Readings

Organization Leadership and the Construct of Culture of Learning

The readings in this unit from *The Jossey-Bass Reader on Educational Leadership* will introduce you to a perspective on organizations that is relatively recent and innovative and that fits the scholar-practitioner and action-scientist goals of your EdD program particularly well. The choice of scholar to write the introduction to this book of readings is particularly apt as Michael Fullan points to the transition in educational leadership from the day-to-day operational management attitude of the last century to the current emphasis on large-scale whole system reform (p. xxiv). Readings from this text will direct your thinking to the way educational organizations are emphasizing more and more the importance of learning and of creating conditions that support it—in other words, their culture of learning.

Your assignments and discussions in this unit will use the ideas you learn about culture, learning, and organizational leadership to help you build a picture of the construct of culture of learning that will guide your work in this course.

*The Jossey-Bass Reader on Educational Leadership*

The readings below have been chosen to help you in preparing for your first assignment, which is the first part of a two-part assignment to be completed in Unit 2. Note that the readings are not listed in the order in which they appear in the book. *The Jossey-Bass Reader on Educational Leadership* is not meant to be read in chapter order and will serve as a continuing reference in your later courses. Plan to keep the book and use it for the remainder of your program. The readings will show you how educators define culture of learning, how they explain the importance of the culture of learning for the success of an educational institution, and how they go about building and nurturing it.

* Section introductions: pages 1–2, 91–92, 195–196, 295–296, and 391–392.

Read the brief essays at the beginning of each major section of the Jossey-Bass Reader. They will provide an overview of the range and tenor of the readings presented. You may also wish to read the brief biographies of each of the contributing authors on pages xv–xxii. Find the authors you relate to and study their other writings through the Capella University Library and the Internet.

* Chapter 26, "Getting Started," pages 450–474.

In this chapter, three education professionals (Barringer, Pohlman, and Robinson) explore the implications of a learner-centric approach to school culture.

* Chapter 7, "Lessons Learned," pages 93–110.

In this chapter by Franco, Ott, and Robles, read about a conceptual approach based on rubrics that will help you understand the many ways that learning organizations can be viewed from a culture perspective. The chart will provide an analytic tool for your analysis of your own institution's culture of learning.

* Chapter 1, "Give Me a Lever Long Enough . . . and Single-Handed I Can Move the World," pages 3–16.

Peter Senge provides a brief and personal account of his development and use of the principles of the learning organization. Senge's notion of the learning organization, which you studied in your last course, offers a different take on the idea of culture of learning. His idea of an "organization that learns" appears initially to be different from the idea of a culture of learning in which the organization is dedicated to the learning of its members. In the Web resource by Marcia Conner that is also provided in this unit, the idea of learning culture is introduced—a construct similar to Senge's that you will see often in the literature, with differing nuances. In Assignment 1 of this unit, you will have the opportunity to compare the two ideas and to explain their different nuances.