, school innovation includes methods and strategies, direction, academic and training innovation or innovation techniques (Ji, 2003). Perhaps more important, expert judges, blind to subjects’ condition, rated the quality of the solution sets higher when the imaginative approach was used in an unstable environment than it was used in a stable environment. This suggests that the creative action-based approach is not only more effective in this type of environment, but that it is the more appropriate process to use. The results regarding the decision making process are important for several reasons. First, they show a clear distinction between the performance of two types of decision making processes when the environment is unstable. Second, they suggest that people are more imaginative in response to how they are instructed to think. This finding supports Hogarth (1987) contention that managers should be trained to be more imaginative. Third, creative action-based decision making has a place in strategic decision making. He also noted that “one of biggest deficiencies in choice behavior arises from failing to be sufficiently imaginative about both the possible alternatives at one’s disposal and the various events that occur in the future” (p. 65).

Broadly stated, the study attempted to answer the question: What is the relationship between selected characteristics of intact groups and their innovativeness? Implication of this research found that the most innovative school also possessed an "ideal" learning environment as perceived by its students. The techniques

utilized offer a practical vehicle for initiating meaningful change within schools (Crandall, 1972). In his study the impact of school innovations was examined from the students' point of view, the teachers' reactions, and the changes wrought in guidance services and administrative functions. Teacher and student reaction was generally favorable to the individualization brought about by personal timetabling, subject promotion, a credit system, and a more student-centered approach to discipline policy. Most dissatisfaction expressed by teachers, guidance personnel, and administrators stemmed from the increased clerical work and from changes in their respective roles necessitated by the new procedures. Comparison with a similar school retaining a more traditional program revealed no difference in student academic achievement, but greater satisfaction among students of the innovative school with subjects, schedules, and the student-centered approach to discipline (King & Ripton, 1970).

School is a unique organization in the society. Besides having many common attributes it also has many and very different attributes unlike no other organization. Schools have a very special way of thinking, unique leadership styles, and approaches in management. Because of these characteristics schools are expected to be flexible and able to grow. As organizations schools allow members to be developed and trained, uplift their self esteem, satisfaction, self confidence and self motivation, and allow members to become more responsible. Therefore, the responsibility of a school is to develop a kind of culture, a culture which people respect and support. A culture which is open, trusted, concerned and shared by its members. Schools also gives support to members who look at problems in a different way and puts the improvement and development of its members first and foremost (Sliver, 1983).

Three major factors that affect the success and failure of innovation include:

- A. Task related factors: clear goals, direction and project planning, suitable skills and leadership, work autonomy and professionalism in work challenges, experienced and qualified personnel, group effort and feasibility of projects.
- B. Personnel related factors: job satisfaction, trust and team spirit, open communication, low level personnel contentment and power struggle, no fear of failure.
- C. Organization related factors: organizational stability and job security, adequate resources, management level participation and support, recognition and financial benefits (incentives), stable objectives (goals) and their hierarchy (Thamhain, 1990).

The trend of top management is to become centralized, involving skill level formalization, and teaching expertise. But the trend in schools is much different. Different school organizations have different trends. This might be caused by their school environment and unique characteristics that influenced their organizational style. Factors like school history, school size, whether the school is newly established or has a long history, whether it is managed by administrators, these may be formalized and become a bureaucracy. However, when the skill system had been categorized as the routine task, this system can bypass the bureaucracy and replace it. Organizations are also affected by their outside environment. It is already imbedded inside the different levels of the organization (Hoy & Miskel, 1982).

2.2 Taiwan school innovations

In 2003, the Taipei Education Bureau launched the program "Betterness Education" for the nation's elementary education. The core idea was to promote a new innovative school management strategy, giving the status "Core School" (Center of Innovation School) to schools as a benchmark for other schools. Betterness Education emphasizes aspects of school excellence, efficiency, technique, and creativity. The Taiwan Creativity Development Association also sponsored a program called "Inno School 2003". This program consisted of an awarded based on the ideology of organizational development to encourage those teachers to promote educational excellence. The school Innovation Management Award was organized to encourage the respected

officials to place importance on the quality of school education. It also encouraged schools to create, innovate and to build active administrative systems. The teaching contest domains were curriculum and teaching contribution, student activity ability development, campus environment beautification, society and environment resources application, and administration innovation. The award objectives were as follows:

- A. Enhance school organizations' management studies, building productive schools.
- B. Untie education reform, generate management team morale, enhance school competitiveness.
- C. Recognize school management organizations' effort and creativity, enhance quality of education.

The main objective is accomplished by encouraging each school to provide distinctive management styles and experiences among other schools for the purpose of sharing and learning. School restructuring is being undertaken in an increasing number of education systems throughout the world. It aims to provide an in-depth qualitative case study of the dilemmas faced by a principal who was involved in the restructuring of his school. The way in which the dilemmas were perceived seems to be heavily dependent on the values position of the key participants. While these values stances may differ, there is often some common ground or touchstones of agreement; at least in principle, and this is the basis for managing the dilemma. It seems a common experience for principals in school systems which are restructuring to face the ambiguity caused by being part of a system while at the same time developing school-based management.

Communication plays a key role when structures are established, such as special staff meetings, which are often followed by action groups and executive officers, to handle the dilemma. In this way, dilemmas are turned into policy formation issues. The management style in coping with dilemmas is therefore a subtle combination of commitment and compromise, tightness and flexibility. In particular, creative action enables decision makers to engage a wider range of information/data inputs which can lead to increased understanding of problematic situations. A creative-based approach might involve taking different types of action based on intuition/experimentation, getting feedback, and developing situational awareness using imaginative techniques throughout the process. By using imaginative techniques to take small actions, decision makers can gather information; find multiple problems, and diverse solutions.

The inspiration for the Center for Creative Leadership (CCL) came from the visionary and highly successful businessman H. Smith Richardson Sr. in the US. In the years after Richardson had built the Vick Chemical Co. from a one-drugstore operation into a major international corporation, his thoughts turned to questions of leadership: how can businesses remain vital and continue to provide useful, innovative products and services through economic ups and downs, in the face of changes in the marketplace, and in spite of the inevitable succession of management groups? Richardson was particularly interested in this last issue. Many enterprises eventually fail, he deduced, because management sooner or later "loses the ability to recognize and adjust to new and changing conditions." What organizations needed was not just leadership for the present and the near future, but innovative leadership with a broader focus and a longer view. Such leadership would be concerned not with profits, markets and business strategies alone, but with the place of business in society. This sort of leadership would come from people, Richardson said, with "minds that could do cross-country thinking." Only by taking into account the broader implications of decisions could a business remain stable and productive "throughout future decades and generations." What was needed, he realized, was creative leadership. His dream of an independent institution devoted to the concept of creative leadership was realized with the founding of the Center for Creative Leadership in 1970. The Smith Richardson Foundation Inc. provided the initial financial underpinning for CCL. The Foundation — and several generations of the Richardson family — have remained generous supporters of CCL's work.

In Taiwan there is not a specific organization for creativity. It is not good for develop creativity. As the Center for Creative Leadership (CCL) in America, we can think of such professional organization to make the mission better. The Center for Creative Leadership (CCL) is the world's largest institution devoted exclusively to

leadership research and education. For more than three decades, CCL has studied and trained hundreds of thousands of executives and worked with them to create practical models, tools, and publications for the development of effective leaders and leadership. This second edition of "The Center for Creative Leadership Handbook of Leadership Development" brings together the wealth of practical knowledge that CCL has gained from this experience. It explores the essence of leadership development, reveals how individuals can effectively enhance their leadership skills, and demonstrates what organizations can do to help build leaders and leadership capacity.

The CCL's (Center for Creative Leadership) successful Developing the Strategic Leader program, it outlines a framework of strategic leadership and contains practical suggestions on how to develop the individual, team, and organizational skills needed for institutions to become more adaptable, flexible, and resilient. It also shows how individual managers can exercise effective strategic leadership through their distinctive and systemic approach--thinking, acting, and influencing (Hughes & Beatty, 2005). A common theme of both internal and environmental school leadership is the expectation that principals justify permanently the specific decisions they make. This justification is a main requirement for creative leadership. Data from four Belgian primary school studies illustrate that teachers are confronted with different justification styles and that principals offer a great deal of creative leadership. It presents an educational leadership model appropriate for today's education, noting that educators must be prepared to move forward with creative leadership to restore public confidence in the school system and produce responsible leaders (Blacketor, 1991).

As part of the Foreign Language Innovative Curriculum Study, the Associated Staff Training Program is involved in curriculum design for the training of school innovative agents. These agents, called Instructional Systems Consultants, are trained to guide continuing, systematic innovations in the school. It gives considerable attention to the concept of innovation (systematic, progressive, cumulative change) and its relation to school systems. Reasons for centering such change in the school are advanced. Highlights of the problem-solving method of innovation which emphasizes feedback and evaluation are presented. For additional information (Geis, 1968).

It is a responsibility of the educational leaders to develop a climate that encourages creativity. This promotion of creativity may be instrumental in finding answers to some of the most glaring problems in education, and yet the subject of creative leadership has received little attention. It listed for what a creative leader can do to develop a climate that encourages creativity. The educational leader must be willing to stand alone and encourage others to find ways to make creativity and mass education compatible (Holman, 1984).

3. Methodology

The Taipei Teachers Training Center in 2003 held an administrator training in Betterness Education. In the training, the researcher consulted various school administrators about their current status and hearing their various experiences about the obstacles in school innovation, creative results includes setting up a research center (office), school wide computerization, setting up cultural corridors, and many others, together with problems like organizational cultures, teachers knowledge and expertise, financial difficulties, and many others.

The research followed the format of an interpretive evaluative case study. Yin (1989) defines a case study as an empirical inquiry that investigates a current occurrence within its real life context, when the boundaries between the phenomenon and situation are not clearly apparent and in which multiple sources of evidence are used. This single phenomenon is of a bounded system, as in a student, a class, a school, a community. It provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principle (Nisbet & Watt, 1984). While Merriam (1998) views the distinctiveness of qualitative case studies as particularistic because of the focus on one social unit; descriptive because they result in a rich thick portrait; and heuristic because of the case studies sharpen readers' understanding while leading to new meanings.

For sample selection, purposeful sampling; a unique sample is based on unique, atypical, perhaps rare attributes or occurrences of phenomenon of interest, was used. The researcher chooses these schools because they are model schools. The study involves 4 schools in Taipei City, Taiwan. The schools are represented as S1, S2, S3 and S4 while the school principals as P1, P2, P3 and P4. This study's purpose is to give insight to the problems of organization innovation and its solutions.

A grounded theory consists of categories, properties, and hypotheses and properties. Because the basic strategy of the constant comparative method is compatible with the inductive, concept-building orientation of all qualitative research, the constant comparative method of data analysis has been adopted by many researchers who are not seeking to build substantive theory. The basic strategy of the method is to do just what its name implies-constantly compares. The researcher begins with a particular incident from an interview, field notes, or document and compares it with another incident in the same set of data or in another set. These comparisons lead to tentative categories that prisons are constantly made within and between levels of conceptualization until a theory can be made.

The research questions of this article are:

1. What is the situation in the model school?
2. What is the strategy for the school to overcome the difficulty of innovation?

4. Results

4.1 School Innovation Situation

A consensus of school innovations is hard to attain or achieve. The common problems that the schools encounter are related to the initial establishment of school organizational innovation. P1 believed that when he first took the job of principal, the school's developmental plan was already setup and in motion. Therefore, it was very difficult to start a new organizational innovation. It was difficult to get the other school officials to agree with the new innovation plans. P2 believed that the community rarely participated in school affairs. Therefore, his school lacked both the recognition and support of the community. P3 believed that the school organization culture was resisted to change. Because it was already accustomed to steady development. Therefore, resistance against school organizational innovation was a key factor. P4 believed that the school administrative and academic system was clearly separated and functioning by itself. As a result the development of the school was hindered by a lack of cooperation.

The first step school organizational innovation is to solve current problems. But with respect to long term development, the school must establish an innovative culture combined with a desire for development. The school should continuously be creative and innovative, at the same time establishing an organizational innovation plan and strategy. School innovation management is a dynamic concept similar to remodeling a culture. It needs a learning organization for sustainability. In essence, when a school is selected to be a benchmark school, it develops into a culture of learning. The source of knowledge is unlimited. Everyone is motivated to be creative which gradually helps in the school innovation strategy.

School organizational innovation varies from school to school. Each school organizational innovations is unique, unlike environmental innovations and activities that are rather plenty. S1 placed importance on environmental innovation. In his school importance to nature and to the beautification of the school surroundings was a priority. S2 stresses the importance of process innovation. Importance was placed on the flow and process of administrative tasks. S3 emphasized the importance of the concept of innovation. Importance to the consensus of the school faculty was imported. S4 preferred product innovation, placing importance on the school curriculum design. In sum the cases of environmental innovation and activity innovation, suggest that these types of school innovations are much easier to attain.

Generally a school innovation is spearheaded by the school principals. Only a few cases where in it is the academic head that started the project idea. For this reason, there is a need to spend time in discussion to achieve cooperation. This would create better result in less the time. Likewise, the school principal should have a concept and knowledge of innovation. He should have the desire for change and give support to the innovative management project.

All of the cases reported the lack of funds in implementing school organizational innovations. P1 responded that school funds were not enough and as a result projects had to be completed in stages. P2 transact with the suppliers to lower their costs as much as possible. P3 relied on support for parents association to augment the needed funds for school innovation projects. P4 relied on outside funding, to finance school projects. These reports to funding problems suggest that school innovation strategies must include resources. A combination of all the resources is needed to completely finish a task.

The school academic affairs evaluation can also be included in the school organizational innovation. This encourages schools to implement innovation in academic field. The evaluation procedure also provides opportunities; award for excellent performance. Giving innovation awards to deserving schools provides recognition and support. In this way, schools shows a common goal, which is to attain the “National School Innovation Management Award”.

4.2 Solution to School Innovation Situation

An innovation symposium should also be held in order to encourage and share experiences another schools. At the same time, innovation strategy should be documented to serve as future reference and set as example and guide for other schools. Sharing and discussing experiences with other schools. In this way, schools can have a better understanding about innovation. Together with the aid of innovation workshops to enhance the first hand learning experience of school innovation, thus making school management more effective. Currently, Taipei city has established core schools as benchmark schools. Even though an innovation symposium is held, there is still a lack of adequate sharing of innovative experience and techniques between schools. The schools’ innovations only depend on their own staff ingenuity and creativity, visiting benchmark schools and joining innovative workshops. Therefore, visiting schools should not be limited to viewing purposes only. Adequate interaction should be supported. Additional resources should be used to better share the innovative experiences like the school website, and many other media.

Providing schools with adequate financial aid; supporting the school organizational innovations. School principal is a crucial role in the school innovative management strategy. He is also the one responsible for the development of the school. P1 consider teachers’ benefit to be important. He seeks funds outside the school to help improve the school environment.P2 believes that developing the school’s uniqueness is his mission. Establish good relationship between the school and the community is a crucial, in seeking the recognition of the community.P3 sets a good example for everyone (as a role model). He frequently shows creativeness. Encourage school officials and staff to be creative.P4 uses a reward system. He gives rewards to those who gave innovative ideas. Encourage teachers to be innovative, from innovative idea to innovative ways.

From these we could see that the school principals are really promoting school organizational innovation. This would really give much emphasis and really give a big push to the school’s organizational innovation strategies. Most school principal’s problem is the limited or lack of funds. Therefore, some of the projects needed to be complete by stages. Some have to haggle for the best price from the suppliers. Some schools have to look for funds outside the school community, and ask the help of parents associations to help augment the school finances. From here we could see that if the education bureau wants to promote school organizational innovations, there must be adequate support given to the school to solve their financial problems. They must provide schools with the appropriate financial support.

School utilizes an integrated strategy, solving the organizational innovation problems. Not one strategy can

solve the problem. Most of the school cases utilized more than one strategy or a mixture of different strategies to solve the problems. S1 in implementing environmental innovation, during the different levels of innovations, the school uses the benefits of the teachers and students as starting point. At the same time the school cooperates with the parents association and school community for the financial support of the projects. S2 in implementing process innovations, the school uses color coding to distinguish different management styles. At the same time using information technology to fully communicate the scheduling. S3 in implementing concept innovation, the school principal uses the suggestion of the academic affairs in giving a survey to fully understand the current school situation. While the school principal personally worked hand in hand with the project. S4 in the implementing of the product innovation, the school stresses the cooperation between the administrative and the academic departments. The school also provides a rewards system to encourage innovative personnel.

4.3 Analyzing the school cases:

S4's implementing policy is to create a promotion group within the organizational structure. Additional policies are setting up objectives, giving rewards, establishing standard operating procedures. Some of the objectives and concerns are to encourage learning, explore hidden abilities, adaptability, well-rounded, equality in learning, concern with human affairs, respect individual differences, long range planning, good communication skills, concern for welfare of others, creative and unique, efficient, sense of value, and willingness to learn. While in S2's utilization of human resources, the school chooses young and energetic administrative staff in the implementation of the innovation programs, because they have more opportunities in training and exercising their expertise. In this way the school would have a new and energetic strength towards innovation. With regards to the community, P2 invites the elderly in the vicinity of the school to bring their grandchildren to play and use the facilities inside the school. Besides this, whenever the school had some major events. The school principal would invite the community leaders as special guests in the events.

S3's management style is to utilize P3's caring management method. With this in placed, whenever there is a problem, the school principal (P3) is always on call to give a hand. P3 can also understand and knows personally the different situation of the various departments of the school and together with the different problems in these areas. In addition, whenever the school will have some events, P3 will join personally. He would readily take part in the brain storming with the teachers, solving problems, explore and develops creativity with each other. P3 believes that school principals need to be at the same level with the teachers and must consider the various problems of the school.

In the school cases above, school organizational innovation levels are mostly related with the following concepts administrative innovation, teaching innovation, curriculum innovation, learning innovation, environmental innovation and many others.

S1 recognizes that the school organizational innovation levels centers on environmental innovation. Some ideas are like re-painting of the main school hall; maintain the growth of grasses, planting flowers, building handrails, and many others. P1 stresses that change should start in the school campus. In this way the school will have an atmosphere of change and renewing. Thus, re-painting of the school hall in lively color, this would uplift the spirits of both teachers and students in the school. Re-organized the school surrounding sceneries and views, cutting grasses, planting trees and flowers, and for the better use of the school grounds.

S2 emphasizes process innovation. So methods are in the business affairs like procurement system, systematize management style, computerizations and many other management systems. Together with the implementation of various requisition forms like visitors form, administrative assistance form, and many others. Inventory system and flowcharts for job segmentation was also developed and put into used. The systems includes management systems for the maintenance department, electric and water facilities, air-conditioning, projectors and computer facilities, safety systems, security systems, school grounds, and many others maps and charts. Public announcement system was also developed inside the campus, also together with the in campus

telephone system. Water storage tanks and waste management systems was also developed. Besides the physical facilities, job flow was also formalized and flowcharts were developed for document dissemination, financial management, schools' official signatories, procurement procedures and many others. Accounting system of various expenditures and consumables was also developed. Systems like price lists, telephone, water and electric bills consumption tables, printing expenses, and many others. With the innovation of the various school process S2 can monitor the flow of the school personnel, prolong the use facilities, monitors the efficient use of consumables and thus more effective and efficient use of funds.

For S3, organizational innovation is more on concept innovation and service innovation. With regards to the insufficient school grounds and steady increase in the number of students, P3 uses a survey questionnaire to better understand the source of the school's students. The results showed that the majority of the students did not come from the local district, but most of them are from other districts. P3 in order to have consensus first, started to consult and discuss with the teachers followed by meetings with the parents and community. Through the use of decreasing the number of class sections, in order to reduced the number of students in the school. Thus, expanding and enlarging the activity areas for the students. Together with the cooperation of the community, school activities can now be held at various locations outside the school. Besides these, a vacant lot was set aside for more outdoor activities of the students. At the same time, school grounds become open for community use as well.

With regards to S4, most of the school's innovation is on technique and product innovation. P4 places great importance on academic curriculum setup and design. With these, upon the start of the school year P4 will head a meeting with the teachers. Collate and arrange the academic school curriculum. Cooperation of the administrative and academic department is stressed. School calendar is drafted at very early, to aid in the scheduling of curriculum and administrative activities. At the same time, the school encouraged teachers to help suggest innovative ideas and rewards would be given. Some ideas are mathematics enrichment curriculum design, Computerized Chinese calligraphy teaching program, certificate creation, two and three dimension curriculum design to satisfy pre-school students, teacher's day activities and many others. With these we can see that the school teachers are actively joining the school's organization innovation activities, at the same time, giving an atmosphere of innovative implementation.

Innovation includes strategy, technique and management (Oates, 1997). Strategy innovation will increase clients' satisfaction and give importance to new products, new service and new market. Technique innovation represents product excellence. Management innovation represents practical work affairs, training and learning, and the affects of new ideas.

S1 emphasizes innovation in strategy. P1 shares that in the start of his term as the school principal he realizes that the campus surrounding is full of wild grass. Therefore he decided to rid the school of those places and brighten the school surrounding. At the same time, provides a pleasant feeling for the teachers and students. Besides these, P1 also decided to give names to the school buildings. The reactions of the parents are very positive. The parents believed that by giving names to the buildings would promote a sense of direction. With these in place, S1 achieve clients' satisfaction as well as providing service.

S3 has a very clear technique innovation. The school organizes an information promotion group to help promote information technology education, teacher's teaching aid making and file sharing, video editing, school administrative tasks like designing posters and bulletin boards, calendar of events, school facilities availability and reservation through website. Also, provides video editing online lessons for family through the use of internet. With these we can see that information technology is a very important tool in providing education to the community.

Generally speaking the overall school environment is resisting school innovational innovations. From the interview amongst the school principals, P1 states that at the beginning of his term as school principal. He already has in mind the work plan he is going to use. At the start of his job, he first chooses the most important

task, which is the re-organizing of the school surrounding. This is also the most direct and feasible method, besides the fact that there is a lack of funding. P1 had to seek financial support from the community and parents association in order to push through the various projects.

S4's award system motivates personnel to become innovative. Even though the prize is not big, but in a way it gives encouragement to the teachers involve. It also provides financial support to teachers. The projects have to pass through judging and must coincide with the school's innovative objectives. Therefore, the reward system may be used as a way of controlling the quality of the projects.

S3 stress the importance hearing the voice of the teachers. P3 utilized a questionnaire survey to understand more the viewpoints of teachers. Data from the questionnaire shows the current school situation and the problems it is currently facing. Through the use of group meeting and discussions, a consensus was reached. In this way, S3 innovative activities can have the maximum support and agreement of everyone.

5. Conclusion

With respect to the different school cases presented in this study, after conducting observations and interviews, the following are the findings: First is the discussion about the concept of school organizational innovation. Second is the discussion about the different levels of school organizational innovation with respect to the environmental and activity innovations. Third is the discussion about the implementation status and methods of school organizational innovation.

In the education world, Innovative leadership is fast becoming the trend. In Taiwan, the Advisory Office of the Ministry of Education announced the "White Paper on Creative Education", with the goal of creating a "Republic of Creativity (R.O.C.)". With this vision, the "Project on the Enhancement of Creative Education" was established. Creative leadership is the basic foundation in attaining this goal. Likewise if a school wants to become an excellent academic institution, creative leadership is a key factor in attaining this status. Therefore, a school principal's creative leadership does not only let the school's development its uniqueness, but also guides the school into excellence and quality (Wu, 2005).

School organization innovation should be implemented gradually. School organizational innovation is difficult only in the beginning stages. But this would allow creative leadership to gradually mingle with the school's innovations. This is a good method in clearing the way for school organizational innovations. Most of the time, planning is done ahead to develop the school uniqueness and ideas that suitable for the school's innovation. Therefore, the school principals' role is very important. If a principal clearly knows the school's current competitive advantages, together with the cooperation of the community and its resources, this would really be of great help in developing the school. Hence, offering better results.

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