

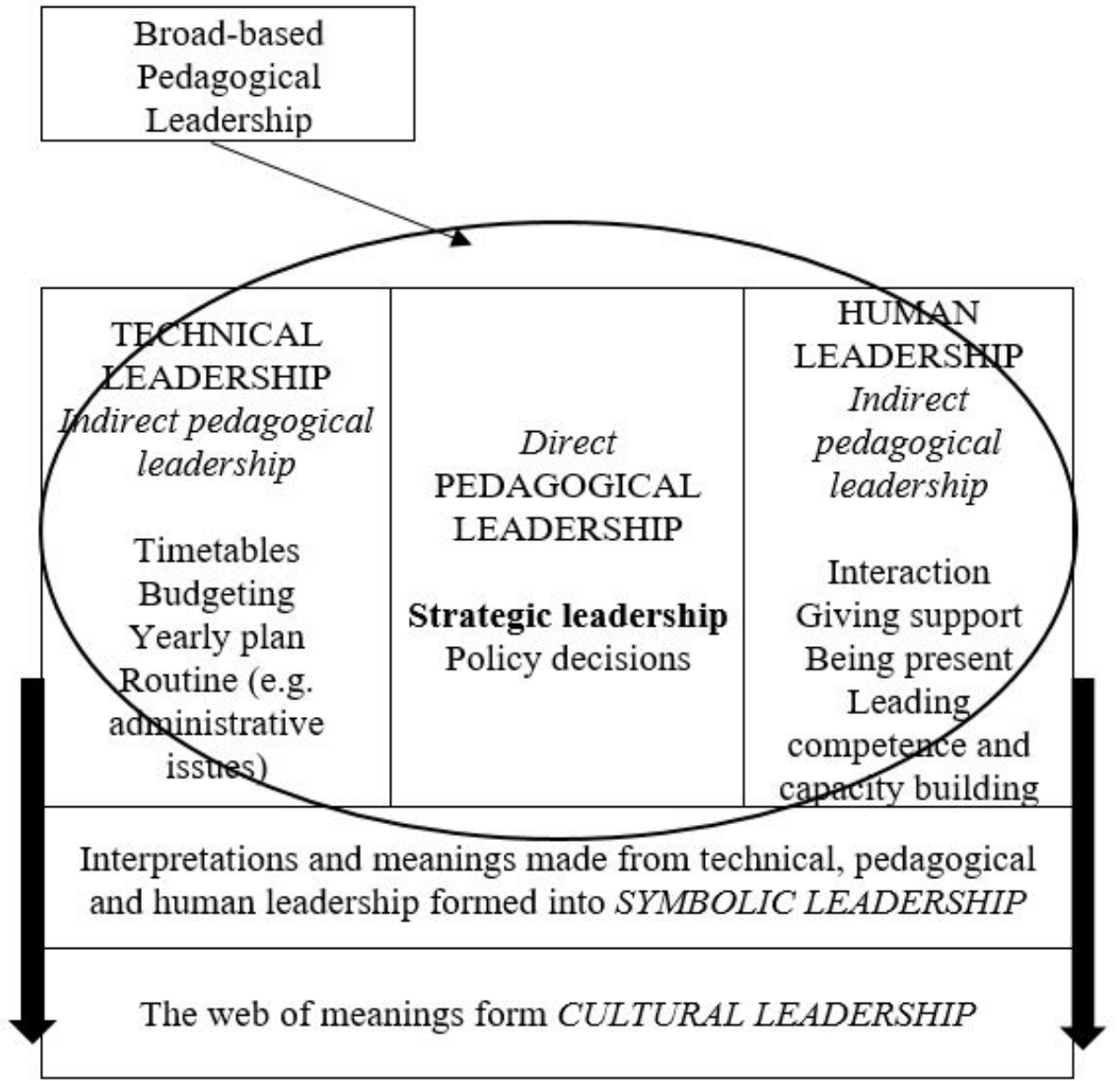
# SCHOOL'S ORGANIZATION CULTURE AND LEADERSHIP CULTURE

## FROM COMPETENT TO EXCELLENT



# THE MODEL OF BROAD BASED PEDAGOGICAL LEADERSHIP

Modified and further developed model of broad based pedagogical leadership based on Lahtero & Kuusilehto-Awale (2015)



# COMPETENT AND EXCELLENT PRINCIPAL

## Competent principal

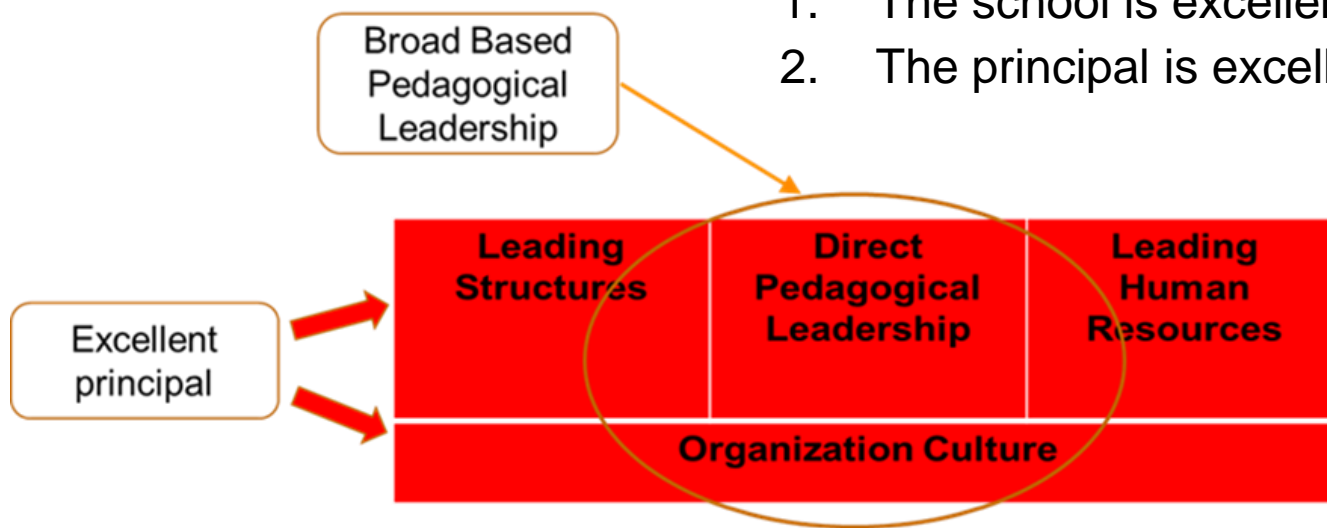
When direct and indirect pedagogical leadership is on a good level

1. The school is well lead
2. The principal is competent

## Excellent principal

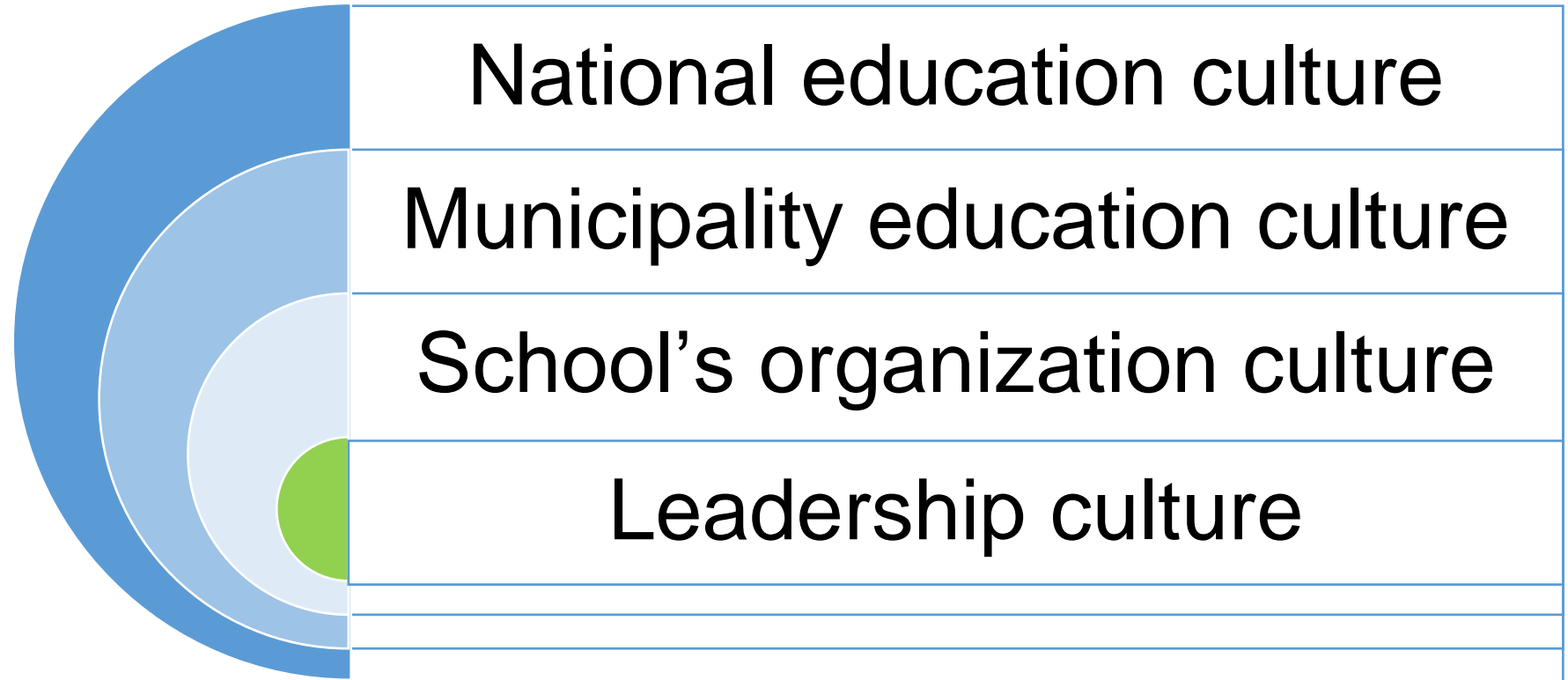
If direct and indirect pedagogical leadership is on a good level and the principal leads the school culture to the direction that supports teaching and learning

1. The school is excellently lead
2. The principal is excellent



# CULTURAL CIRCLES

What do you think the cultural circles from the Kenyan perspective could be?



# HOW WOULD YOU DEFINE THE CONCEPT OF SCHOOL'S ORGANIZATION CULTURE



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**GROUP ACTIVITY – 10 MINUTES**

**PREPARE TO SHARE YOUR IDEAS**

# The concept of school's organization culture

The *organization culture* of a school is created by the shared net of symbols and meanings, through which the members of the school organization interpret their experiences and which leads their acts





# The concept of leadership culture

The *leadership culture* of the school is one subculture of the organization culture and a by the social structures of the school as an institute continuously shaping product of the meaning giving and interpretation process of leading actions



# Symbolic interpretive perspective

The symbolic-interpretive perspective into the organization culture is set in the interpretative paradigm. It is a kind of oppositional culture among the organization theories.

The choices are lead more by beliefs, assumptions and customs rather than rational rules, norms or customs.

- It is not so important what happened. It is more important what it means.
- Things get meanings by the interpretations of human beings.
- The shared understanding is created by the net of interpretations that is consisted by customs, rituals, ceremonies, myths and organisational stories.







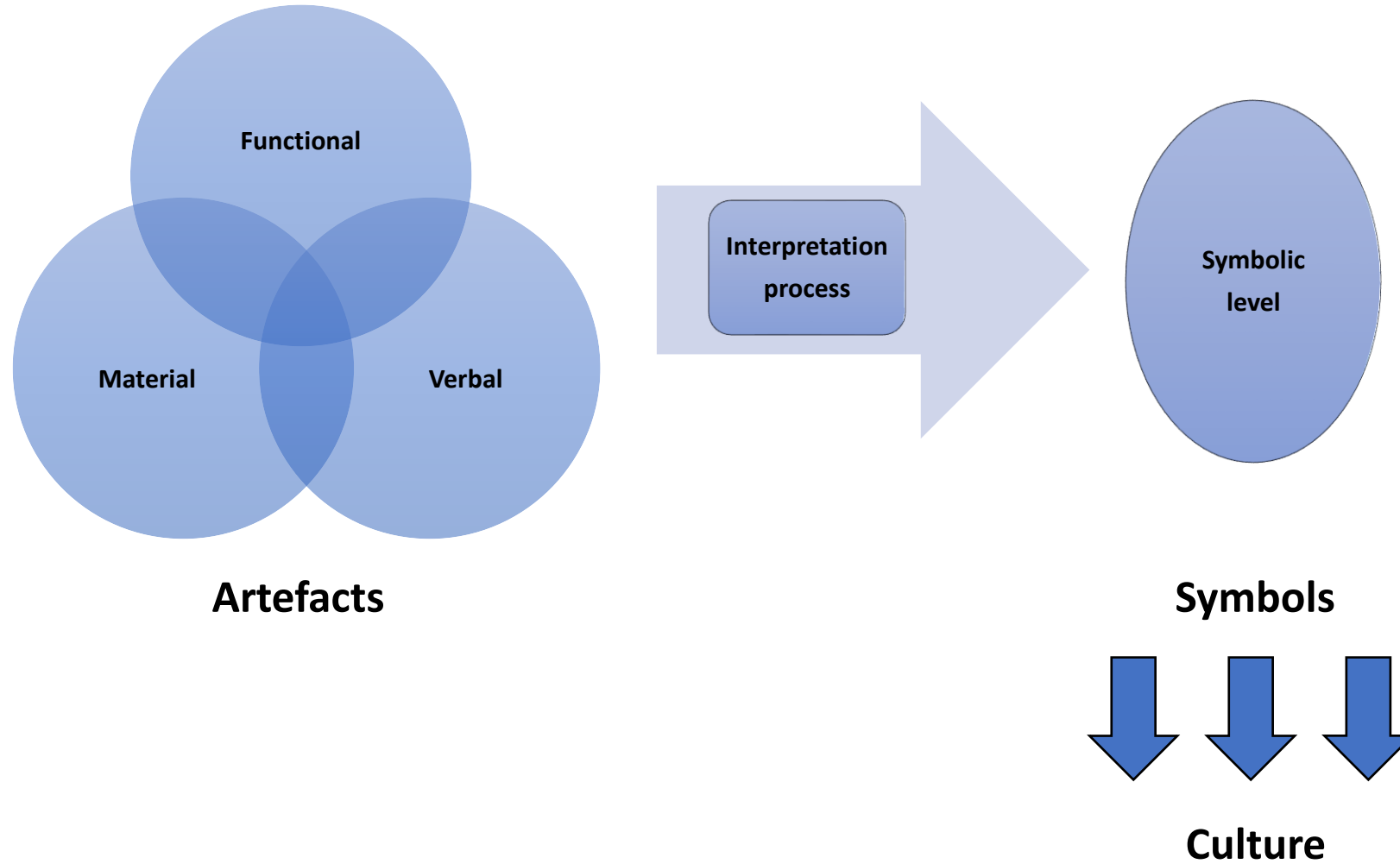
# About sharing meanings

When forming the concept of organization culture the finding of sharing meanings is crucial.

The culture is formed by learnt symbols, beliefs, values, norms and traditions that are shared among each group of human beings.



# Forming of (leadership) culture



# Pandora's box



Culture as a shared phenomenon is however not unambiguous.

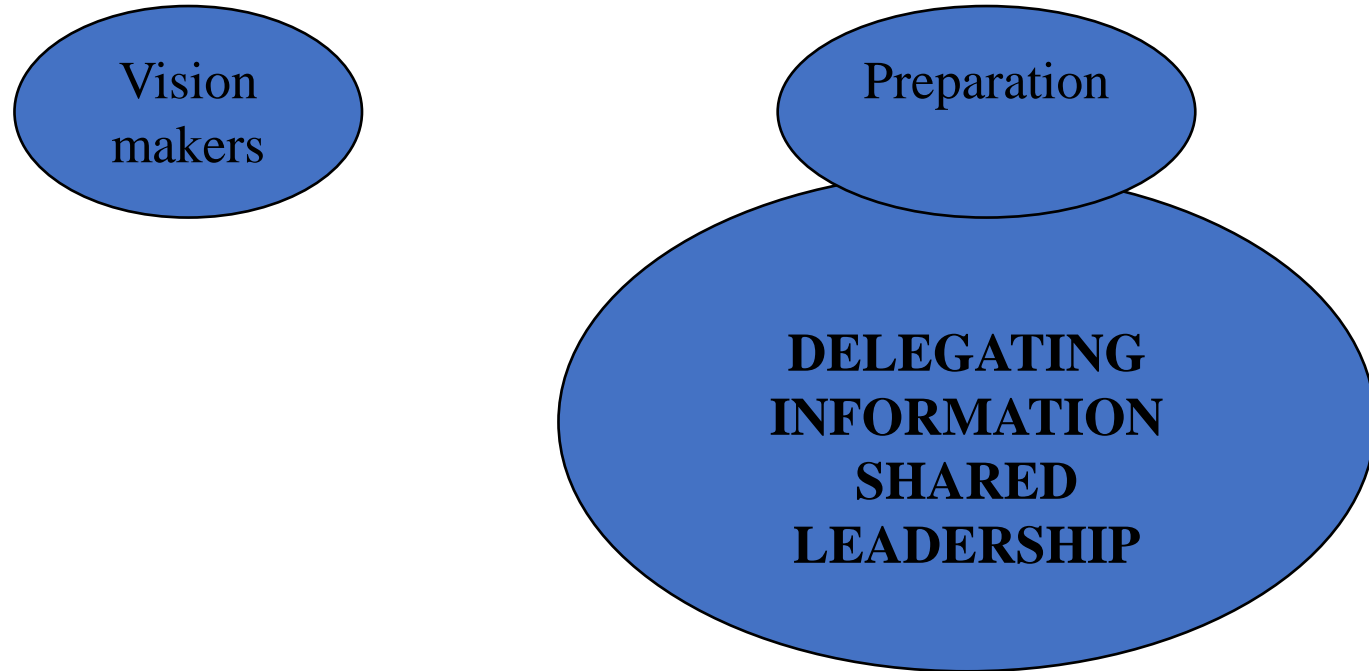
Sharing can be understood in two opposite ways:

1. Sharing is a shared experience that emphasises our similarity
2. We only share something for ourselves

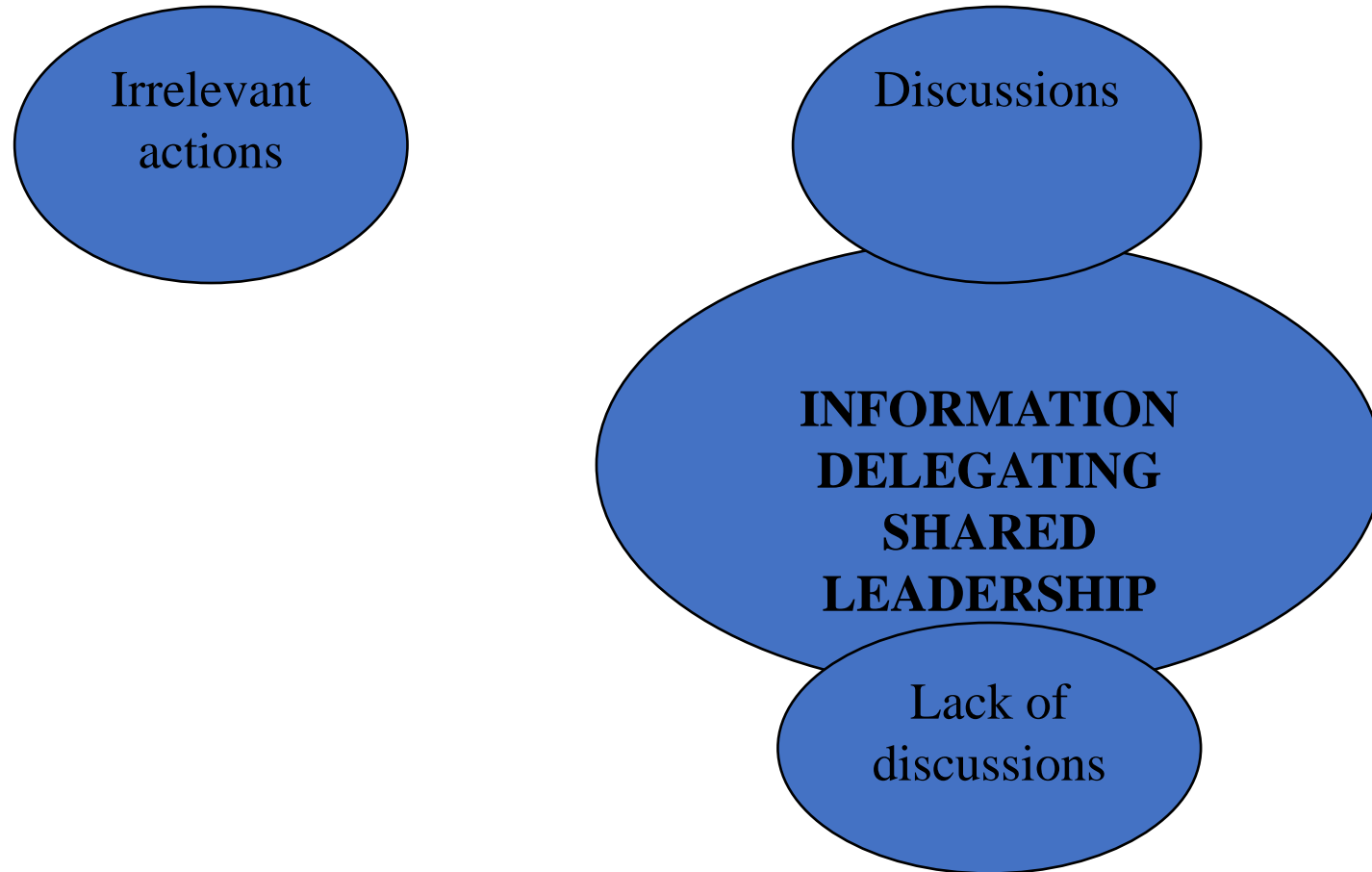
The political-cultural approach emphasises the relevance of the inner subcultures of an organization



# Leadership team



# Team meetings





# Calender of the principal

First the  
municipality  
office

**FULL CALENDAR  
DILIGENCE  
FIRST THE  
STUDENTS**



# CAN YOU IDENTIFY SOME SUBGROUPS OR SUBCULTURES IN KENYAN SCHOOLS



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# Schools' organization culture

(National core curriculum)

The organization culture is central to achieving coherence in basic education. It always affects the quality of the schoolwork that pupils encounter. The organization culture is its historically and culturally shaped way of working. It can be developed and changed. It is an entity which is built on:

- the interpretation of the norms and objectives that guide work
- management and the organization, planning, implementation and evaluation of work
- the skills and development of the community
- pedagogy and professionalism
- interaction, climate, everyday practices and learning environments



# The influence of school culture

(National core curriculum)

Culture is shaped by both conscious and unconscious factors. It affects those who are affected by it, whether its meaning and effects are recognized. The way adults act is **transmitted to pupils**, who take on the values, attitudes and habits of the school community. For example, **patterns of interaction, language use and gender roles** are passed on to pupils. Reflecting on the impact of the culture and identifying and correcting undesirable aspects of it is an important part of culture development.



# The learning community at the heart of the schools' organization culture (National core curriculum)

The school acts as a learning community and encourages all its **members to learn**. A learning community develops through **dialogue**. Working **together and sharing** experiences strengthen the community. Reflection on **goals**, regular **assessment of one's own work** and a sense of urgency contribute to community learning. It is supported by **feedback** from homes and other partners. Learning is also enhanced using knowledge from **development work, evaluations and research**. The importance of **pedagogical and shared leadership** is emphasized, with a particular focus on ensuring the conditions for learning.



# PRIMARY WAYS TO INFLUENCE CULTURE

## 1. ATTENTION

Leaders communicate their priorities and values by their choice of things to ask about, measure, comment on, praise and criticize

## 2. REACTION TO CRISES

A leader who faithfully supports espoused values even when under pressure communicates clearly that the values are really important

## 3. ROLE MODELLING

Leaders can communicate values and expectations by their own actions, especially showing loyalty, self-sacrifice and service beyond the call of duty

## 4. ALLOCATION OF REWARDS

Formal recognition in ceremonies and informal praise communicate a leader's concerns and priorities

## 5. CRITERIA FOR SELECTION AND DISMISSAL

Leaders can influence culture by their choice of criteria for recruiting, selecting, promoting and dismissing people





# SECONDARY WAYS TO INFLUENCE CULTURE

## 1. DESIGN OF SYSTEMS AND PROCEDURES

A preference for formality reflects strong values about control and order.

## 2. DESIGN OF ORGANIZATION STRUCTURE

A centralized structure reflects the belief that only the leader can determine what is best, whereas the use of self-managed teams reflects a belief of shared responsibility.

## 3. DESIGN OF FACILITIES

An open office layout is consistent with a value for open communication. Having similar offices and the same dining facilities for all employees is consistent with egalitarian values.

## 4. STORIES, LEGENDS AND MYTHS

Stories about important events and people in the organization help transmit values and assumptions.

## 5. FORMAL STATEMENTS

Formal statements describe only a small portion of an organization's culture, and they have no credibility unless the words are supported by leader actions and decisions.



# REFLECTING ON THE PREVIOUS SLIDES – WHAT ARE THE MOST IMPORTANT WAYS TO INFLUENCE CULTURE IN KENYAN SCHOOLS?



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**THANK YOU**