

School as an Organisation

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Leadership vs Management

Leadership

- Focuses on people
- Creates a vision
- Looks into the future
- Empowers
- Develops change
- Uses influence

VS

Management

- Focuses on things
- Executes a plan
- Focused on the present
- Controls
- Manages change
- Uses authority



The most notable differences between management and leadership

- ▶ **People vs Things:** Leaders focus on people, while managers focus on tasks or things.
- ▶ **Vision vs Execution:** Leaders create an idea and managers execute it.
- ▶ **Creating ideas vs Maintaining a system:** Leaders develop ideas, while managers maintain a system.
- ▶ **Aligning vs Organizing:** Leaders align people and managers coordinate and organize them.
- ▶ **Culture vs Day-to-day:** Leaders shape the workplace culture, while managers shape the day-to-day.
- ▶ **What and Why vs How and When:** Leaders ask What and Why, while managers ask How and When.

What is a school??

- ▶ Neil Postman said that “without a purpose, schools are houses of detention, not attention” (1995, p. 7)
- ▶ It provides different types of activities for its children
- ▶ Place where there is acquisition of intellectual, social, physical, moral qualities and skills (Bush, 2009)
- ▶ Socialisation
- ▶ It is in direct, intimate contact with the realities of the life around, reflecting the best and worthiest of its features and, by the proper organisation and evaluation of its activities, gives unity of outlook and harmony of loyalties to the personality of the growing learner.

What Are The Characteristics For A Successful School



- Clear And Shared Focus On Tasks
- High standards and expectations for all students
- Effective school leadership
- High levels of collaboration and communication
- Frequent monitoring of learning and teaching
- Focused professional development
- A supportive learning environment
- High levels of family and community involvement

What is an organisation??

- ▶ Organisation is the foundation upon which the whole structure of management is built.
- ▶ Organisation is related with developing a frame work where the total work is divided into manageable components in order to facilitate the achievement of objectives or goals.
- ▶ Thus, organisation is the structure or mechanism (machinery)that enables living things to work together.
- ▶ In a static sense, an organisation is a structure or machinery manned by group of individuals who are working together towards a common goal.
- ▶ An organisation is defined as the necessary combination of human efforts, material equipments brought together in a systematic and effective correlation to accomplish the desired results.
- ▶ It has formally stated goals, criteria for membership, a hierarchy of offices, and a number of informal goals, such as friendship and sharing of interests

Characteristics of an organisation:

- ▶ It has a composition and a structure/ facilities
- ▶ Presence of human beings or people: It consists of more than one person with prescribed but differentiated tasks
- ▶ Hierarchical order of positions
- ▶ Presence of rules and regulations
- ▶ Formal and informal relationships
- ▶ Presence of a goal
- ▶ It has to achieve specific objectives, aims, goals, mission and vision
- ▶ It is influenced by external factors
- ▶ Its activities are coordinated and they are collective.
- ▶ Dynamic nature



School as an organisation

- ▶ A school is an organized entity comprised of administrators, educators, staff, and students, working together within a structured framework to achieve educational goals.
- ▶ It provides a physical and social environment conducive to learning, fosters the development of knowledge, skills, and values, and operates within established policies, procedures, and governance structures.



Features of a school as an organisation

- ▶ 1. **Human factor:** The school exhibits this characteristic in a number of ways.
 - ▶ There is the society or community member in form of parents.
 - ▶ There are members who maintain, support and are thus the source of legitimacy for the existence, organizational and operation of the school.
 - ▶ The human factor includes the school committee or board members as consultative bodies, head teacher, deputy and other teachers.
 - ▶ It also includes the subordinate staffs and the learners



Features of a school as an organisation

▶ 2. **school hierarchy**

- ▶ The hierarchy arrangement in the daily running of the school begins with the head teacher.
- ▶ The position holds the highest powers and authority in the school.
- ▶ The deputy head comes next followed by class teachers, subordinate staffs and the learners position



Features cont..

▶ 3. **Different types of activities in the school**

- ▶ In the school there are many activities that all the human beings in it carry out.
- ▶ The day to day school administration and; or management activities are entrusted in the highest school positions- that is, the head teacher and the deputy head teachers.
- ▶ They are the main decision makers to ensure that conformity to the decisions concerning the various school activities occurs.
- ▶ The teaching and learning activities are vested in the class teachers to organize, plan, oversee and ensure that there exists an environment conducive to these activities occurring in the most desirable way.
- ▶ Meanwhile all this positions holders are expected by society to reflect the roles that are commensurate with the positions held and the respective activities.
- ▶ They are also supposed to be professionals, be impartial and exercise the service neutrality of the school organization

Features cont..

▶ **4. The goal of the school**

- ▶ The school in any society or community is part of such social systems set to pursue goals that are commensurate and fulfilling the need of the society.
- ▶ Examples of goals set:
 - ▶ Transmits and preserves society and culture
 - ▶ Reforms character/ behaviour of the learners.
 - ▶ Facilitates social mobility or ascent
 - ▶ Facilitates allocation of social positions.
 - ▶ Innovates or inculcates various new skills in the learners.
 - ▶ Emancipates the young ones from the primary care of the family.



Features cont..

- ▶ **5. Relationship factor**
- ▶ Maintaining positive relationship between each other/ good rapport
- ▶ For example:
 - ▶ Head teacher and the deputy head teacher.
 - ▶ Head teacher and teachers.
 - ▶ Head teacher and the subordinate staffs
 - ▶ Teacher and other teachers.
 - ▶ Teacher and students.
 - ▶ Among the pupils

Features cont..

- ▶ **6. external factors**
- ▶ Schools operate within broader socio-political and economic contexts, which significantly impact their functioning.
- ▶ External factors such as government policies, funding mechanisms, and community demographics shape the organizational landscape of schools.

Features cont..

- ▶ **7. dynamic nature**
- ▶ Schools are dynamic organizations that must adapt to changing educational trends, technologies, and societal expectations.
- ▶ Effective educational leadership requires agility and responsiveness to emerging challenges and opportunities.

Three dimensions of the school as an organisation

**Organisational
culture**

**Organisational
climate**

**Organisational
structure**

Organisational structure

- This dimension refers to the formal structure and organization of the school, including its hierarchy, roles, rules, and policies.
- It encompasses elements such as the administrative hierarchy (principal (top mgt), vice-principal (Top mgt), department heads (middle mgt)), teachers (first line mgt) lines of authority and communication, job descriptions, and formal procedures for decision-making and governance.
- The structural dimension provides the framework within which the school operates, delineating the relationships and responsibilities of individuals and groups within the organization.
- ▶ It consists of the ways and means which are created and applied in order to achieve the set goals

Organisational structure consists of:

Set of goals to be achieved

Set of tasks to be performed

Set of people (Actors) to process the tasks

Assigning of tasks to actors

Way of communication between actors

Main types of organisational structure

Hierarchy type (centralised structure)

- ▶ people who work there are treated like dispensable individuals who are there to take command.
- ▶ Communication naturally flows from the top to the bottom which means innovation decays, commitment suffers, and collaboration is essentially non-existent.
- ▶ There is also no focus on the employee experience in this type of a structure
- ▶ Clearly demarcated rules and regulations that determine standards and direct activities

Flat structure (decentralised structure)

- ▶ Open up the lines of communication and collaboration while removing layers within the organization.
- ▶ There is still a strong focus on communication and collaboration, improving the employee experience
- ▶ Minimizes hierarchical levels and promotes greater autonomy and collaboration among staff members.
- ▶ Decision-making authority is distributed across various teams or departments, allowing for faster responses to challenges and opportunities.

Main types of organisational structure

Professional organisational structure

- ▶ Teachers are allowed to take decisions on the ground of knowledge and expertise that they have acquired during their pre-service and in-service training.
- ▶ Teachers act in the interest of their learners, not in their own interest.
- ▶ Teachers' actions are impartial and objective.
- ▶ Teachers' relationship with their learners are based on their instructional task.
- ▶ Teachers are loyal to their profession and to learners.
- ▶ Teachers regulate their own conduct in and out of school according to an ethical code.

Holacratic structure (decentralised)

- ▶ There is still some form of structure and hierarchy but it's not based on people as much as it is based on circles or what most people would think of as departments.
- ▶ Information is openly accessible and issues are processed within the organization during special and ongoing meetings (Morgan, 2015).
- ▶ Designed to give everyone within the organisation greater power, freedom, and opportunity
- ▶ Holacracy aims to distribute the authority of decision-making and innovation through teams that govern themselves, instead of a classical hierarchical system where authority and decision-making are concentrated at the top

Organisational climate

- ▶ The organizational climate of a school refers to the prevailing atmosphere, mood, or psychological environment within the school community.
- ▶ It reflects the collective perceptions, attitudes, and experiences of individuals within the organization and influences their behaviours, interactions, and performance.
- ▶ Organizational climate is shaped by various factors, including leadership style, communication patterns, organizational structure, values and norms, policies and practices, and the physical environment.

How can the school head contribute to create a positive school climate??

Establish clear expectations

Lead by example

Promote inclusivity and diversity

Open communication

Professional development

Organisational culture

- The cultural dimension of the school organization encompasses the shared values, beliefs, norms, and practices that shape the school's identity and ethos.
- It includes aspects such as the school's mission and vision, its educational philosophy, its approach to teaching and learning, and its traditions and rituals.
- The cultural dimension influences the attitudes, behaviors, and interactions of stakeholders within the school community, creating a sense of belonging, purpose, and collective identity.



Types of organisational culture

Power culture

- Depends on central figure
- Control is exercised

Role culture

- Bureaucracy: works by logic and rationality

Role culture

- ▶ Organizations with a role culture are based on rules.
- ▶ They are highly controlled, with everyone in the organization knowing what their roles and responsibilities are.
- ▶ Power in a role culture is determined by a person's position (role) in the organizational structure.
- ▶ Role cultures are built on detailed organizational structures that are typically tall (not flat) with a long chain of command.
- ▶ A consequence is that decision-making in role cultures can often be painfully-slow and the organization is less likely to take risks.

Types of organisational culture

Task culture

- Job oriented
- Bring together the resources and people to achieve a task

Person culture

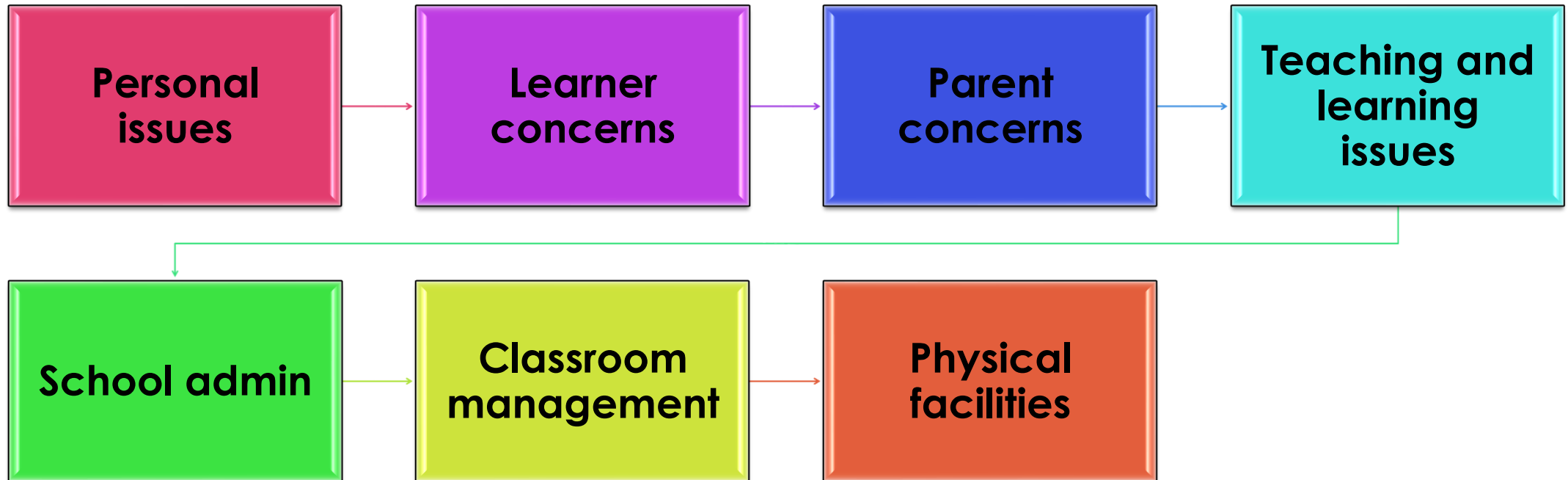
- People focused
- Serve individuals within the organisation
- Collection of people working to achieve goals of organisation

Management tasks or functions of the school organisation

1. **Planning:** School management involves strategic planning to establish the vision, mission, and goals of the school. This includes developing academic programs, setting objectives for student achievement, and formulating policies and procedures to guide decision-making.
2. **Organizing:** Organizational tasks involve structuring the school's resources, including human resources, facilities, and materials, to support its goals and objectives. This includes assigning roles and responsibilities to staff, establishing communication channels, and creating schedules and timetables.
3. **Staffing:** Staffing tasks involve recruiting, hiring, training, and evaluating personnel to ensure that the school has qualified and competent staff members. This includes teachers, administrators, support staff, and other personnel necessary for the operation of the school.
4. **Directing:** Directing tasks involve providing leadership and guidance to staff members to help them achieve the school's objectives. This includes motivating, supervising, and coaching staff, as well as resolving conflicts and addressing performance issues.

1. **Coordinating:** Coordinating tasks involve facilitating collaboration and cooperation among different departments, teams, and individuals within the school. This includes coordinating instructional activities, extracurricular programs, and support services to ensure a cohesive and integrated approach to education.
2. **Controlling:** Controlling tasks involve monitoring and evaluating the school's performance to ensure that it is meeting its goals and objectives. This includes assessing student achievement, analyzing data, and implementing corrective actions as needed to address any deficiencies or areas for improvement.
3. **Budgeting and financial management:** School management also involves budgeting and financial management tasks to allocate resources effectively and responsibly. This includes developing budgets, monitoring expenditures, and making financial decisions to support the school's priorities and objectives.
4. **Communication:** Effective communication is essential for school management to maintain transparency, foster collaboration, and engage stakeholders. This includes communicating with students, parents, staff, and the wider community through various channels, such as meetings, newsletters, websites, and social media.

These management functions are performed within the following areas of management:





THANK YOU!