

Summary

Organizational learning in school

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This paper analyses the pedagogical perspective of organizational learning, a new paradigm in the theory of pedagogy. As a key concept in organisational theory, based on the work of Harvard professor Chris Argyris, the behavioral theory of organisation defines organisational learning as the transformation of individual knowledge and skills into organisational knowledge through the process of collective cognition and institutional learning culture. The principles of organisational learning emphasize rules, procedures and forms needed for tackling, understanding and solving problems. The cognitivist paradigm defines organizational learning as an external presentation of human cognition dependent on sequential procedures equivalent to information processing. The theoretical analysis describes the structural-hierarchy approach with an outline of educational phenomena on the level of the system, school, individual and knowledge. Organisational learning is an important prerequisite of contemporary quality inducing reforms in education. On school level, it represents the institutional learning culture manifested through social mechanisms of collective and collaborative learning. On the level of individual teachers and practitioners, organizational learning promotes their role through self-creation of contextually useful knowledge and personal practice deprivatisation. Finally, it enables an impact on school knowledge, primarily tacit and conceptual teacher knowledge that often eludes educational reforms. Despite the trends of the bureaucratization in education and teaching, organizational learning represents an encouraging model of achieving the educational goals of contemporary schools.

Keywords: school culture, deprivatisation of practice, organisational learning, school processes, knowledge transformation.