ORGANISATIONAL CULTURE

'a pattern of values, beliefs, attitudes, and behaviours which permeates any organisation and determines "how we do things round here".'[1]

Organisational culture:

* impacts on how, and if, the kura fulfils its vision

* is reflected in how the kura operates, including who gets employed, how staff and students are managed, tikanga, kawa, day-to-day behaviours, and ceremonial matters

* can be described in terms of "Tangible expressions and symbolism" and "Conceptual intangible foundations".[2]

[1] Marsh and Beardsmore, 1985
[2] Beare, H., Caldwell, B.J., & Millikan, R.H., 1989

DEVELOPING SCHOOL CULTURE

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FRAMEWORK: ORGANISATIONAL CULTURE

TANGIBLE EXPRESSIONS AND SYMBOLISM

Conceptual/Verbal Manifestations

- Planning framework
- Curriculum plans
- Annual reports
- Language/metaphors
- Management structures
- Accountability structures
- Organisational stories
- Organisational heroes

Behavioural Manifestations

- Rituals
- Ceremonial matters
- Staff practices, engagement, sanctions, rewards
- Operational procedures
- Policies, practices, financial, budgeting
- Community interaction, engagement

Visual/Material Manifestations

- Physical environment
- Artefacts and memorabilia
- Logo, marketing, signage
- Dress patterns, uniforms

CONCEPTUAL INTANGIBLE FOUNDATIONS
Purpose, vision, values, graduate profile

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DEVELOPING YOUR KURA CULTURE

Your organisational culture will determine the behaviours of individuals (staff, ākonga, and whānau) and the behaviours of the kura as a whole (tikanga, kawa).

Aim to develop a strong, coordinated culture where there is alignment between the intangible, foundational elements and the tangible, outward expressions.

Actual practices and visible displays of kura culture should align with the purpose, vision, and values e.g., values of excellence and respect do not align with behaviour management policies and practices that are punitive and not enabling, and staff or student behaviours that do not role model excellence.

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CHANGING THE KURA CULTURE

- Adapt the Organisational Culture Framework to reflect your kura and its elements.

- Ensure the purpose, vision, and values are still relevant and easy to articulate.

- Analyse your current kura culture.

- Examine tangible expressions - do they align with the purpose, vision, and values? Do this with staff and whānau of the kura.

- Develop a plan to align all elements. Aligning elements will take time and require continual adjustment.

- Make culture a regular agenda item for staff meetings so that it becomes a collective commitment and allows staff input into any adjustments.

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ANALYSING YOUR KURA CULTURE

Use these questions to identify what is required to develop a strong, coordinated kura culture:

1. Does the school/kura have a clearly stated purpose?
2. Is the vision clear? Can it be articulated easily?
3. Are the kura values clear? Do these translate into clear behaviours?
4. Is the planning framework based on the kura purpose and vision?
5. Do the curriculum plans align with the planning framework?
6. Do teaching practices enable your marau ā-kura to be delivered successfully?
7. Are staffing resources allocated appropriately to support the teaching programme?
8. Does the management structure align with the staffing allocation to provide support and guidance where required?

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ANALYSING YOUR KURA CULTURE

9. Is there a clear accountability structure to ensure the desired behaviours are achieved and sustained?
10. Do staff role model expectations and desired behaviours?
11. Do staff management practices drive the desired staff behaviours and performance?
12. Do the policies and practices support the desired culture?
13. Do the operational procedures support the desired culture?
14. Do the rituals/ceremonial matters reflect the desired culture?
15. Is the process for whānau/community interaction achieving the desired results?
16. Is the classroom environment conducive to teaching and ākonga success?
17. Does the kura environment support the desired culture?

MANAGING DIFFICULT MEETINGS

Start the meeting well – it sets the tone and potential outcome.
Think about:

- the tikanga to start
- what you will say and how you will say it.

Be clear with everyone on the purpose of the meeting – is it to inform, consult, negotiate, or something else?

Use the strategies for managing challenging conversations.

End the meeting positively – think about the tikanga to close.

MANAGING DIFFICULT MEETINGS

INFORM

Is the meeting simply to share information?

PURPOSE for MEETING

CONSULT

Are you seeking feedback before **you** make the decision?

NEGOTIATE

Are all parties committed to reaching an agreed outcome?

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MANAGING CHALLENGING CONVERSATIONS

PROCESS

1. Say what you think and why.
2. Ask for reactions and thoughts.
3. Paraphrase what you heard – check that you have understood correctly.
4. Acknowledge others' feelings.
5. Check that what you thought originally is still correct.
6. Find points of agreement.
7. Ask about the best way to sort out differences.
8. Agree on a plan and next steps.
9. Commit to the plan.

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I OREA TE TUATARA KA PUTA KI WAHO.

A problem is solved by
continuing to find solutions.

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MANAGING CHALLENGING CONVERSATIONS

STRATEGIES

- Go hard on the issue, easy on the people.
- Use silence to encourage all parties to have their say.
- Listen more than you speak. Clarify that you have heard correctly and have understood their point of view.
- Paraphrase what has been said to show that you have listened and understood.
- Use 'I' statements and avoid 'you' statements.
- If it goes off track, or expectations are unrealistic, remind everyone of the purpose for meeting.
- Before closing, summarise the discussion and any next steps. Confirm action points with a timeframe.

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SILENCE ISN'T EMPTY, IT'S FULL OF ANSWERS.

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DESIGN FOR LEARNING

LEAD
How have you ensured that aromatawai information is used to inform planning? What differences have you noticed as a result?

ENABLE
How do you ensure that kaiako have the relevant knowledge (e.g., curriculum, pedagogy) to design excellent programmes?

ROLE MODEL
What else do you do to guide kaiako in designing programmes that meet the needs of mokopuna and your community?

NEXT STEPS
What will you focus on next to develop your leadership in relation to designing learning at your kura?

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Design learning based on
curriculum and pedagogical knowledge,
assessment information, and an understanding
of each learner's strengths, interests, needs,
identities, languages, and cultures.

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LEARNING-FOCUSED CULTURE

LEAD
What have you done to develop a kura culture focused on learning?
What challenges, if any, have you faced?

ENABLE
What else have you done to support kaiako to have a learning-focused
culture in their classrooms?

ROLE MODEL
What do you do to demonstrate learning-focused relationships
with ākonga?

NEXT STEPS
What will you focus on next to develop your practice in leading
a learning-focused culture? How will you do this?

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Develop a culture that is focused on learning,
and characterised by respect, inclusion,
empathy, collaboration, and safety.

TEACHING

LEAD
What have you done to develop a shared understanding of what "equity" and "excellence for all" means in your kura?

ENABLE
How do you encourage and support kaiako to try new things to better support mokopuna progress?

ROLE MODEL
In what ways do you practice responsive and adaptive leadership to support kaiako in their teaching?

NEXT STEPS
What would you like to improve about your leadership to strengthen the teaching and assessment practices in your kura?

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Teach and respond to learners
in a knowledgeable and adaptive way
to progress their learning
at an appropriate depth and pace.

PROFESSIONAL LEARNING

LEAD
What new insights have you gained through professional learning this year?

ENABLE
To what extent do you know the career aspirations of each kaiako in the kura? How do you support their professional growth?

ROLE MODEL
What would kaiako and other staff say about the importance (or otherwise) you place on professional learning?

NEXT STEPS
What would you like to improve about your leadership practice? What do you need to learn to make this improvement?

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Use inquiry, collaborative problem-solving
and professional learning
to improve professional capability
to impact on the learning and achievement
of all learners.

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PROFESSIONAL RELATIONSHIPS

LEAD
Which relationships have been the most challenging to develop or maintain, and how have you responded? What can you be proud of?

ENABLE
How have you supported kaiako to build their professional relationships with each other, mokopuna, and whānau?

ROLE MODEL
What do you think kaiako and other staff would say about your relationships with them? How have you sought feedback?

NEXT STEPS
Which professional relationships require more focus in the future?

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Establish and maintain
professional relationships and behaviours
focused on the learning and wellbeing of each learner.

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TE TIRITI O WAITANGI PARTNERSHIP

LEAD
How do you align what happens in the kura with iwi/hapū education plans and iwi priorities for their young people?

ENABLE
What do you do to enable all parents, whānau, hapū and the wider Māori community to be active contributors to your kura?

ROLE MODEL
How do you role-model partnership with iwi, hapū and whānau and set expectations for kaiako on what this means for them?

NEXT STEPS
What are the next steps in sustaining or strengthening your relationship with local iwi, hapū and whānau?

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Demonstrate commitment to tangata whenuatanga
and te Tiriti o Waitangi partnership
in Aotearoa New Zealand.

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MAURI MAHI, MAURI ORA

TIPS FROM AKO PANUKU KAIAKO AND LEADERS

1. Begin each day calmly (e.g., karakia, go for a walk, do tai chi).
2. Breathe – 4 seconds in, hold for 2 seconds, and then 6 seconds out.
3. Make a 'Hei mahi māku/to-do' list and identify priorities.
4. Take walking breaks.
5. Use your time at work productively – focus on the priorities.
6. Spend 10 minutes alone, every day.
7. Treat priority tasks like a hui – book them into your diary.
8. Laugh every day.
9. Organise yourself for the next day before finishing.
10. Spend time with whānau or friends every day.

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HE ORANGA NGĀKAU,
HE PIKINGA WAIORA.

What touches your heart,
lifts your spirit.

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