

EDUCATIONAL INSTITUTION AS LEARNING ORGANISATION

Izglītības iestāde kā mācīties spējīga institūcija

Iveta Kāposta

Riga Teacher Training and Educational Management Academy

Abstract. *An educational institution by its structure, the mission and the mission and the composition of the staff and their competencies, as well as requirements on the quality of the education likely are according of the learning organization characteristics. Learning organization and its influence could be seen from various development levels: global, regional, organizations, teams, individual. For all the schools in Latvia now is a very important regional and organizational level.*

The school to be created as a learning organization, has everything necessary objective conditions. Empirical research shows that the learning environment for teachers in schools are provided, but required for school leaders using the learning outcomes target-based school development, and also make it visible to the teachers themselves.

Keywords: *individual career development; learning organization; learning environment; organization development; school.*

Introduction

Our society is focused on success. Competition is inherent in all areas. First of all, is focused on results, and are not always respected the human and his needs, and human contributions are often becomes significant only when the best performance is obtained. For some time, the management of the economy is able to learn a concept known as a learning organization; many institutions have helped to solve a sudden development of competition among workers. Many Latvian educational institutions still raises the question of their existence. School as a learning organization of creation could be one of the most real opportunities to ensure its existence.

Goal: described the school as a learning capable organization of objective and subjective factors.

Methods: literature analysis, questionnaire analysis.

So far, there have been numerous studies on learning organizations and able to create the conditions and principles. Mostly they relate to business. Are identified and described a number of organizations features, principles and conditions for the existence.

The learning capable organization has the basic principles (Organisation Lernende Kontinuierliche Organisationsentwicklung):

- Readiness to review and modify or improve the organizational structure;
- Learning as a value. (If people are willing to learn, they are motivated to try something new to learn and help others (colleagues));
- Every learn process and the results are valuable. Everyone deserves to be equally valued.

- Different ways of thinking and perception of increased choice.
- The best creation of ideas develops during communication time. Cooperation has more opportunities and benefits of competition.
- An important part of the learning culture is an objective self-assessment. Learning from mistakes is creating new opportunities and achieve a significant success.
- Requires regular feedback.

Looking through these principles can safely be claimed that they are suitable not only for the economic sector, but for all kinds of organizations and institutions that are thinking about sustainable development. Since many Latvian schools still raises the question of the existence of the school as learning capable organization of building could be one of the most real opportunities to ensure its existence.

The learning capable organization and its impact could be seen from various development levels: global, regional, organizations, teams, individual. Analyze of various authors (Oderheim, 2010, Montano, 2005; Kalve, 2012) vision of the learning capable organization of the importance and need, you can specify the key benefits at each level (see Figure 1.).



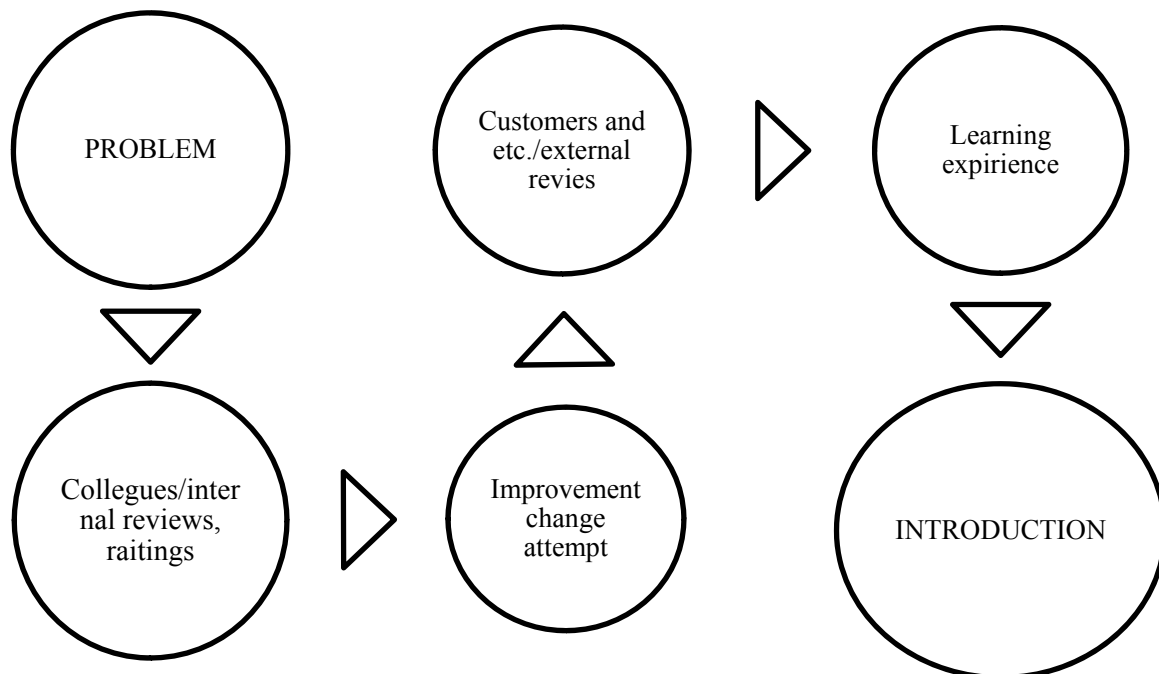
Fig. 1 Learning organization influences
1.att. Mācīties spējīgas organizācijas ietekme

As employees of the institution has different experiences, ideas and a different perspective on the working methods to achieving those objectives, the training organization provide an ideal platform to encourage and support each employee's varied learning

So learn to position the organization based on the organization's learning culture and learning in relation to the promotion of the organization. This means that the

organization has a system in place that promotes and provides employee learning and employee learning is associated with innovation and organizational goals.

I.Kalve (Kalve, 2012), talking about innovation and the management in organization refers to J.Boonstra (Boonstra, 2004) research, where it is stated that the organization is important to create a "fearless" internal culture - understanding the changes and challenges are inevitable as soon as possible to the notice to be carried out and "noticed" is not necessarily to be the driver, or even an employee of the organization: the relevant information can be obtained from both the internal and the external environment (see Figure 2). In this case, the most important thing is trust and cooperation in a common goal: the development of the organization. But it becomes a common goal only if employees feel that they belong to the organization.



*Fig. 2 Collaborative model of organization development (from Boonstra, 2004)
2.att. Kopdarbības modelis organizācijas attīstībai (pēc Bonstra, 2004)*

Two of the most important aspects of innovative activity in a favorable psychological climate and employee growth. They should not be left on its own. (Kalve, 2012) So, the only targeted the planning and conduct outlined above aspects will help the authority to establish and develop a learning organization capable of.

At the same time it is necessary to arrange the physical environment: facilities, resources (books, IT resources, etc.) for staff to learn.

Planning and implementation of specific development projects, difficulties can arise: what network; way to do it, or what to do, and if the network is unable to maintain himself. Wriebe (Wriebe, 2001) recommends that these problems

through corporate governance, he said that such problems can be addressed from the perspective of management control context: control means replacing the context of management tools (look Table1).

Table 1

Contextual control of selected components (Wriebe, 2001)
Konteksta kontrolei izvēlētie komponenti (Wriebe, 2001)

Components	Features / Criteria / Autonomy
Breeding Policy	Loyalty, reputation, choice of partners, decision making, personnel policy
Structure	Networking, shared responsibility, allocation of resources, dependence on resources
Indirect support for achievements	division of tasks, the risk of breaking, award
Competency Management and Information Policy	Special skills and general competence combining the concept of co-operation
Communication policy	socialization and group effects, system identity

M. Zilaisgaile (Zilaisgaile, 2010) points out that the school change facilitators are teachers. They each have their own ideas and vision, but occasionally they are necessary to verify the correctness of their ideas and share their knowledge about their successes and failures. This occurs both within their school or meeting with colleagues from other schools.

One of the learning organizations able to describe, is the fact that it is a place where each one contributes to the worker or the associated human learning. It has developed its own teaching and learning within the tradition. At school, the main feature of this condition for the implementation of methodological work. As written A.Shmith (Šmite, 2004), the methodological work of the teachers is a systematic group-time collective and individual efforts are geared towards teaching the scientific, theoretical, pedagogical psychological development, the teachers' cultural and professional development. Unfortunately, this explanation is a tendency to believe that only needs a teacher as a fulfillment of an individual, and in no way emphasized the individual's contribution to innovation in the creation and implementation of the institution and the institution's goals, mission and vision. Such methodological understanding from both the teachers and the heads of educational institutions and their deputies in education (it is their job one of the directions of methodological management) shows Latvian studies (Krumina, 2012; Stankevica, 2011, Egle, 2010, etc.). One explanation could be methodological understanding of the school could be found in the claim that their pedagogical skills development and continuing education is the responsibility of a teacher, but this has no normative documents which determine the lack of emphasis on teacher training for school development.

Methodological organization of work at school is different. It depends on the size of the school, teaching composition, methodological competence organizer and other objective and subjective factors. A. Smith (Šmite, 2004) created a large potential methodological service departments and their characteristic feature list. Of course, every school all the items on this list are not possible and not necessary, but there are also those that are inherent to all schools, such as the Pedagogical Council, methodical commission, project groups, etc..

In order to understand the situations in Latvian schools are able to learn the organization, was a survey of teachers randomly selected schools. School was different in detection and founder of both staff and pupils. The study involved 286 teachers from 6 schools. Teachers were asked to complete two questionnaires, which were assessed your educational institution.

The first questionnaire teachers were asked to evaluate the learning environment at school 7-point scale (1 - very bad; 7 - excellent) by several criteria: physical environment, teaching resources, learning promotion, information dissemination, evaluation, exposure, creativity, and assistance and support standards. Averages were calculated for each criterion. Results shown in Figure 3. Of course, that each of the surveyed teachers expressed their subjective views on the extent to which he felt the school provided opportunities to learn. There were instances those one school teachers the same criteria are evaluated drastically different. Therefore, the study should be continued, resulting in the gathering and analysis and objective indicators for each school. However, according to form aggregates: their employees opportunities to learn at work good enough, so it can be concluded that an individual's learning in schools is to promote and ensure adequate.

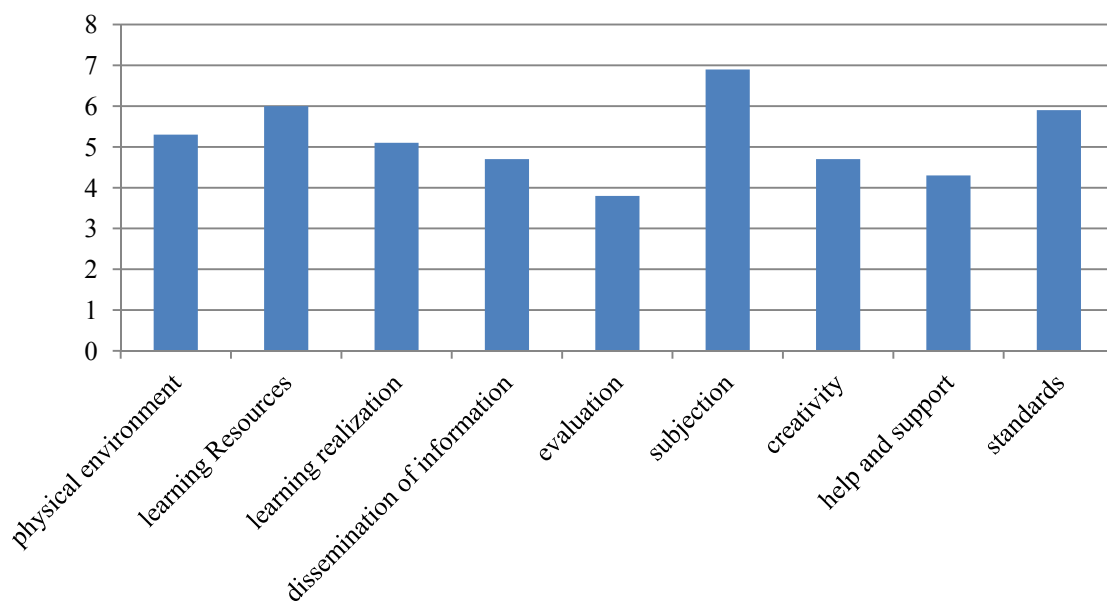


Fig. 3 School environmental assessment
2.att. Skolas mācību vides novērtējums

The second questionnaire was to find out how teachers are learning to see their relationship with the school and the current strategic needs and school development. Here respondents 4-point scale (1 – not fit; 4 – full fit) assessed driving training school for the development of the following criteria: teaching relationship with the school's strategic objectives, learning planning, learning objectives setting, employee involvement in development projects, training team building, learning promotion methods, learning results are compiled and analyzed. Also in this case were calculated averages. The results are summarized in Figure 4. As can be seen, unfortunately, the surveyed teachers see a relatively weak link between their learning and the school's strategic development, as well as they do not feel the driver activity that is focused on each employee's learning and the results of school development. Here, however, not to say that school leaders do not use your school teachers learning development. It is possible that at least part of the school activities were not sufficiently emphasized.

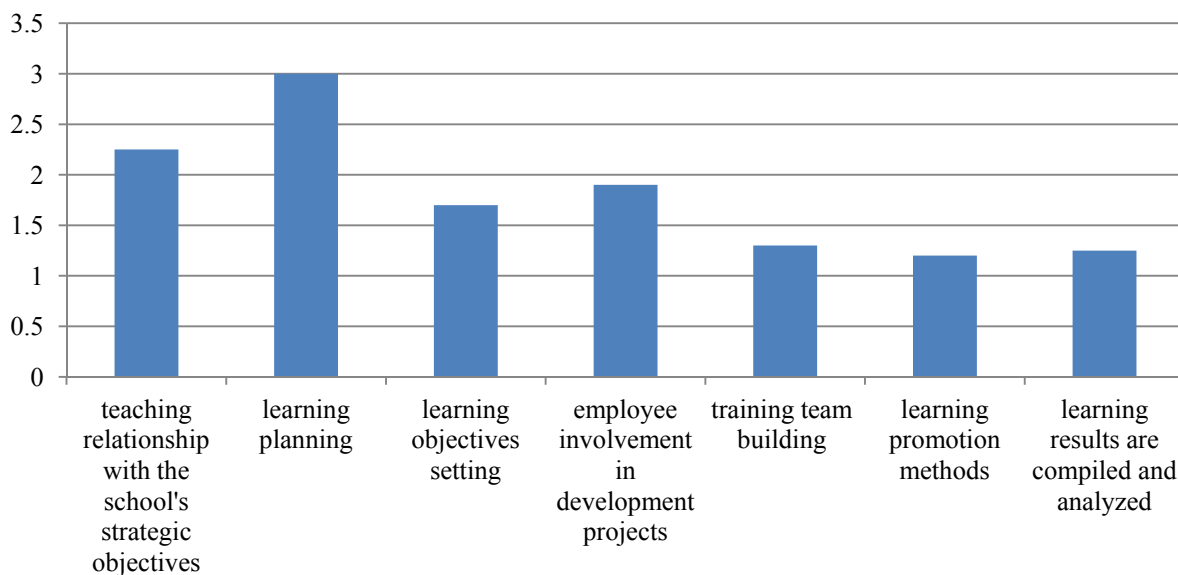


Fig 4 Learning management in the School
4.att. Mācību vadīšana skolā

Express studies suggest that the Latvian schools, both objective and subjective conditions to study the establishment of a capable organization. However, it is probably safe to say that each school is really able to learn the organization, even when most or all of the conditions are met. There is a need for leaders to draw more attention to the school as a learning organization capable of design and development.

Conclusions

1. Latvian schools are able to learn all the formal conditions for the organization: units of competence, the environment and more.
2. Not all the school leaders and teachers of its sustainability and innovation associated with learning capable organization.
3. Not all school management is focused on creation of learning capable organization.
4. School leaders should pay more attention of developing schools as a learning capable organization.

Summary *Kopsavilkums*

Izglītības iestāde pēc savas uzbūves, misijas un darbinieku sastāva un viņu kompetencēm kā arī prasībām pēc tajā īstenotās izglītības kvalitātes visdrīzāk atbilst mācīties spējīgas organizācijas pazīmēm. Mācīties spējīgu organizāciju un tās ietekmi var aplūkot no vairākiem attīstības līmeņiem: globālā; reģionālā; organizācijas; komandas; individuālā. Skolām patlaban ļoti svarīgs reģionālais un organizācijas līmenis.

Principi, kas izvirzīti mācīties spējīgai organizācijai biznesa vide, attiecināmi uz visu jomu iestādēm un organizācijām, tāpat, arī uz izglītības iestādēm.

Skolā galvenais līdzeklis šī nosacījuma īstenošanai ir metodiskais darbs.

Eksprespētījums parādīja, ka Latvijas skolās gan objektīvie, gan subjektīvie nosacījumi mācīties spējīgas organizācijas izveidei pastāv. Tomēr nav iespējams droši apgalvot, ka katra skola tiešām ir mācīties spējīga organizācija pat tajos gadījumos, kad visi vai lielākā daļa nosacījumu ir izpildīti. Ir nepieciešams, lai vadītāji pievērstu lielāku vērību skolas kā mācīties spējīgas organizācijas izveidei un attīstīšanai.

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Iveta Kāposta	Riga Teacher Training and Educational Management Academy Imantas 7.līnija 1, Rīga, LV-1083 e-mail: iveta.kaposta@rpiva.lv Phone: +371 29132756
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