

CHANGING THE EDUCATION CULTURE THROUGH TECHNOLOGY

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Abstract

Technology has a potentially rich, but largely unrealized, role in teaching and learning. This role is defined variously by what the teacher has available, has had time to learn, or can find an appropriate use for, and by what students have access to, are familiar with, and are willing to use. In all of these ways, technology usually plays an adjunct role to others, more traditional modalities for teaching and learning, including lecture, laboratory, library, textbook, tutorial, and practicum.

Researchers perceive problems arising from the significant cultural and organizational differences affecting the management and leadership environment of the education institutions integrating technology in relation to traditional higher education institutions.

The study describes and analyzes the culture effects in higher education organizations and supports the view that transformational leadership, collaboration and the classroom culture are three major characteristics of change in higher education institutions, where integrating technology is considered as a way to help the university to be a more effective learning organization.

The problem is approached by analyzing and evaluating the scientific literature for the development of the methodological basis of research. The article includes theoretical analysis of topical issues, like definitions of organization culture, interaction of the culture of education institutions and achievement, efficient ingredients of school culture as well as some important aspects of school culture.

Key words: *information and communication technologies, culture of education institutions, organisation culture, vision.*

Introduction

Parallel and at the same time disintegrated development of information processes, that is sometimes called the development of information society, is a wide social transformation that is a result of convergency of computer and communication technologies and its assimilation into the society (*European Commission, 2000*). Since information and communication technologies (ICT) have become an integrated component of work places, schools and homes, they have changed the life style, manner of work, recreation, communication and learning of every individual.

Education institutions are influenced by the societal events constantly occurring around them (Hargreaves, 1995). Recently, several developments in the workplace, changes in student demographics, and the economic trends have been forcing education institutions to change. The growth of knowledge in any field is rapidly outstripping any individual's ability to remain up-to-date. Knowing how to access information rather than memorizing information is central to coping with this rapid change. Growing numbers of students are working part-time while enrolled in full-time programs in the result of what current educational delivery systems do not meet their unique needs. Access to the Internet allows learners to take courses virtually apart from the geographic location as it is no longer relevant. Thus, educators should be aware of their role in social change

and be able to justify to themselves the role they play.

Education is facing a specific set of tasks: to alter the school programs, teaching standards, technical aids, and most important, the methods in order to ensure that everything that is taking place at school is in compliance with the changes in ICT that are going on in the society and the vision of the economics society based on knowledge.

The new ICT technologies require new management methods that are topical not only for business, but also for education institutions. The education institutions ensure feedback to external conditions that require implementation of innovations. Introducing innovations the previous practices should be rejected, no matter where they have taken place, and the suppliers of education should be sure that they really wish to get rid of the old traditions before these changes are introduced.

It is not easy to implement the reorganisations that are focused on ICT. In order to achieve essential alterations in the processes of teaching and learning, often it is necessary to go through a big mess created by the managers of education (Cuban, 2001). Any changes and innovations are based on the present existing situation and the necessity to change or alternate it essentially. Planning of changes in the sphere of education requires deep and comprehensive understanding of the process of teaching and learning, the possibilities and aims. As regards the education institutions that have started technological integration, the researchers have noticed problems that arise when essential cultural and organisational differences influence today's environment of educational management. V. Brazdeikis (2007) for implementation of ICT in education distinguishes between four stages, the fourth of which is called the transformation stage that is characterised by the change of the paradigm of the educational system, systematic integration of ICT at schools that promotes **the change of culture of the school as an organisation**. In this stage computers become an integral part of the teaching process and ICT change the methods and the way of thinking (Brazdeikis, 2007).

The research has shown that all successful organisations that are successfully introducing changes have expressive organisation culture that maximally corresponds to the aims and values of the organisation that are distinguishing this organisation from other organisations. In order to characterise the changes in higher education institutions where integration of technologies is considered to be a way that helps to organise efficient process of learning, in the research special attention will be paid to three important aspects characterising the culture of organisation – reformed management, co-operation and culture of class activities.

In Latvia at present there is not a clear future vision in the aspects related to the development of education policy with ICT. Therefore, the situation in Latvia requires fast and efficient selection of noteworthy and applicable issues from scientific literature as well from the new methods and their adaptation to the situation and the needs of Latvia. The amount of information available in different sources and forms is overwhelming. Therefore, to plan the integration of ICT in the education of Latvia successfully based on the analysis of scientific literature, other sources of information and reports, the aim of the present research is to present the analysis of the influence of the **culture of an education institution as an organisation** on the changes caused by the technologies as well as to trace the main aspects of changes at education institutions.

Understanding of the Concept Culture

The term „culture” describes a wide range of influences on how people behave in organizations and several communities. In general it refers to a set of common values, attitudes, beliefs and norms, some of which are explicit and some of which are not.

G.H. Hofstede (1991) defines culture as a collective phenomenon, because it is at least partly shared with people who live or lived within the same social environment, which is where it was learned. It is the collective programming of the mind which distinguishes the members of one group or category of people from another (Robbins, 2000). E.R. Hollins (1997) defines culture as the underlying phenomenon guiding humanity which is the body of learned beliefs, traditions, and

guides for behaviour that are shared among members of any human society. D.M. Gollnick and P.C. Chinn (2002) suggest that culture is a way of perceiving, believing, evaluating, and behaving. Culture has many different characteristics: culture is learned, not inherited; it is shared through values and behaviours; it is an adaptation of accommodated natural resources and environment conditions; and it is a dynamic system which changes continuously because of new developments or new information.

Culture of organisations

E.H. Schein (1999) characterises the culture of organisations as the dominating belief, relatively stable totality of values and social norms in the organisation that have developed strengthening the internal integration of the organisation and adapting to the ambient social – economic environment. These beliefs, values and norms determine the perception, thinking and emotions of the organisation members in relation to the internal integration and external adaptation problems, reflecting in their activities and formation of the organisation itself (Schein, 1999).

The content of the concept “organization culture” is revealed by the functions of organization culture: adaptation to the surrounding environment and internal integration of the organization. Adaptation to the surrounding environment ensures the common understanding of the mission and strategy of the organization, co-ordination of the aims for implementation of this mission; common understanding and co-ordination of the means for reaching the aim (organization structure, division of work, stimulation system, hierarchy of power); agreement on the criteria for reaching the aim and agreement on the changes in the strategy of organization if it turns out that the set aims are not achieved. Internal integration of the organization ensures usage of common language and terms in the organization; the criteria for signing on people in the organization and their further professional and power career; norms of behaviour in the relations with the managers, colleagues etc.; the system of awards and sanctions thanks to which every member of the organization knows what he/she can expect for the behaviour, as well as the ideology, common system of values that allows to distinguish between the desired and undesired in the organization (Reņģe, 2004).

Interaction of culture and achievements of education institutions

The concept of culture came to education from the corporate workplace with the notion that would provide direction for a more efficient and stable learning environment. Based on the analysis of scientific literature the main issues of the research are culture and management of education institutions and their interaction. A wide range of organizational theories were adopted, some of which gained popular acclaim, some focused on organizational culture (Schein, 1999), some carrying the effective management label (Torrington, Weightman, Johns, 1989). Some educationally based, some exploring the relationship between educational institution culture and change (Sarason, 1971), and some studying the micro-politics of educational institution organization (Blase, Kirby, 2000).

It has long been observed that an organization’s success can be attributed to its culture.

T.J. Peters and N.K. Waterman (1982) found that excellent companies possessed distinctive cultures that were passed on through story, slogan and legend and served to motivate employees by giving meaning to their work. They wrote that the stronger the culture and the more it was directed towards the marketplace, the less need was there for policy manuals, organization charts or detailed procedures and rules. In their observations they stated an inescapable relation between the culture of the company and the way how it was organized and managed. The researchers also showed that the companies which operated in a poor way did not have perceptible culture. Such companies usually concentrated on internal policy instead of the client.

Interaction of culture and structure with success or failure of the organization can be approached also in the context of educational institution culture. The above mentioned researcher T.J. Peters and N.K. Austin (1985) took up the subject of school culture and leadership, noting

that outstanding principals were as showmen, visionaries, masterly users of symbols and super salesmen. Similar conclusions can be found also in the publications of other researchers.

Educational institutions are learning organizations that provide explicit opportunities to reflect on and evaluate past actions and decisions. Y.C. Cheng (1993) looked at profiled effective and ineffective organizational cultures. He found that educational institution culture correlates with teachers' attitudes toward their work in such a way that stronger educational institution cultures had better-motivated teachers. Although moral purpose is natural, it will flourish only if leaders cultivate it (Fullan, 2001).

Based on the analysis of literature, if there is a wish to improve educational institutions, it is necessary to change their culture and structure through manifestation of definite styles of management. Nevertheless, educational institutions in comparison to business enterprises are more complicated institutions socially as well as politically. The research shows that innovations are introduced in educational institutions with difficulties.

Elements of efficient school culture

Studies of effective schools have established a number of cultural elements that have some impact on student achievements. L.J. Fyans and M. Maehr (1990) singled out academic challenges, a sense of community, recognition for achievement and perception of school goal as salient variables. Y.C. Cheng (1993) related organisational ideology, shared participation, charismatic leadership and intimacy to stronger teacher motivation and satisfaction. P. Senge (1990), M. Fullan (1993) as well as T.E. Deal and K.D. Peterson (1990) all point to the importance of shared vision by a strong leader with a sense of moral purpose.

Evaluating the publications of researchers and practitioners focused on changes in education several general principles ensuring hard work as well as success can be stated:

1. Inspiring vision supported by clear, limited and challenging mission;
2. The study program, methods of instruction, assessment and possibilities for learning that are clearly related to the vision and mission as well as adapted to the needs and interests of schoolchildren/students;
3. Sufficient time for the teachers and schoolchildren/students to do the tasks adequately;
4. Persuasive focus on learning of schoolchildren/students and teachers (related to continuous communication about the quality of work on the scale of the whole educational institution);
5. Supportive teacher – student, student – teacher and student – student relations;
6. Plenty of possibilities and places to create culture (to discuss fundamental values, take responsibility, come together as a community and specify success of an individual or a group);
7. Management of the educational institution promoting and supporting expectations, learning through doing, flexibility, taking risks, innovations and adaptation to changes;
8. Decision taking systems based on facts that promote due on time, accurate, qualitative and quantitative information on the changes of the organisation in relation to the vision;
9. Support of the society (parents, local municipality, government support for innovative projects etc.).

The aim of every component and of all these components are to create environment that promotes learning.

Vision and Culture

National College for School Leadership (England) carried out research in seven educational institutions that had obtained the „e-school” status with the aim to clarify how the “e-school” had developed. It is interesting to state what the impulses for the changes at these schools had been that focused on introduction of ICT. For instance, the value system in Eggbuckland College that drove the vision was that of empowering young people, and using ICT as a good means to give young people opportunities to move and change things. There was strong belief in the value of personal and social mentor, discussing targets set in key skill areas with students.

Broadclyst Country Primary School has a strong culture of developing the skills of independent learning for all pupils. The thrust of the vision was that of developing human capital – what I am, what can I do and how I can do it.

Callington Community College did not implement changes related to ICT but supported them. The Director of the college encouraged a colleague who “loved” ICT to start this process involving also other colleagues in it. The culture of Callington Community College is one of training new teachers in a learning organization.

Fulham Cross School was the one single sex (girls) school. It was in the heart of London and forty nine languages additional to English are spoken by the students. The vision was to ensure that all of their pupils were able to compete on an equal footing in the job market with other school leavers.

Greensward College believed in the need for school to change to keep up with the times, that learning should be change, that students need to be engaged in their learning and that knowledge should be accessed in a different way. The vision for the way forward is through a managed learning environment in which student access and compete their work online, self or auto marking will be usual, and teachers workload will be reduced.

At Brooke Western City Technology College the school day starts with a lesson interrupted by breakfast. This is taken with the teachers at specified times during the lesson. Only students from the same peer group are in the cafeteria at the same time, year groups do not mix there. The vice-principal set up the learning philosophy – to provide each individual with the most appropriate learning diet possible for their specific needs – students can choose the level of the curriculum they wish to work at. By help of ICT a possibility for the schoolchildren was created to move from one program to another.

The headteacher of King Edward VII School has reorganized his priorities in response to the need to provide an e-learning environment. He believes in the need to alter the precious balance between teachers and non-teachers, and has budgeted for each department to have a learning assistant attached to it. The school’s vision is in the transformation of learning from students receiving it to students being active in the process of achieving learning. Learning has to be structured so that independent learning skills can be developed.

From the data it can be concluded that the vision and the action were closely interrelated and as the outcomes to actions became clear, the vision might change to accommodate what happened. The vision is often about learning – both students’ and teachers’ learning, and about the leadership and management of the culture in which that learning is undertaken. It is about increasing students’ self-esteem and giving access to technology for all of them. It is about supporting teachers in learning something completely new and gaining confidence to use technology effectively. And the vision about the resources needed, the hard-wired and wireless networks, the computers, access to the Internet and the development of the school web sites.

There were many similarities between all the schools and it was very different from each of the rest. Research proves that the culture of the school became clear as the headteachers talked about their vision of ICT the culture was the framework into which the ICT fitted. The analysis of the results of the research shows that the development of e-learning could be grouped into the following five different areas:

1. The distinctive culture of the school in which e-learning takes place;

2. How the school is led to enable e-learning to happen;
3. How the school is managed, including the development of resources and the development of the web site;
4. The support that needs to be given to teachers;
5. How teaching and learning can be developed.

Based on the above discussed statements the authors support the view that transformational leadership, collaboration and the classroom culture are the three major characteristics of change in education institutions, where integrating technology is considered as a way to help the university to be a more effective learning organisation.

Leadership in Higher Education Institutions

People are the actual carriers of organisation culture. The leaders of the organisation state the main aims of the organization ensure and stimulate activities for reaching of these aims. Much has been written about the kinds of leadership necessary to assemble all the ingredients for cultural change and shepherd an organization through the change process. The success of a learning organisation relies on its organisational culture. Y.C. Schein (1999) contends that the “bottom line for leaders is that if they do not become conscious of the cultures in which they are embedded, those cultures will manage them.” He argues: “Leaders create and modify cultures. Culture creation, culture evolution, and culture management are what ultimately define leadership”. Leaders need to conduct “the destruction of culture” and to reinforce the right kind of culture. Effective leaders are committed to the success of everyone in the organization, and involve everyone, so that individual members understand how the numerous parts of the organization are interrelated and why every individual’s work is an essential component for success. Members and groups within the organization learn to understand that the decisions they make affect the entire organization, and learn to take each other’s interests into account. Decisions are made by everybody in the organization. The increased involvement of members in making decisions leads to better decisions, as people who work within the system have most insight into how it works and the changes necessary to improve it. Transformational leadership aims at responding to change quickly and at bringing out the best in people. Such leadership is change-oriented.

P. Senge (1999) argues that leadership for deep change requires replacing the myth of the “hero leader” with the concept of leadership communities. These communities, he believes, enable the building of leadership capacity throughout the organisation so the organisation can continually adapt and reinvent itself. Teacher leadership can take many forms. It may include: advocating the vision for staff development, participating in learning organisation and district improvement teams to help determine goals and strategies, conducting classroom and institution wide action research to determine if changes are improving the learning of all students, mentoring new teachers, serving on peer review panels to provide support and assistance to new and veteran teachers, and working on special assignment as coaches or instructional guides to provide ongoing professional learning for their peers.

The particular characteristic of higher education institutions as knowledge-intensive organisations is good leadership which is usually naturally distributed across a team or workgroup. Therefore, the distributed character of leading in which the focus is much less on the leader as an individual, seems particularly compatible with higher education contexts (Knight, Trowler, 2001). The leader is conceived as first among equals and the characteristics of the group being led is carefully considered. The approach of dispersed leadership takes the spotlight off the heroic leader and the team is highlighted. The focus is on leading others to lead themselves, either through dispersal of power or through liberating team members so that their abilities can be fully utilised (Kouzes, Posner, 199). What emerges is more productive than simply good leadership from the top. Leadership is much more diffuse than is traditionally believed. It can be exercised at all levels within organisations and all participants are capable of practicing it in some way. By focusing only on the behaviour of senior people, one runs the risk of losing sight of those aspects of human

behaviour in organisations that lead to effectiveness and consistently high quality. Especially in a higher education institution, which is knowledge-intensive and in which the quality of the institution is largely dependent on the quality of its human resources, it is not possible to excel by relying on good leadership at the top only.

In the research described above that was carried out by the National College for School Leadership, in most schools e-learning was led by the deputy head/assistant principal, or another member of the leadership team, although in one school, the leader was the ICT coordinator who was not a member of this team. The leader was characterised by having considerable knowledge of ICT, a strong interest in teaching and learning, and the interpersonal skills to persuade teachers and others of the importance of their cause. Dynamism and ambition were pointed out as important personal qualities to drive the initiative forward as the ICT world is moving so fast and schools need to keep up with the changes.

Collaboration

Saying that we want a better or different organizational culture in schools, it is asking that the people caught up in this complex, highly compromised environment somehow develop a set of values, beliefs, stories and means of operating that will transcend all these other influences and tensions and focus everyone on the central tasks of learning. The organizational culture in a learning organization is based on shared responsibility, thus enhancing members' ability to understand interdependency.

A higher educational institution culture is based on the belief that college and university faculty members share a common view of the world and of scholarship and have similar understandings of the nature and purposes of higher education and the role of faculty (Banks, 2001). Therefore, in an environment with strong organizational ideology, shared participation, charismatic leadership, and intimacy, teachers experience higher job satisfaction and have increased productivity (Palmer, 1998). Nevertheless, often the situation is different, for instance, teachers are, on an individualist basis, free to innovate within their own classrooms, provided either that this does not break the system's rules and regulations or that breaches can be protected from the knowledge of superiors. The authors of the article draw attention to the complexity and difficulty of change in higher education institutions which do not have good mechanisms to adapt to environmental change.

Improvement at scale is largely a property of organizations not of the pre-existing traits of the individuals who work in them. Organizations that improve do so because they create and nurture agreement on what is worth achievement and they set in motion the internal processes by which people progressively learn how to do what they need to do in order to achieve what is worthwhile (Elmore, 2000).

J. Lambert (1998) argues that leadership is about learning together, and constructing meaning and knowledge collectively and collaboratively. It involves opportunities to surface and mediate perceptions, values, beliefs, information, and assumptions through continuing conversations; to inquire about and generate ideas together; to seek to reflect upon and make sense of work in the light of shared beliefs and new information; and to create actions that grow out of these new understandings.

Coherence about purpose cannot be achieved by top-down fiat. It could come through consistency of relationships and conversation. Well-managed communication through all school about the purpose, vision and mission revitalize schools in different ways. They create new and deeper relationships among people who care about school. Serious inquiries into matters people have come to take for granted build a sense of community that begins to move school culture around values, ideas and hopes. People tend to think of it as theirs. Agreement about vision and mission leads to practical criteria for making decisions about what is most important, what must be set aside and what to do when unpredicted situations arise.

Collaboration and collegiality are promoting professional growth and they are also widely

viewed as ways of securing effective implementation of externally introduced change. The development and diffusion of ICT have changed society dramatically, into something which is now sometimes called the information society. ICT makes it possible to collect processes and transmit information much faster and more cheaply than before. The changes have had effects on the economy, production, services and society as a whole. That is why society expects higher education to link its curriculum more relevantly to social and economic needs. Society also expects higher education to become more flexible in its courses and degree offerings in order to meet new educational needs. Rapid changes in the discipline areas of knowledge, along with rapid growth in the volume of the overall knowledge base, are fuelling a growing emphasis on life-long learning and learning to learn. Besides, students demand that higher education be at their door, not that they be at its door. That is why the faculty contribution to the implementation of centralised curriculum reform is a key factor.

Implementation means curriculum change. For teachers in classrooms, new materials are important, but are ineffective by themselves. Change also involves new behaviours and practices, and ultimately new beliefs and understandings. It involves changes in what people know and assume. Therefore, collaboration and collegiality bring teacher development and curriculum development together. Indeed, the failure of many curriculum development initiatives is attributable, at least in part, to the failure to build and sustain the collegial working relationships essential to their success.

Classroom Culture

The teacher has a central and critical role in creating a classroom that respects diversity and ensures the self-worth of all students as conditions essential for teaching. Teaching at higher education institutions is currently facing a number of challenging developments. In response to ICT developments, educators and educational institutions are in search for teaching methods, techniques and technologies that make teaching more efficient and effective. As a result, various forms of ICT are often deployed. The potential uses of ICT in education range from providing analytical tools and eliminating distance barriers to replacement of repetitive tasks.

In terms of teaching methods, collaborative learning in face-to-face settings has shown to be a highly effective learning strategy (Nunamaker, 1991). In contrast to more traditional forms of education where the primary interaction between the teacher and students is where the teacher speaks and students listen, collaborative learning emphasises group or cooperative efforts among students and often focuses on the interaction between students themselves. This process helps students conceptualise, construct and initialise procedures and knowledge (Vreede, 1999). Also sharing information helps students deepen understanding. It is in this learning environment that ICT technologies such as group computing could enhance the educational process.

Before introducing any new technology into classrooms, teachers must be able to justify its contribution. In order to use ICT constructively, educators may have to use technology when it helps them do their good work better. Moreover, no teacher or classroom exists in isolation. Implementing technology is an issue for the entire educational institution. For example, the advent of network technologies and access to the Internet in educational institutions has brought attention to the need for learning organisation-wide technology planning. Thus, many organizations in recent times have changed their working culture to embrace such ideas as group working and self-management teams. The purchase of classroom computers and presentation equipment does not guarantee the effective integration of technology into teaching and learning. Classroom management strategies, facilities design, and long-range technology planning are equally necessary to realise technology's potential for education. Classroom design allows the educators to plan classroom layout and technology resources for the effective integration of computer technologies into a university. Planning considerations offer guidelines for long-range planning that seek to equip and empower teachers for technology-enhanced instruction.

Discussion

Although organisation culture is a comparatively new concept (organisation psychology in Latvia started to develop only in the middle of 90ties), school cultures are traced considering the school operation. Within the frame of the education development project elaborated “Methods for Assessment of the Quality of School Operation” include different quality indices that form the system of school assessment criteria: content of studies, teaching and learning, schoolchildren achievements, support for schoolchildren, school environment, school resources, organizing of work at school, management and quality assurance.

In the assessment of school operation quality questionnaire is used as one of the methods. Evaluating the questions in the questionnaires in the context with the assessment criteria it can be asserted that all aspects determining organisation culture are traced. Regardless of the fact that the assessment of the school operation is done mainly according to the qualitative indices, the result of this process is – changes, improvement of school as an organisation. What changes and how they are implemented at schools, it depends on the culture at school and its carriers – managers.

Similar tools are used tracing the elements of higher school culture during accreditation. Nevertheless, more bulky research related to culture of education institutions in Latvia have not been carried out yet. Therefore, educational institutions as an issue of organisation culture are open for discussion in Latvia.

The second object of discussion is what type of education institutions in Latvia is dominating. Based on the dominating values of the organisation the organisation cultures are classified (Garleja, 2003).

Evaluating the situation the authors conclude that based on the organisation typology by the American scientist R. Harison (according to the peculiarities of the organisation structure – power, roles, assignment and personality oriented culture) the dominating type of culture at schools is culture oriented to assignments. Schools have their specific mission and tasks that are determined in the normative documents. People do not argue about the sense of the school mission, most of the decisions are taken jointly. People love their work they feel that they are working for some bigger aim and „burn at work”. If the school management has concentrated all power in their hands taking all the decisions by themselves not using the teacher potential, it is possible to speak about school culture concentrated on power. Teachers are doing only that what the Director has asked. Assignment oriented culture schools are ready for adaptation to changes. The schools that are power culture oriented are not always able to manage the changes. It depends upon the Director, his wishes, ability to take decisions and understanding of the aims.

Based on the organisation classification by L. Konstantin (according to the values dominating at the organisation – closed, chaotic, open and synchronous) in Latvia there are still many schools that are oriented to closed culture that is characterised by stability and safeness, hierarchy at school, distribution of roles, strictly determined functions of power and traditional methods of work. The advantage of this culture – stability can be an interfering factor for changes.

In order to speak about the school culture where ICT has a specific role it can be ascertained that it will definitely having the open type culture the characteristic features of which are co-operation, collaboration, open communication, the roles are distributed according to the voluntary principle, the decisions are taken in discussions and dialogues. Such organisations are characterised by close interaction with the surrounding social-economic environment and fast reaction to changes and requirements, free and intensive exchange of information. The managers of these schools are communicable, flexible, with a good sense of the situation and intuition.

A topical issue for discussions not only in Latvia but also in other education institutions is about the possibility to apply ICT as a tool to solve the problem in education that the curriculum has evolved through addition not redesign. If school wants to create a new vision and mission for the school and tailor it to their students, it is needed to eliminate something from these curriculums, develop interconnections among units and courses, and link the formal curriculum to an informal curriculum. In the age of the Internet all students have access to an enormous amount of information

from countless sources outside of schools. That is why schools should focus on covering only the most important information and skills, and on showing young people how to understand them, connect them and use them. A slimmer curriculum opens up more pedagogical options and it permits students to move beyond superficial, rote learning. Depending on the mission a school might adopt, it might want its students to know things in depth, instead of many, easily forgettable, things that they could learn about outside of school. If the curriculum of advisement is linked to the vision mission and curriculum of the school and if it is handled well, it can be a powerful force for a new culture.

Conclusions

All other things being equal, a school that knows where it wants to go and knows what it needs to do to get there will be more successful than a school that is just treading water. Most schools have no vision of a future any different from the present. Their managers may speak of better results in the future, but they foresee no changes in the structure of the institution that might bring about improvements. Lacking a vision of anything different, they tend also to lack specific mission. They exist to provide educational opportunities for all, to educate each pupil to his or her potential or create good citizens. True enough, but not sufficiently to inspire or rally employees around improvements.

The experience of the authors for many years at higher school shows that in order to promote changes in educational institutions the best way to bring teachers through changes is to create professional learning communities first, with a view toward spreading the new methods and new experience throughout the school once teachers have experienced its benefits. Similarly the so called advisory groups for students can be formed in which students can learn and practice various critical social and emotional learning skills. Researches suggest that social and emotional learning skills are linked not only to capacity for productive relationships, but also to attitudes towards learning and likelihood of academic success.

The mine conclusion from the present research - currently changes in education based on information communication technologies, are of special attention. On the one hand the development of global information society – the guide of changes. On the other hand, information communication technology – the instrument for facilitating of changes, as in this area the individual's personal interest coincides with the needs of society.

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