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## Introduction

The wide range of matters connected with creativity in different areas of a person's life indicates the meaning of this term for their functioning, regardless of his the social status or the scientific field. Creativity is tied to with human existence, giving it an extraordinary shape reflected in their creative activity. In some way, it also forms their individuality, which Stefan Kunowski defines as the developmental structure of a psychological layer that tightly resonates with the biological, social, cultural, and spiritual ones. In this context, one can assume that the fundamental source of creativity are human beings, since without man there would be no creativity, as stressed by Mark Runco in his scientific research. On the other hand, one can state that creativity performs a great role in man's development on the individual and social level. It participates in forming his inner and outer environment of life. According to the aspects mentioned above, the fact that creativity appears as a subject of varied scientific research in Poland and in the world is not a surprise, for it is reflected in the richness of its definitions, typologies, etc. Among the many definitions available, creativity can be defined as ability, personal quality, or value. What is more, the criteria of its essence are exposed from different scientific perspectives which cover, for example, novelty, originality, value, and so on. They are referred to man – as a creator, in terms of his attitude and of a piece of his work, something which is also reflected in the educational environment where a teacher's pedagogical and creative personality is a crucial point in the challenges present for educators and organizers of educational processes. The creative teacher molds the educative environment and is a valid component of the educational process. He/she stimulates and supports students' creative activity while taking up cooperation with their upbringing surrounding. *Why and how does this happen?* - this question, of a reflective nature, is directed towards the reader of these reflections upon creativity which are covered by this issue of "Elementary Education in Theory and Practice". We hope that the inspiration drawn from this issue enables readers to take up creative activities in their own educational activity.