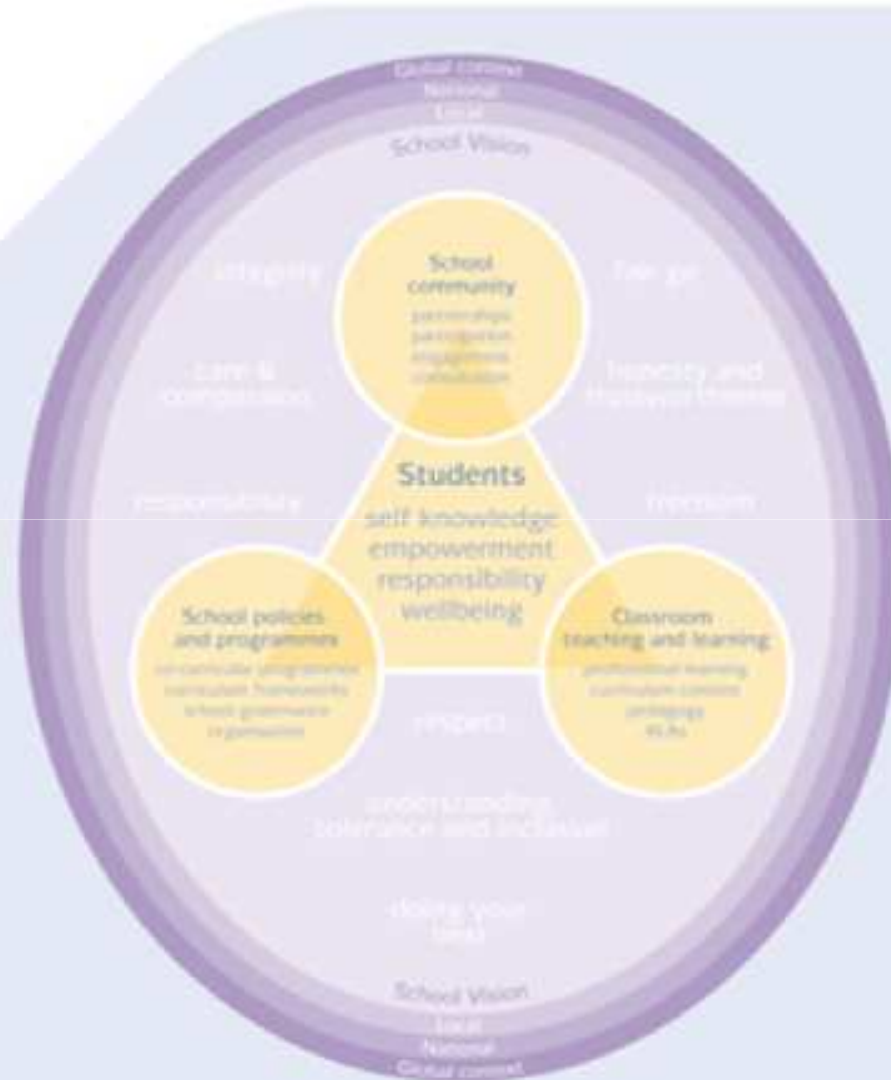
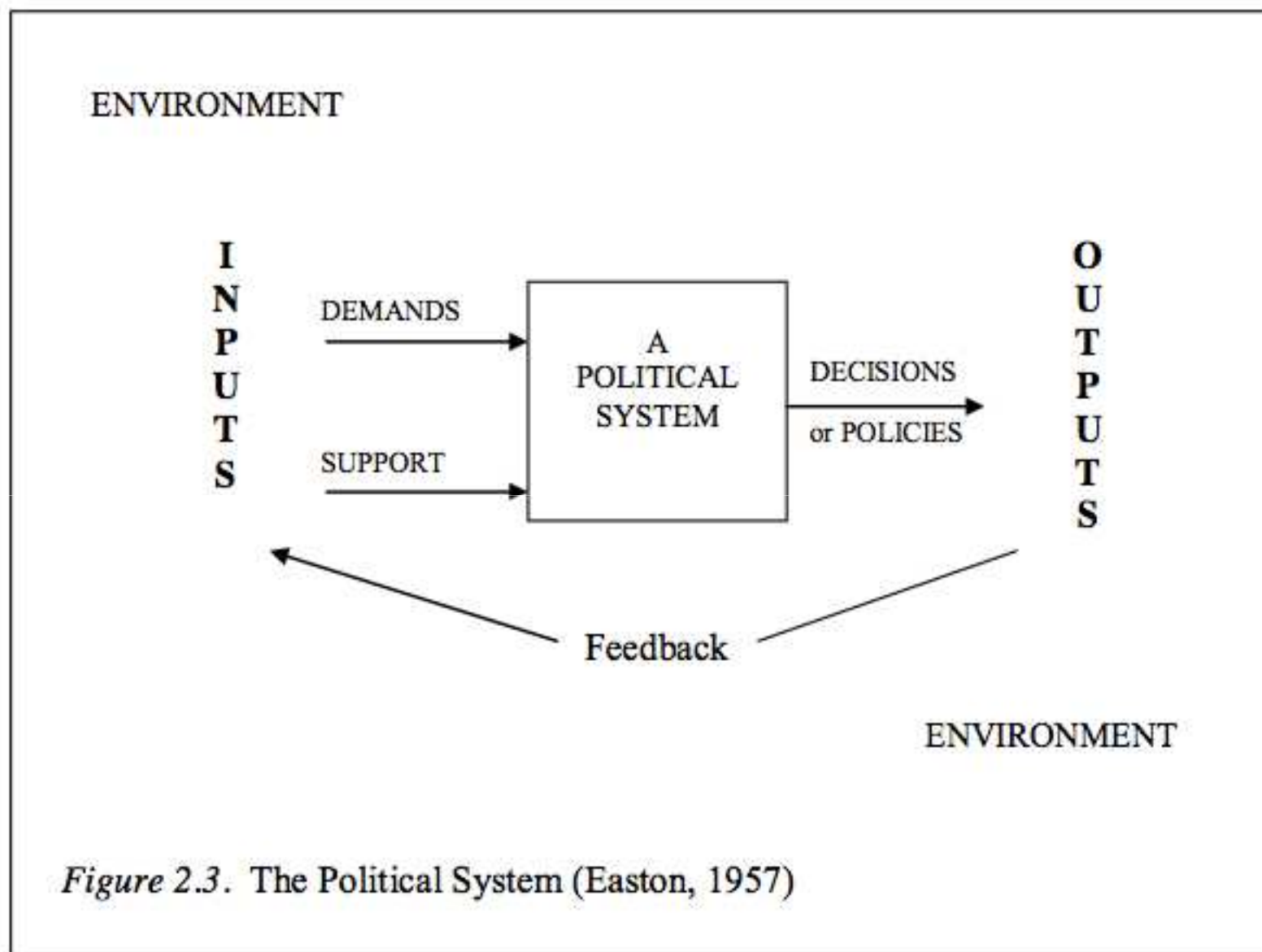




# A Whole School Approach

## Values Education for Australian Schooling





*Figure 2.3. The Political System (Easton, 1957)*

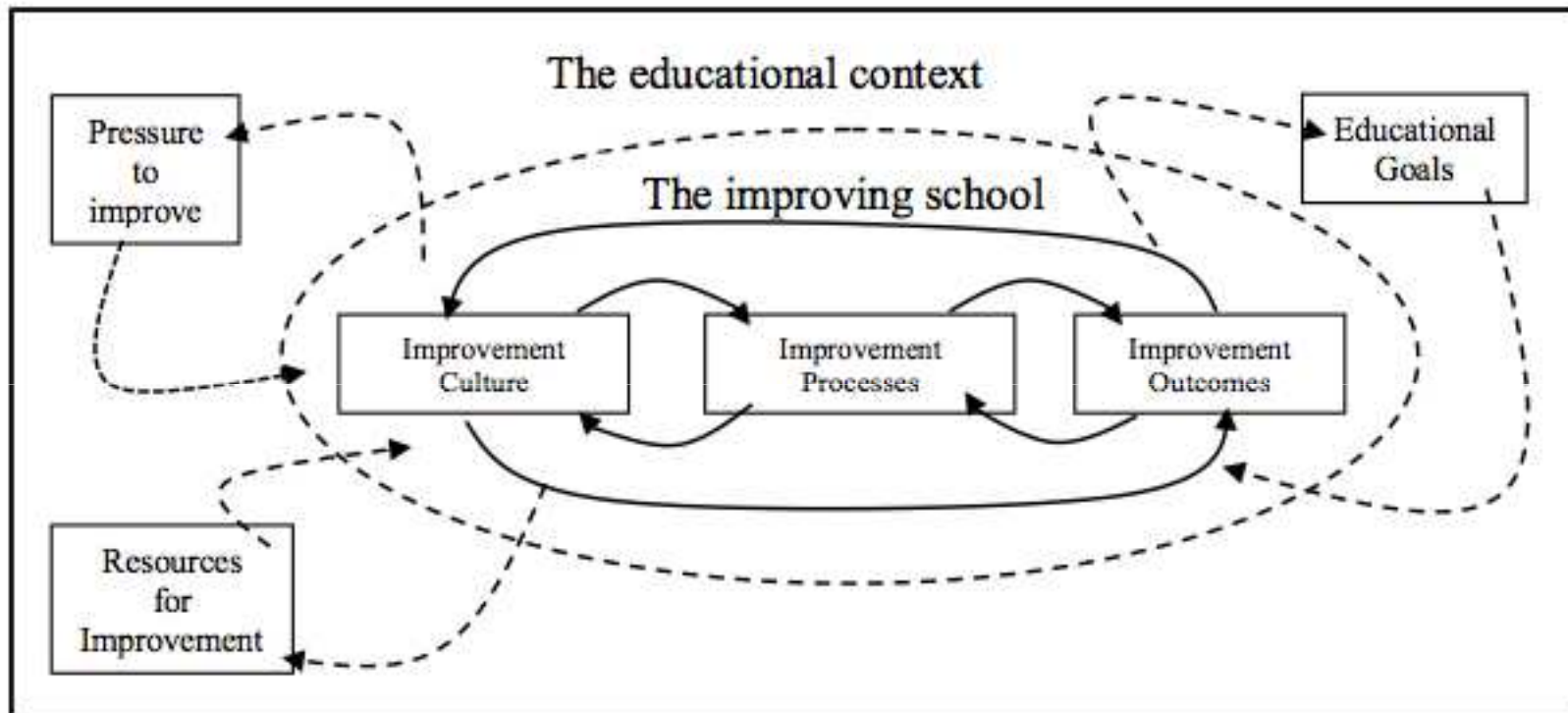


Figure 2.1. Comprehensive framework for effective school improvement (Reezigt & Creemers, 2005)

**EXTERNAL ENVIRONMENT (Macro)**

**INPUT**

**PROCESS**

**OUTPUT**

Social Background

Political Influences

Political Culture

**INTERNAL ENVIRONMENT (Micro)**

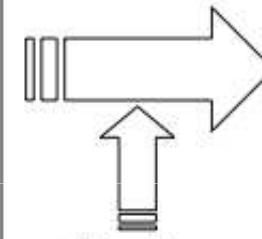
INPUT → PROCESS → OUTPUT

- Learning Environment
- Textbooks / IMS
- Teacher Training
- School Leadership

*school regulations on instructional quality, discipline, learning assessment, etc to create a positive environment.*

- Student Performance
- Organization Effectivity & Efficiency
- Productivity to Society

FEEDBACK



School System Performance

Value of Education to Society

Education Policies (National & Local)

Resistance to Change

Bureaucratic Survival

FEEDBACK

Figure 2.4. The Macro and Micro System of Schools

# Changing culture

Ateneo Center of Organization  
Research and Development (CORD)



When an organizational culture is already established, people must unlearn the old values, assumptions, and behaviors before they can learn the new ones



# What is “Culture”?

- A set of understandings or *meanings* shared by a group of people that are *largely tacit* among members and are clearly *relevant and distinctive* to the particular group which are also *passed on to new members* (Louis 1980).
- A system of *knowledge, of standards for perceiving, believing, evaluating and acting . . .* that serve to relate human communities to their environmental settings (Allaire and Firsirotu 1984).
- Any social system arising from a network of shared ideologies consisting of two components: ***substance*** - the networks of meaning associated with ideologies, norms, and values; and ***forms*** - the practices whereby the meanings are expressed, affirmed, and communicated to members (Trice and Beyer 1984)





# Three levels of Culture

(Schein 1988)

- **Behavior & Artifacts** - the observable level of culture, and consists of behavior patterns and outward manifestations of culture
  - E.g., “perks” provided to officials, dress codes, level of technology utilized (and where it is utilized), and the physical layout of work spaces
- **Values** - underlie and to a large extent determine behavior, but they are not directly observable
  - ***Organizational values*** express preferences for certain behaviors or certain outcomes
  - ***Organizational norms*** express behaviors accepted by others.
- **Assumptions & Beliefs**



# Planning the Desired Culture

- **Mission, vision, and values (DESIRED)**
  - provide a framework for the assessment and evaluation of the current organizational culture



Two most important elements for creating organizational cultural change:

- **Executive or Elders' support**
  - must show behavioral support
    - must lead the change by changing their own behaviors
  - must be consistent
- **Training**
  - Members of the organization must clearly understand what is expected of them,
  - must know how to actually do the new behaviors, once they have been defined



## Other important components in changing organizational culture:

- **Value and Belief statements**
  - put the MISSION, VISION, and VALUES into words that state their impact on each member's day-to-day life
  - give all members a common understanding of the desired culture that actually reflects the actions they must commit daily
- **Practice effective communication**
  - keep all members informed about the organizational culture change process and what is expected of them to ensure commitment and success



## Other important components in changing organizational culture:

- **Review organizational structure**
  - changing the physical structure of the organization to align it with the desired organizational culture may be necessary
- **Redesign your approach to Rewards and Recognition**
  - change the reward system to encourage the behaviors vital to the desired organizational culture



# Other important components in changing organizational culture:

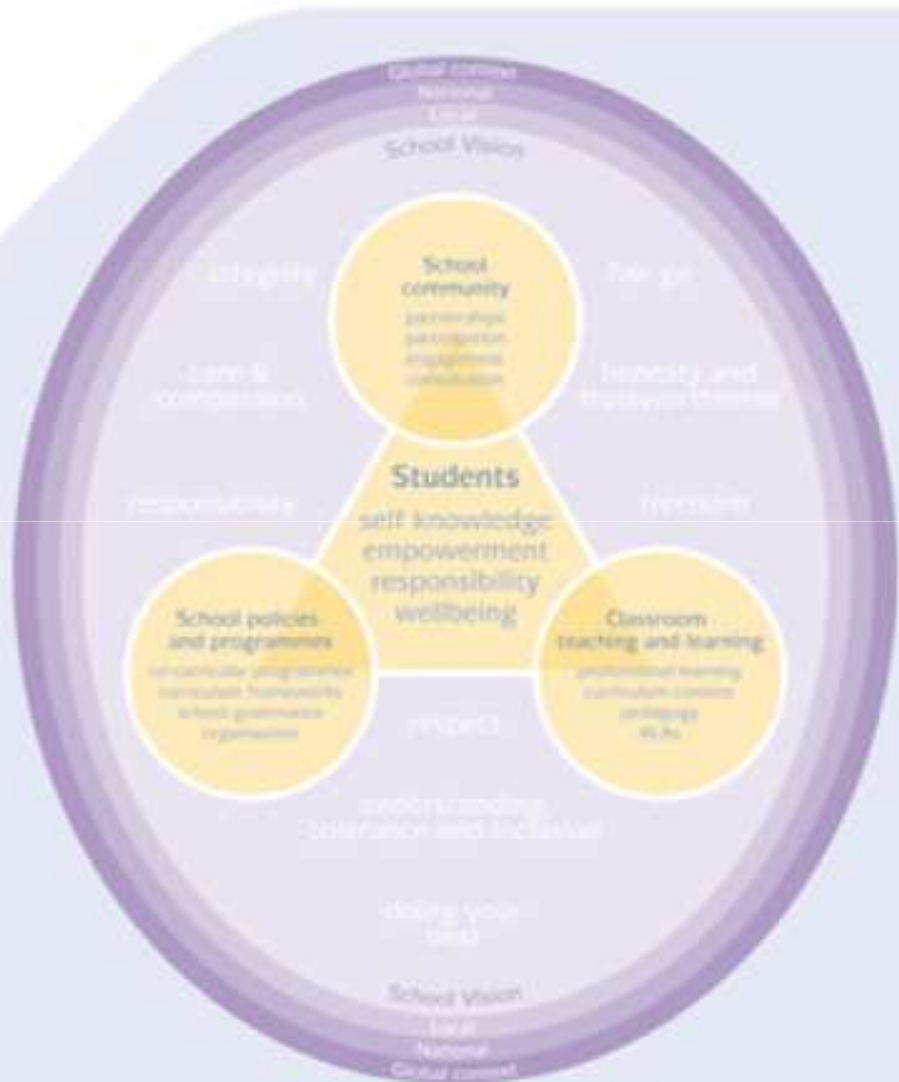
- **Review all Systems**

- Policies
- Processes
- Procedures
- Recruitment
- Discipline
- Etc.



# A Whole School Approach

## Values Education for Australian Schooling



1. In relation to youth empowerment & engaged citizenship, describe the “ideal” graduate of your school.
  
2. Identify 2-3 strengths & weaknesses:
  - a. School Community – partnerships
  - b. School Policies & Programs – school governance
  - c. Classroom Teaching & Learning – curriculum, pedagogy, assessment

# Groups

- Parochial
- Congregational Others
- Congregational RVM
- Tertiary
- Mission school