







# DELECA

## Module 5

### Creating a culture of inquiry

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## Objectives and outcomes Module 5

### OBJECTIVES

- creating an awareness concerning the importance of a culture of inquiry
- motivating participants to work on a culture of inquiry
- providing tools to the participants to create a culture of inquiry

### OUTCOMES OF LEARNING

*After completion of training the school leader will be more:*

- willing and skilled to help staff to develop an attitude of critical thinking
- willing and skilled to build a culture of academic optimism
- willing and skilled to enhance collective efficacy of staff concerning data use
- willing and skilled to enhance co-operation and shared vision among staff using data

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## Literature

- Schildkamp, K., Ehren, M., & Lai, M. K. (2012). Editorial article for the special issue on data-based decision making around the world: from policy to practice to results. *School Effectiveness and School Improvement*, 23(2), 123-131.
- Vanhoof, J., Vanlommel, K., Thijs, S., & Vanderlocht, H. (2014). Data use by Flemish School Principals: Impact of Attitude, Self-efficacy and External Expectations *Educational Studies*, 40(1), 48-62.
- Vanhoof, J., Mahieu, P., & Van Petegem, P. (2009). Geïnformeerde schoolontwikkeling: van een nieuw gegeven naar een beleidsinstrument. *Kwaliteitszorg in het onderwijs*, 17-51.
- Levin, J. A., & Datnow, A. (2012). The principal role in data-driven decision making: using case-study data to develop multi-mediator models of educational reform. *School Effectiveness and School Improvement*, 23(2), 179-201.
- Senge, P. (1990). *The fifth discipline. The art and practice of the learning organisation*. New York: Doubleday.

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## A definition

- Hamilton et al. (2009) describe a data culture as a learning environment within a school or district that includes attitudes, values, goals, norms of behaviour, and practices, accompanied by an explicit vision for data use by leadership, that characterize a group's appreciation for the importance and power that data can bring to the decision-making process. Each of these characteristics will be discussed and illustrated

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## A definition

**Cultural Iceberg**

The diagram illustrates an iceberg where the visible tip represents the **Formal (Overf) Aspects**, which include: Goals, Technology, Structure, Policies and procedures, Services/Products, and Financial resources. This is described as 'The way we say we get things done'. The submerged part represents the **Informal (Covert) Aspects**, which include: Beliefs and Assumptions, Perceptions, Attitudes, Feelings (anger, fear, liking, despair, etc.), Values, Informal interactions, and Group norms. This is described as 'The way we really get things done'. A bracket groups the informal aspects as being 'about the formal and informal systems'. The diagram is credited to Stanley S. Herman, TRW System Group, 1970.

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## The importance of a culture of inquiry

The diagram shows a central hub of **KNOWLEDGE MANAGEMENT** connected to four main dimensions: **Strategy**, **Systems and technology**, **Organisational learning**, and **Culture**. Bidirectional arrows connect these dimensions to each other and to the central hub. **Strategy** is linked to Intellectual capital and Organisational performance. **Systems and technology** is linked to Knowledge sharing. **Organisational learning** is linked to Exploration and Exploitation. **Culture** is linked to Change management and Implementation.

Figure 1.3 Dimensions of knowledge management

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## Different approaches

- Organizational culture as a mental model (Senge) or “system of ideas” (Argyris, Argyris & Schön): collective values, norms, expectations and ambitions (not visible nor convertible; i.e. “passive”: an organisation *is* culture) , versus organisational culture as a “socio cultural system” (formal standards of conduct, artefacts, etc.: an organisation *has* a culture and can be influenced on an active way by culture management)
- External versus internal approaches: culture comes from outside by the organisation members (e.g. by professional cultures, ethnic cultures, politics, etc.) versus culture is a product of the organisation itself (history, objectives, infrastructure, people ...)






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## Different approaches

- From an environmental approach: data-use will be supported by governmental norms;
- From a metaphoric approach: in primary schools data will be more “qualitative” than in universities
- From a system approach: the role of the school leader is crucial
- From ideological approach: some schools will use data to influence their stakeholders

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## Different approaches

passive

SC as an environmental factor	SC as a metaphor
external	internal
SC as an ideology	SC as a system variable

active


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## A guiding framework

	Context	Input	Proces	Output
Macro				
Regio				
Meso				
Micro				

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## Guiding principles

- Give positive feed-back
- Model behaviour (if possible)
- Encourage teachers
- Formulate attainable goals
- Emphasize a shared vision
- Inquire existing mental models
- Ask questions that stimulate deep learning
- Take different perspectives
- Reserve judgement
- Tolerate ambiguity

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PRINCIPLES	EXAMPLES
1. Give positive feed back	
2. Model behaviour (if possible)	
3. Encourage teachers	
4. Formulate attainable goals	
5. Emphasize a shared vision	
6. Inquire existing mental models	
7. Ask questions that stimulate deep learning	
8. Take different perspectives	
9. Reserve judgements	
10. Tolerate ambiguity	
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