

# THE LIFEWORLD OF LEADERSHIP

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## Special points of interest:

- Creating Culture, Community and Personal Meaning in our Schools.
- "Leadership is about many things, at the top of the list is protecting the lifeworlds of our schools"(p.vii)

## Synopsis of: The lifeworld of Leadership.

This book illustrates how effective leadership and the appropriate environment can create lifeworld in schools. And also demonstrate the decisive link between school character and school improvement..

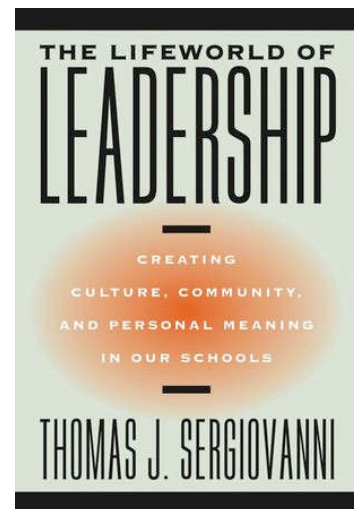
Sergiovanni confronts that the lifeworld of a school must be the primary focus of the decisions made by its administrators while the systemworld is concentrated in assistance, of efficient means created to achieve ends. Furthermore suggest that the primary goal of educational policy should be the growth intensification of institutional character at each single school site.

Based in two principles the author reviews the future of schooling as a democratic institution, the first is about subsidiarity is based on

the freedom that members, society and institutions should have from exaggerated intervention, regulation or circumscription by the state or any large institution the mutuality in contrast exposes the dignity, and respect among people, between institutions, and levels of government, also place faith and responsibility in leadership.

**"Bringing both together is one way to build a system of schooling rooted in local lifeworlds but connect to larger society interest"(p. xii)**

He proposes initiatives that invite teachers, students, parents and all educational stakeholders to lead without conceding the legitimate interests of their communities and schools.



## Thomas J. Sergiovanni

Professor of Education and Administration, senior fellow at the center of Educational Leadership, and founder of the Trinity Principals Center at Trinity University in San Antonio, Texas.

He is the author of several books, including Leadership for the schoolhouse (1996), Building Community in Schools (1994), and Moral Leadership (1992).



**"The heart and soul of school culture is what people believe, the assumptions they made about how school works"**

## THE LIFEWORLD AT THE CENTER

“When the values domain the organization people become more deep meaning, unique, vibrant, school life becomes meaningful”(P.2).

The lifeworld can be the combination of culture, values, beliefs, expression of needs, purposes, desires of people, deep satisfaction. Oppositely systemworld is focus on efficient means designed to achieve ends, foundation for the development of management, and financial capital.

Both have different values and are important for the schools. Balancing the two worlds does not deny that one of the two will always be generative.

Schools persevere their lifeworld based in two actions, teleological and strategic. The first is when each person in the organization express their needs, values, vision, beliefs, setting objectives and create the system to achieve them. Secondly strategic associate making the appropriate choices to maxing values.

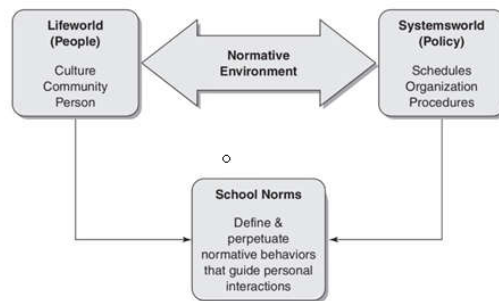
A concise is example in New Zealand, how schools, prefer wealthy students from other

CULTURE	COMMUNITY	PERSON
<ul style="list-style-type: none"> <li>Provides:</li> <li>Knowledge</li> <li>Beliefs</li> <li>Norms.</li> </ul>	<ul style="list-style-type: none"> <li>Connect to:</li> <li>Others that are part of social groups.</li> </ul>	<ul style="list-style-type: none"> <li>Individual competencies</li> <li>Identity</li> <li>Meaning significance of myself.</li> </ul>

countries, than poor kids in the neighborhood, so having money they can afford expensive installations and continue in the competition within school for which is the best one.

When the systemworld control, school goal purposes, values and ideals are imposed on parents, teachers and students .

Systematically system need students that are academically engaged, that are part of the community, are personally motivated and wanted to do well.



*“ When social organizations are functioning properly the lifeworld occupy the center position” (p.6)*

## Colonization in Rio Vista

A rural Texas school is the clear example of the tension that exist between a schools lifeworld and systemworld, and what happened when lifeworld is colonized by systemworld.

This school served more than 38 students, it has three certificate teachers, in 1995 this school was rated “exemplary” this rating was based on dropout rates, test scores, and attendance.. In 1998 the school board decided to close this school because was not very cost– effective, and money was tight, and send the students by bus to the close school that its fifty miles away. This decision was taken without teachers, parents, and students opinion, parents were not happy about their kids taking a hundred miles travel everyday, some students were sick and the rate of attendance drop down. In this story unfortunately, the policy of the school board separates lifeworld and systemworld and enables the latter to colonize the former, colonization erodes the character, culture, and sense making capacity of the rio vista school and the people it serves(p.11)

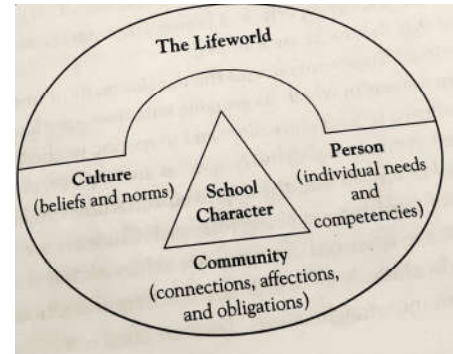
## SCHOOL CHARACTER, SCHOOL EFFECTIVENESS

A real leader is a person who hold their practice ideas, values, commitments, can be trusted, is morally diligent and display character, is always willing to take personal risks to achieve their purpose and ideas, use unconventional ways to implement their goals.

Schools with characters know who they are, their purpose, ability to celebrate uniqueness, teachers, parents. And students have opinion and control over their own aspirations and also have norms and access for doing their goals.

**School character builds when certain virtues are incorporated.**

Moral virtues	Intellectual virtues	Communal virtues	Political virtues
Honesty Truthfulness decency	Strength of mind curiosity	Charity Self-support Helpfulness	common good respect for law



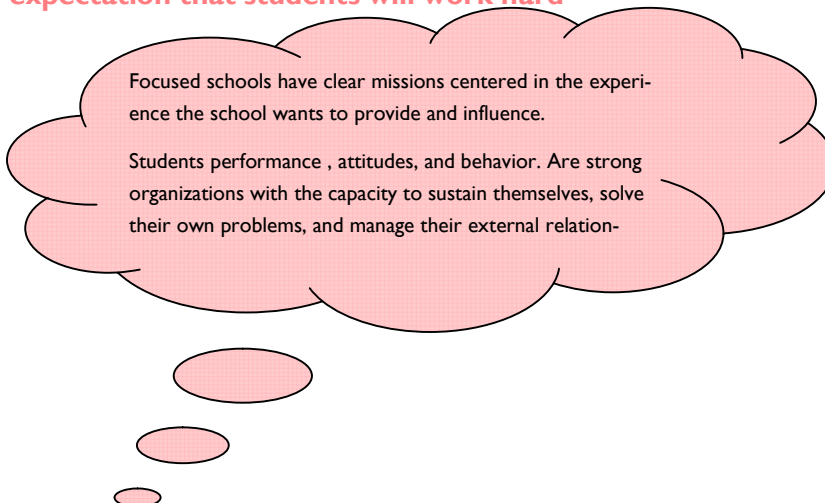
For character to be achieved in school, it is important the freedom because allows it to decide what are the goals and values, how to express the virtues, and the way to achieve goals and express virtues.

High performance theory emphasis in a top-down hierarchies and the laying out of tracks that tell people how to do their jobs. Decentralization is so important, and parents involvement as well as teachers empowered to make their own decisions.

School effectiveness can be defines as achieving higher levels of pedagogical thoughtfulness developing relationships characterized by caring and civility increasing in the quality of student( P.24)

Human capital is very important in school effectiveness by the social and academic capital, social refers to caring about communities, social is form by norms, obligations, trust, that are generated by relationships between people, in the other side academic capital refers to communities, the engagement, traditions that motivate the student learning and development.

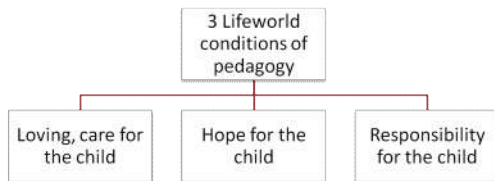
**“ A focus community is a clear commitment to academic achievement, teachers, personal concern is students academic succeed , and a high expectation that students will work hard”**



*“Character as and individual concept liked to leadership is comparable to character as an organizational concept liked with culture”(P.18)*

## COMPETENCES AND CARING IN ACTIONS

School should be defined as center of care and should go from relationships and organization to curriculum and teaching(P.35)



All provides a moral basis for the practice of teaching.

Some principles provides in this chapter that educators could use to create their own school are:

- Curriculum should be simply organized.
- Few important goals.
- Students learn the best by caring.
- Young people need to drive forces for the choices they made.
- Emphasis on the work to have to be done.

- Learning around student ambitions.
- Cooperation and teamwork.

Learning needs schools to be able to make unique decisions that match with their purposes and with the needs and interests of their students, this is not a decision make for school alone is also important that teachers take a part, uniqueness and discretion are the responsible to build school character.

One of the principles of the coalition of essential schools is that teachers need to know students really well in order to teach them well, for this to happen teacher must focus in making a commitment to serve and to care. Self-disclosure is a good strategic for evoking discussion on a issue and for keep the discussion focused, candid and honest. Another strategies are having high expectations of students, networking with parents, using rituals and traditions within the classroom.



## The international School of the Americas (ISA)

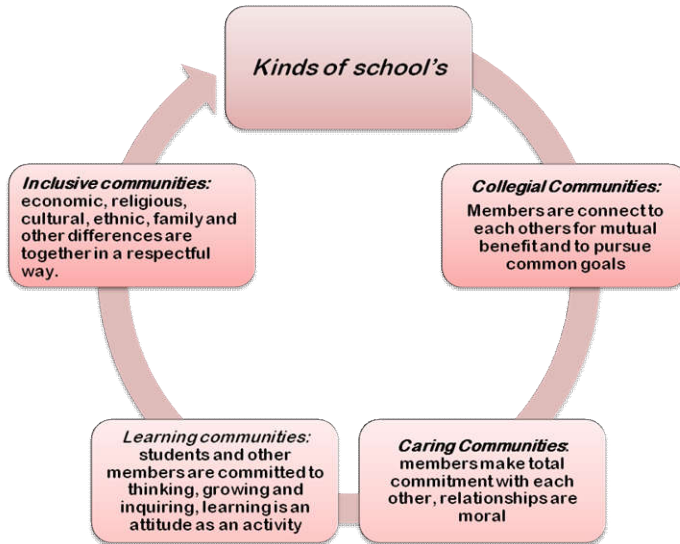
When the school open the promised to students was: small classes, caring teachers, have a voice in their learning and future, the ability to learn In a different ways, at ISA everyone is expected to be a leader and have a voice, leadership here is different students and teachers work together to make decision about ltheir learning, classrooms and ISA could be crowded, alive, relaxed, loud, informal and open, students feel that they are the school and they own and make it.

Teachers use a one to one time with students, having high expectations of them, and close relationship with parents.

***“ In Schools with character teachers make it a point to maintain and grow high levels of competence, and they also make it a point to pay attention to caring and community building”(p.57)***

## COMMUNITY IN A DIVERSE SOCIETY

Communities can protect the school lifeworld, are compilation of people who come together because they share common ideas and values.



**“When you give the opportunity to make important decisions about school goals, purposes and values, teacher and students will respond with morally embodying these goals, purposes and values “(Rousseau principal, P.62)**

“ Community is at the heart of school’s lifeworld” (p.59)

### Building community in schools

Communities are organized around relationships and ideas, they created social structures that predicament people to a set of shared values and ideas. Schools that are becoming communities, need a teachers and students wanting to do a good job, discipline policies are norm-based, connect members to what it right and wrong, to obligations and commitments and to moral agreement(p.66).

Enhancing a learning community involves the creation of certain building blocks. That bring a framework for what we do, why and how.

Community of Relationships	Community of place	Community of mind and heart	Community of memory	Community of practice
<ul style="list-style-type: none"> <li>• Connections are close and informal, acceptance is unconditional emotions are legitimistic, knowledge is valued and learned and students are accepted and loved</li> </ul>	<ul style="list-style-type: none"> <li>• Connection are strengthened by sharing a common location. A place with</li> <li>• others. Develop a shared identity, sense of belonging and a commitment to caring</li> </ul>	<ul style="list-style-type: none"> <li>• When students, teachers and parents are connect to the same ideas, goals and shared conceptions of being and doing.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides members with abiding images of school, learning and life, provides the community with symbols, traditions, rites and rituals</li> </ul>	<ul style="list-style-type: none"> <li>• Is the defining benchmark for identifying how deep community in a school</li> </ul>



## PROBLEMS WITH COMMUNITY

According to Furman the concept of community is too different and suggest a postmodernist appreciation of community. “ post modern community is based on the ethics, of acceptance of others with respect, justice, appreciation and a peaceful cooperation within difference. According to the author this definition of post modernist values place a high priority on building a community of relations as a central part of the school.

**8 conditions are important for community to ensure levels of civility, decency and respect for everyone**



1

- School need to be redefined as collections of people and ideas

2

- Shared values that lead to the development of tightly communities of mind and heart need to been courage within schools

3

- All schools need to be tied together by common foundations values

4

- Layered loyalties to ones own school community and to the larger community of schools need to be cultivated

5

- Nothing in the concept of nested communities should compromise the individual rights of students, parents, teachers, stakeholders

6

- Willingness of each member of the community, individually and collectively to sacrifice their self-interest on behalf of the common good

7

- Students, families and teachers should be able to choose the school they wish to join

8

- Engagement to individual rights and shared responsibilities that are connected to the common good.(p.72-73)

**“ Community like fire can be helpful or harmful, community can exaggerate differences with other causing fragmentation, disengagement and conflict (p.312)**



**LAYERED STANDARDS AND SHARED ACCOUNTABILITY**

Setting standards for what students need to know, what levels of civility should have, what schools need to do, and how parents, teachers even government define their roles with respect to educational issues in good for students, school and the country (p.75)

The appropriate standards and assessments can help to define the common good, and can play an important role in building a focused caring community.

When issues have to do with our children, their social and mental health, their civic and intellectual development their spiritual and moral growth(p.77) we need the government to we more participative in this process.

Because ends in the way of standardized standards and assessments, determine means, the further we move of specifying standards in the curriculum the more likely

we will determine the details of the curriculum to be taught and the kinds of teaching needed to be learned. If a lifeworld is needed to provide character, discretion, sense of community, motivation, the we have to worry about the standards and assessments.

Standards are not scientific, fixed or praise, they are subjective, some are good some bad, some are measure properly and some are not. The decisions about standards are make by human decisions.

Standards are subjective preferences of those who set them, the present system is salvageable, it is necessary to develop and approach that will work to protect and grow the unique lifeworld.

**“When the lifeworld dominates, testing reflects local passions, needs, values and beliefs, standards remain vigorous but no standardized “(P.88).**

*“ If students can’t demonstrate that they have mastered the standards, a diploma will not be granted and post high school options are incredible reduce (P.78)*

**Layered system of standards and shared accountability can be summarize with:**

<p>The state as well students, teachers, and parents should participate in setting standards just dividing who has the responsibility for that.</p>	<p>When everyone participated in setting standards school become standardized in some areas but diverse in most of the areas.</p>	<p>Providing real choices requires creating new programs and new images for school</p>	<ul style="list-style-type: none"> <li>•The state should have more responsibility in skill areas such as math, reading and writing</li> </ul>	<p>The school, teachers, students, parents should have the responsibility to developing standards in advance math, science, literature, history, social science, art, music, English and other areas</p>	<p>Students should participate by setting standards</p>	<p>No single set of standard, or single assessment system should dominate the other (P89-91)</p>
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## WHOLE CHILD, WHOLE SCHOOL, HOLISTIC ASSESMENT

Good schools are rich in diverse, contain a unique mix of goals and purposes, provides unique blend of leadership strategies and styles, we know good schools when we experience them. Some ideas are:

- Teachers and students working together with spirit and accomplishments.
- Is described as a being student centered.
- Make an effort to serve all students, create support networks to assist students, respect and celebrate the ethnic and linguistic differences among the students and place students first.
- Offer academically rich programs, enriched environment, active curriculum program and appropriate monitor student progress and feedback.
- Provides distinctive normative structure that supports teaching and learning.
- Teachers participate in making decisions affecting their work, shared a sense of purpose.
- Community receive recognition and are treat with respect and dignity by others in the workplace.
- Extensive staff development that makes learning an integral part of a collaborative educational environment.
- Teachers shared leadership, solve problems through collaboration and include staff in aspects like developing goals, values and mission, they solve problems with commitment, creativity, persistence and professionalism.
- Professionalism good school include parents in the life of the school.

**“ many things, like school standards should not be decided by voting. The majority should not always impose its will on others, options and choices should be the democratic route to take (P.104)**

### **An Assessment Approach**

.Assessment is define as obtaining information about and potentials of students for the purpose of providing useful feedback( Garner,1993), he also said that assessments is far more sensitive to individual differences, development levels and many forms of expertise (p,109)

### **The quality review process**

The process requires to put together a team of state and local representatives, parents, teachers, students and other stakeholders. This team will visit the school for 3 to 5 days long, and engage depth-assessment of what is going on.

The team will visit classrooms, attend faculty meetings, examined student work, review documents, interview students, teachers and parents. The main point of this process is support schools, and help to improvement





## TEACHERS: KEYS TO SCHOOL IMPROVEMENT

Changing teaching into a profession worthy of faith and trust requires changing the view of policy makers.

Understanding professional expertise		
Is the accumulation and use of certain technical skills.	Is the development and application of conceptual knowledge.	Is the ability to engage in deliberate action (Kennedy, 1987)

Professional expertise provides teacher knowledge that enables them to treat specific situations. Also enable them to solve problems, find solutions and make decision about what to do in ambiguous situations.

Teaching is intellectual work, capacity building strategies such as emphasizing professional development and socialization, heightening levels of collegiality and developing communities of practice are more effective alternatives.

The lifeworlds of teachers are fragile, when motivation is down and discretion low a teacher sense of self-esteem becomes blurred (p.130)

The individual efficacy is an important part of the lifeworlds of teachers, and collective efficacy is an important part of the lifeworld of school (p.132).

### Communities of practice

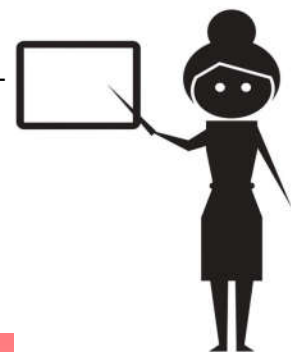
Individual practices of teachers are connected to each other that a single shared practiced of teaching emerges, high levels of trust, openness , sharing a common focus and a common commitment to teacher and learning characterize this practice.

**“ The only sure way to transform dysfunctional schools into effective schools is to build capacity in them” (P.46)**

For teachers the power is fundamental but they also need to be empowerment, providing them direction, support, resources, training and meaning to the best way to use the discretion successfully for kids.



When teachers, parents, students believe they can make a difference improving their schools, motivation and commitment it is so high



### Teachers work more motivated when..

- Find their work lives to be meaningful, purposeful, sensible and significant.
- Have reasonable control over their work activities and affairs, furthermore to influence over work events.
- Experience personal responsibility for the work and are personally responsible for the outcomes

**“ the lifeworlds is concerned with cultural things, the systemworld is concerned with instrumental things” (p.123)**

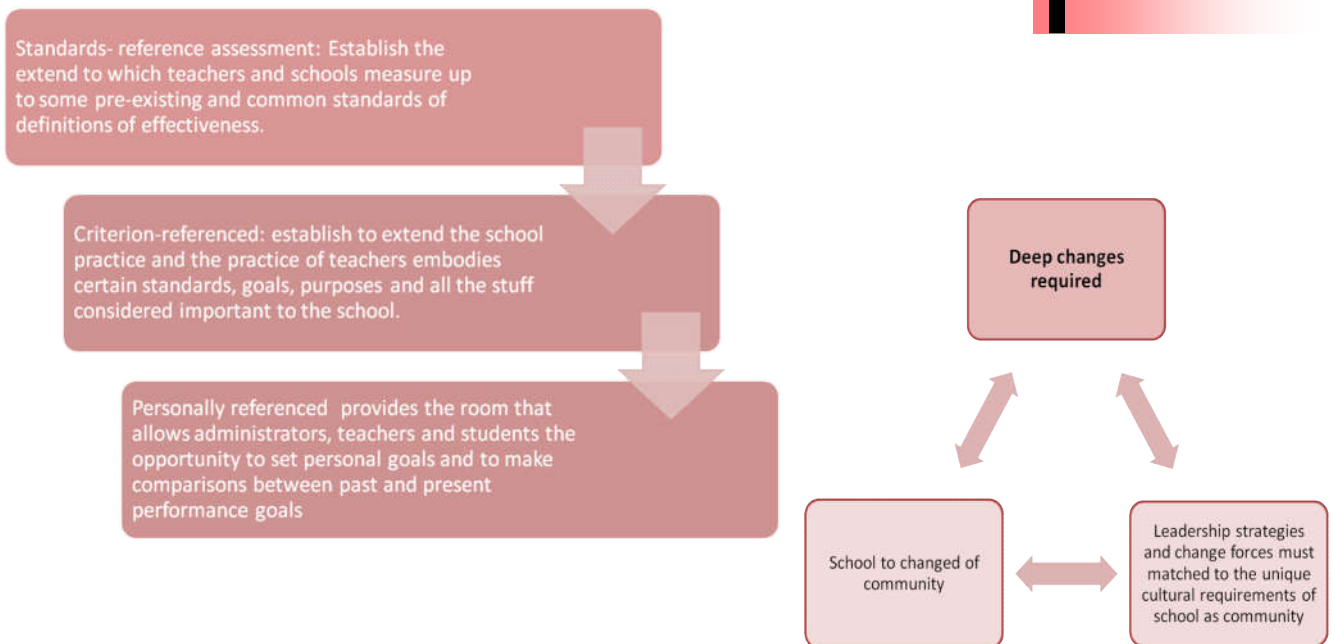
## DEEP CHANGE AND THE POWER LOCALISM

Confronting physical laws, schools have managed to change while remaining stable: experts believe that schools absorb changes without altering underlying forms and assumptions.

Schools remain stable because the existing culture contains norms than define and provide meaning for parents, teachers and students, changing a culture requires that people move from something familiar into a empty space and build in that space.

### How mindscapes work..

Mindscapes are implicit it mental frames trough which the reality of schooling and our place in it are envisioned. Assessment and evaluation are in part a function of different mindscapes.



### 6 types of organization:

1. Personal
2. Market
3. Professional
4. Cultural
5. Democratic
6. bureaucratic

### Contradictions in change, goals and strategies.

A person chooses depend in part on how that person understand the school environment. Different understandings among policy maker, school officials and others lead different strategies, policies and practices.

The best way to approach changing in school is identifying what kind of organizational theory fits the best.

Bureaucratic, personal, and market forces generally results in changes in school structure.

Professionals, cultural, and democratic are more connect to the mediating variable and are more likely to result in deep changes.(P.155)

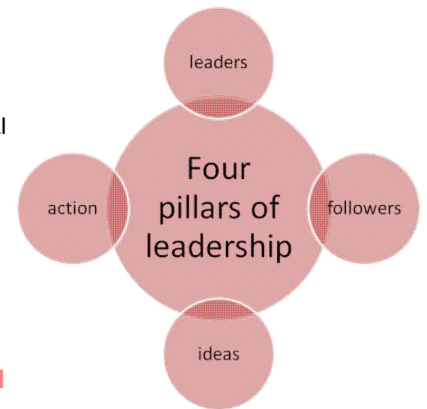
## LEADERSHIP, DEMOCRACY AND THE LIFEWORLD

Schools need special leadership because schools are special places. they are lifeworld intensive, values plays an important role. The immersion of schooling and of school administration in values, preferences, ideas, aspirations, and hopes accentuates the importance of lifeworld concerns of local schools and their constituents.

Though school leaders may be in charge, the best of them know that most of the times the teachers they supervise have more knowledge about what needs to be done and how to do it than they do. This create a large ability-authority gaps in school that must be closed (Sergiovanni,1999,p166)

**“Leadership is moral because it emphasizes bringing diverse people into a common cause by making the school a community that have as center shared ideas, principles, and purposes that provide a source of authority”**

According with Linda Lambert leadership is a process that involves members to school community to construct meaning that leads toward a common purpose (p.171), the importance of this is being high skilled in building capacity and in developing participation among members.



### Rules of engagement in local decision making

Contesting parties should not personally attack each other and should refrain from depicting the other side's values as being negative	Should respect or at least not affront the deepest moral commitments of each other	Should commitment themselves to using less the language on rights and more the language of wants, needs, interests and responsibilities	Should agree to leave some issues out of the debate as a way to narrow and focus the conversation as a way to draw on an existing shared foundation
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“ Leadership is different and looks different depending on whether it is experienced in a legislature, on a battlefield, at a rally, on a factor floor or in a school district” (P.165)

These are ethical principles that the leader follows

1. Uses a collaborative process
2. Gives attention to educational-process goals
3. Considers change experimental
4. Has a task oriented perspective.

#### THE PRINCIPLE OF SUBSIDIARITY

The authority to make unrestricted decisions concerning the work is placed as close to the work as possible, operational decisions about schools, are not made by the governors office,

References: Sergiovanni, T. (1999), The Lifeworld of leadership

