

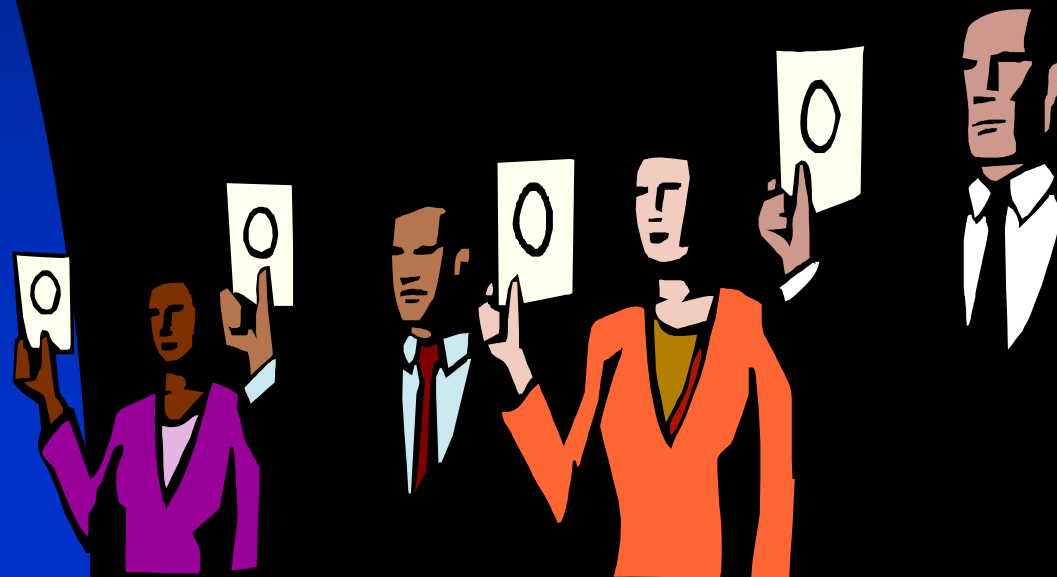
# Defining Culture and Climate in Schools

Creating Effective Learning Environments



# Developed from the Contents of Reginald Leon Green's

Practicing the Art of Leadership: A  
Problem-based Approach to Implementing  
the ISLLC Standards



# Culture



# The Culture of Schools

The patterns of beliefs and assumptions that the faculty share about the school and their place in it

Patterns, practices, espoused values, and artifacts that specify for all stakeholders who they are and how they are to function

Schein (1992)

# Culture

A set of values and assumptions that underlie the statement

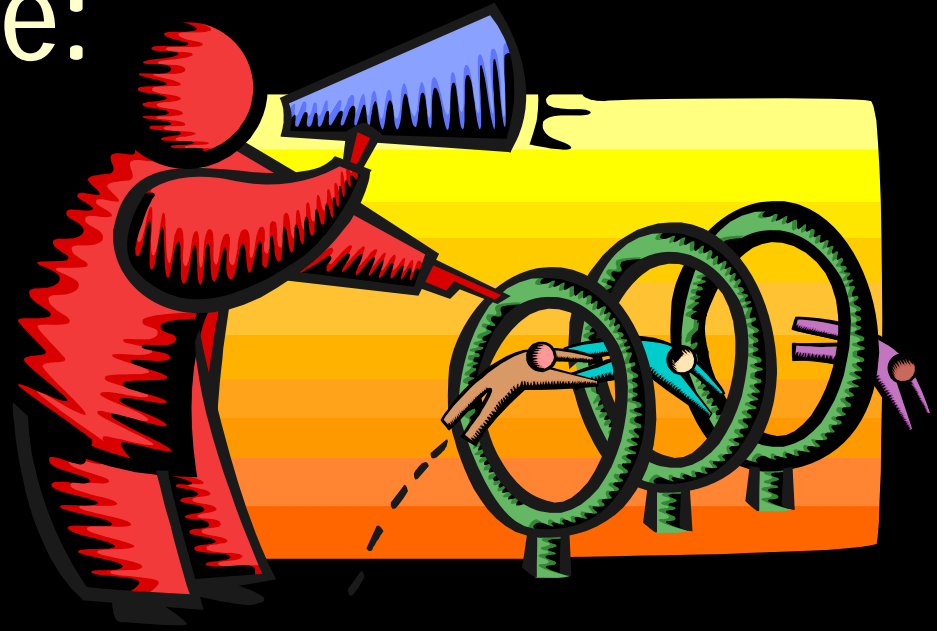
“this is how we do things around here.”

Tagiuri (1968)



# Culture is the:

Norms,  
Values,  
Beliefs,  
Traditions,  
Rituals,  
Ceremonies, and  
Myths  
upheld by the faculty.



# Culture is the:



Hidden assumptions that shape how people think about their work, relate to their colleagues, define their mission, and derive their sense of identity.

Schein (1992)

# School Culture



Tells people in the school what is truly important and how they are to act.

People commit their energy only to what they believe in, what captures their enthusiasm and imagination.

# The Three Levels of Culture

The artifacts level

The values and beliefs level

The underlying assumptions level

Schein (1996)

# The Artifacts Level



Those daily rituals, ceremonies, and icons that are most conspicuous to the casual observer:

- ◆ Student's math papers
- ◆ Roll call in class
- ◆ The bell for first period
- ◆ The long hallway in the main building

# Values

Internalized attitudes about what is right and wrong, ethical and unethical, moral and immoral

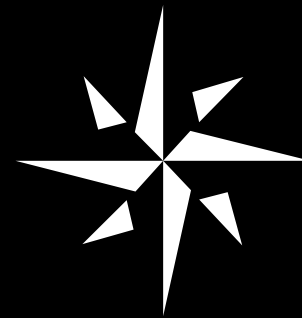
Yuki (2002)



# Values

Are things individuals hold true and dear.

Determine what should happen in the school.



# Examples of Values

Fairness

Patriotism

Justice

Progress

Honesty

Self-fulfillment

Cooperation

Freedom

Excellence

Equality

Pragmatism

Humanitarianism

Courtesy

Loyalty

# The Importance of Values

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Values can influence a leader's preferences and aspirations, perception of situations and problems, and choice of behavior in a particular situation.

# The Importance of Values

In many instances, what matters is how people see the world, and everyone sees it a little differently.

Technical facts are not as available or as important.



# The Values and Beliefs Level

Values and beliefs form the basic organizational character of the school.

- ◆ Through shared values and beliefs, members of the faculty develop a sense of direction that guides their daily school routine.

Schein (1992)



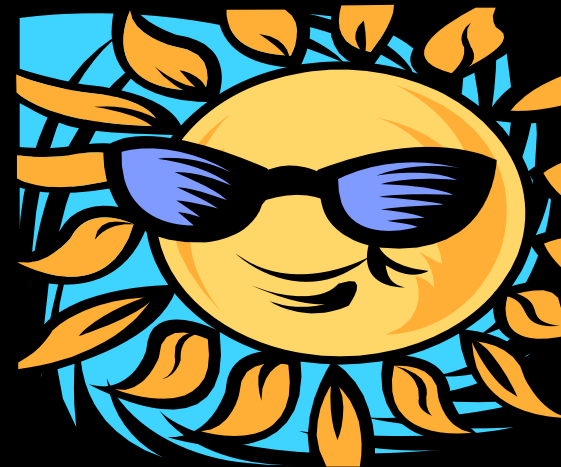
# The Underlying Assumptions Level

The symbols, values, and beliefs that are not clearly recognizable but continue to shape the behavior of the organization's members



# The Function of Culture

Culture helps us understand the environment and determine how to respond to it, thereby reducing anxiety, uncertainty, and confusion.



# The Leader's Challenge

To develop a consensus around values that constitute an effective culture, such as high expectations, commitment, mutual respect, confidence, continuous improvement, experimentation and risk-taking, and an insistence that all students will learn

# Climate



# Climate

Climate is a description of people's shared perception of the quality of the environment or work unit.

Climate is the totality of our surroundings.

Halpin and Croft (1963)

# Climate

The climate of a school may be warm and pleasant or it may be hostile and unpleasant.

# Climate

The climate of a school reflects the culture of a school.

# The Key To Restructuring Schools

is a change in:

Culture,

Climate, and

Interpersonal Relationships.



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