Abstract

Since the Ministry of Education promulgated “The creativity education white paper” in 2002, the creative teaching (CT) has been becoming the current trend. Creativity itself involves its own development. A creative teacher not only has to display his creative behavior, but simultaneously also needs to transmit the creative ideas in the teaching situation to the students. However, in the trend of CT, people still get a fuzzy idea about CT and still hold a stereotyped attitude toward the educational system. This causes the teachers to meet some problems while doing CT. Fortunately, despite the environment limits, there are some teachers who are still willing to break through the conventional thought and change their teaching approaches. That’s what’s worth our exploration.

This study aims to explore the personal qualities the creative teachers have and the teaching strategies they adopt. With the result and discussion, we come up with some suggestions for educators to promote their teaching efficiency.

This study adopted a qualitative approach. We interviewed four teachers. They currently teach in junior high schools in Taipei County. In the past three years, they once won “The Great Teach Creative Teaching prize”, “Teachers with Creative teaching plan”, the “Power Teacher Rewards.” They respectively stand for four learning domains: Chinese, English, Mathematics, Science and Technology.

Our findings are as follows.

First, there are some vital personal qualities the four creative teachers have: For example, they have a key life process of meeting someone with the deepest influence on him/her, an active motivation of self-realization, and a developing process — a life quality — being deeply affected by the environment.

Second, the problems that teachers will meet while doing CT are “selective education system,” “normal class grouping,” “time distribution,” “concepts and ideas,” and those related to “the educational system.”

Third, in CT, the strategies and processes of development include “combining the students’ experiences,” “heterogeneously grouping teaching,” “operating in person and participating actively,” “offering a corner for creation,” “self-enrichment and endless inspiration,” “evaluation instruments designed elaborately to enhance students' learning motivation,” “individualized assignments — letting each student get opportunities for success,” “learning files — recording the processes of learning,” “brainstorming,” and “the conversations with students.”

Finally, the study, based on the conclusion, comes up with some suggestions for the teachers, for the school administration, for the educational authorities, and for the future study.

Key words: creative teacher, creative teaching, teaching difficult position, teaching strategy