

A culture map

This culture map one way of conceptualising the culture of a values-centred school. The particular culture map presented here adapted from an article by the principal of Rooty Hill High School NSW, Christine Cawsey, 'Naming, Measuring and Modelling the values of Public Education' in Pascoe (ed) Values Education (Australian College of Educators, Canberra, 2002) pages 71-84

This concept views school culture as a dynamic life force working at three levels. Using an analysis of school culture by a group of local school principals and her own experiences at Rooty Hill High School Cawsey describes these as,

"the level of 'artefacts' such as documents or defined programs; the level of 'socio-facts', a term used to encompass the rituals, stories and practices of a culture; and the level of 'mente-facts', a term used to encompass the ideas, values and philosophy of a culture."(page 74)

This description has redeveloped and renamed to make a cultural map with some different emphasis and additions.

Level 1 – HEART

This is at centre of the culture and provides the life-force. It is expressed in the **Ideo-facts** (Cawsey's Mente-Facts) of the school:

- The values, ideas and philosophies of the culture that guide the school's purpose and ways of being
For example at Rooty Hill High School NSW these are core values of PERSIST: Participation, Expectations, Relationships, Success, Improvement Self and Technology

Level 2 – SCHOOL STRUCTURE

This is the built structure, the framework and organization created to manage and order the school activities, resources and people. It is expressed in the 'architectural facts' or **Archi-facts** (Cawsey's Artefacts) of the school:

- Vision / Mission statements and strategic plans
- School governance structures
- Faculty / department and management structures
- Policies
- Rules and regulations
- Systems for monitoring and recording
- The physical facilities of the school
- Resource management – finance and human resources
- Public communications: newsletters, annual reports, website

Level 3 – SCHOOL LIFE

This is the lived life of the school as experienced day to day, term by term, year by year by the members of its community: it is expressed in the **Socio-facts** (as in Cawsey's Socio-facts) of the school:

- The rituals, symbols, celebrations, stories
- Patterns of relationships
- The language used and heard
- Partnerships and collaborations
- School programs
- Teaching and learning practices
- Health and well being of students and staff
- Curriculum and co-curriculum offerings
- Assessment and reporting

The School Culture Map ... a concept model

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School life

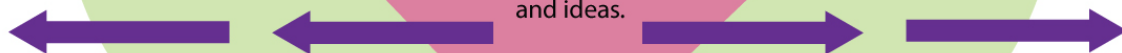
Socio-facts of the school:
rituals, symbols, celebrations,
stories, relationships,
language,
partnerships,
collaborations,
teaching and
learning,
well being,
curriculum,
programs,
assessment
and reporting.

School Structures

Archi-facts of the school:
governance, policies, resources, units of organization,
facilities, communications, monitoring, rules.

Heart

Ideo-facts of the school:
values, vision, philosophy
and ideas.



Developed and adapted from Christine Cawsey, 'Naming, Measuring and Modelling the values of Public Education' in Pascoe (ed) Values Education (Australian College of Educators, Canberra, 2002) pages 75

Adapted by

David Brown

For Curriculum Corporation