LEADERSHIP AND INNOVATION PROPOSAL: MONITORING INNOVATION CULTURE AMONG TEACHERS IN A PUBLIC SCHOOL

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Abstract: *Three studies explore the importance of profit in supporting creativity and innovation in education. It highlights how a collaborative and supportive environment can improve teacher development and improve the education system.*

Keywords: *creativity, innovation, development, education, teachers*

РОЛЬ ЛИДЕРСТВА В РАЗВИТИИ КРЕАТИВНОСТИ И ИННОВАЦИЙ В ОБРАЗОВАНИИ

Аннотация: *В статье рассматривается значение лидерства в развитии креативности и инноваций в образовательной среде. Отмечается, что поддерживающая и совместная рабочая атмосфера способствует профессиональному росту педагогов и повышению качества образования.*

Ключевые слова: *креативность, инновации, лидерство, образование, учителя*

TA'LIMDA IJODKORLIK VA INNOVATSIYALARNI RIVOJLANTIRISHDA YETAKCHILIKNING O'RNI

Annotatsiya: *Ushbu maqolada ta'lim jarayonida ijodkorlik va innovatsiyalarni rivojlantirishda yetakchilikning ahamiyati yoritiladi. Tadqiqotda o'qituvchilar uchun qulay va hamkorlikka asoslangan muhit yaratish innovatsion faoliyatni qo'llab-quvvatlashi ta'kidlanadi. Shuningdek, ta'lim sifatini oshirishga xizmat qiluvchi amaliy yondashuvlar muhokama qilinadi.*

Kalit so'zlar: *ijodkorlik, innovatsiya, yetakchilik, ta'lim, o'qituvchilar*

In today's fast-paced 21st century, schoolchildren are expected to be creative, productive, and computer literate in their learning environment.

Nevertheless, many national schools in Uzbekistan are still struggling in teaching the culture of innovation.

Traditional teaching practices often require experimentation with new teaching methods, rather than the introduction of modern technologies and professional development. As a result, many teachers continue to rely on outdated teaching strategies, which discourages student engagement and reduces the overall quality of education.

The lack of an innovation culture is not just a technical problem, but a leadership problem. School leaders play a critical role in shaping attitudes toward innovation by setting a vision, providing support, and modeling openness to change.

As stated by Northouse (2021)[4], leaders influence the attitudes and actions of their followers by articulating a distinct meaning and fostering a sense of joined conviction. Nevertheless, in a considerable number of schools in Uzbekistan, the absence of an empowering leadership style within the framework of a leadership hierarchy may cause the faculty to feel as though they cannot take initiative or present novel ideas.

The proposed solution is the implementation of the Teacher Innovation HUB, based on a school-based initiative among teachers. TIH Teachers serve as a physical and digital space where the exchange of ideas is to exchange ideas and the test of new training strategies and can obtain feedback from their peer and school leaders.

The key features of the Teacher Innovation HUB are:

1. Innovative seminars: teachers are active learning, monthly qualification sessions studying on digital means and creative teaching methods.

2. The corners of cooperation with peers: informal weekly meetings for teachers for discussion and joint development of innovative lesson plans.

3. Mini-grant program: small internal grants for teachers who offered creative classes (funded by school or local community partners).

4. Digital Share Platform: An online portal where teachers can download and discuss advanced experiments, exchange, and discussion.

What innovative this solution is its approach to the bottom. The initiative allows teachers to control the changes to teachers instead of waiting for foreign reforms or underlined instructions. Model emphasizes joint leadership, creative experience, and uninterrupted study - all important components of innovations in education (Fullan, 2016)[2]. TAI helps teachers to turn along the conformity based on the possession of the innovative process.

This offer is based on several leadership theories, especially in the course, particularly Transformational Leadership, Distributed Leadership, and Servant Leadership.

Transformational Leadership concerns itself with inspiring and motivating followers to reach a certain level of performance and personal development (Bass & Riggio, 2006)[1]. The TIH aligns with this theory as it encourages school leaders to model and inspire

teachers to be more innovative, to examine their practice, and to be committed to improvement efforts.

Spillane (2006)[1] discusses Distributed Leadership as the practice of sharing leadership across the organization. The TIH fosters leadership by teachers through peer collaboration and shared decision making as they collectively design and implement change. This approach enhances trust and builds a culture of collective responsibility.

Greenleaf (2002)[3] explains Servant Leadership as focusing on helping others and ensuring their growth and success. This is also the philosophy of school leaders when establishing the Teacher Innovation Hub as they create a space for teachers to lead their professional learning and for school leaders as facilitators rather than directors.

Innovation takes place when leadership is shared, supportive, and purposeful as these theories illustrate. It will not flourish when leadership is controlling and hierarchical. The implementation plan the Teacher Innovation HUB program, is done in four stages during one academic year:

Phase 1: Preparation (1-2 months)
● Conducting an assessment request among teachers to identify innovation fields.
● Create an "Innovative Committee" of school leaders and volunteer teachers.
● Designing a digital sharing platform (use of tools such as Google Classroom or Padlet).

Phase 2: Starting (3-5 months)
● Conducting an innovative seminar on a school scale to introduce the TIA concept.
● Start the first cycle of cooperation with innovative projects and peers.
● Encouraging the mini grants to try new strategies for teachers.

Phase 3: Expansion (6-9 months)
● Share success stories and best experiences at monthly staff meetings.
● Collaborate with other local schools or non-governmental organizations in exchange of experience.
● Experienced teachers offer coaching opportunities that lead others.

Phase 4: Evaluation and stability (10-12 months)
● Requests inquiries and tricks to assess the activity and satisfaction of teachers.
● Measuring the internship in class and the activity of students' activity.
● Develop a stability plan for integrating TIHN in the school's annual professional strategy.

Required sources:
● A special room equipped with digital equipment (laptop, projector, and Internet).
● School head and teachers.
● Small budget for mini-grants and seminar materials.

Potential barriers:

● Oppositions of teachers who are accustomed to traditional teaching methods.
● Time is limited due to heavy workloads.
● Adequate funding or administrative assistance.

These obstacles can be mitigated by recognizing and gradually implementing innovative efforts. Success Assessment Indicators the Teacher uses both qualitative and quantitative indicators to assess the effectiveness of innovation HUB:

1. Teacher activism Indicators: Teachers who participate in seminars, innovative projects, and online discussions.

2. Innovations in the class: frequency and diversity of new training strategies being implemented.

3. Results of students: students' participation, and improvement of educational activities.

4. Teacher's feedback: Results of polls measuring motivation for satisfaction, trust, and innovation.

5. Sustainability measures: Continuing HUB and repeating its model in other schools.

Reports and comments on the work done continuously provide permanent improvement and responsibility.

The formation of innovative cultures among teachers requires prospective and supportive leadership.

The proposed Teacher Innovation Hub is based on a stable, collaborative basis, which allows teachers to manage changes in education.

This initiative is based on transformation, distributed and ministerial leadership Theories develops creativity, professional growth, and continuous learning.

By introducing this model, secondary schools in Uzbekistan can take a meaningful step on the way to both teachers and students who prepare students in the field of modern world.

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