

INTRODUCTION - The path carried out, through an active dialogue with the management of the School Office, has developed starting from the study of the historical evolution of the school system and the variations in the administrative / management structure, up to the mission of the Office, which as a member to support educational institutions, it has the task of providing useful tools to manage all those factors that determine the crisis and that are similar to the skills and knowledge useful for generating empowerment.

HOW THE SCHOOL SYSTEM IS BORN AND DEVELOPED



The evolution of the complex school system, from its origins to school autonomy, which explains the reason for the connotation of complexity, which it has acquired over time.

The school therefore as an organization and institution, a complex system where leaders and managers become one person, identified in the headmaster who acts in function of continuous improvement.

What then are the characterizing aspects of the managerial function and of the school: governance, leadership, manager, research, communication, organizational culture, empowerment.

THE OBJECT OF RESEARCH IN ITS INSTITUTIONAL

Understand the organizational culture is necessary to acquire awareness of the current situation, to train school managers in a different perspective from the one developed up to now and to work towards a development that goes to fill the gaps and solve the critical issues.



This tools, provided with ministerial platforms, which make it possible to define the identity of the educational institution and which have as their purpose the collegiality and the formation of the organizational culture, allows us to have some significant data.

Going beyond these data, inserted autonomously by the individual institutions, requires an adaptation of the methods and tools and classifications that other sciences offer for the study of organizational culture.



THE EVOLUTION OF THE SCHOOL COMPLEX SYSTEM

- Historical notes, from the origins to the delegated decrees
- Autonomy as a tool for school management

MINISTERIAL TOOLS FOR THE DEVELOPMENT OF ORGANIZATIONAL CULTURE



- The National Evaluation System (PDM, Improvement Plan, PTOF - Three-Year Plan Training Offer, RAV - Self-Assessment Report, Social reporting)
- Summary of the data present in the models



THE SCHOOL AS AN ORGANIZATION AND AS AN INSTITUTION, THROUGH AN EDUCATIONAL LEADERSHIP AND THE MANAGEMENT OF THE PUBLIC ADMINISTRATION WITH A VIEW OF CONTINUOUS IMPROVEMENT

- The theories of the organization
- The school as a complex system
- Autonomy as a tool for managing the complex system

OPERATING INSTRUCTIONS FOR RESEARCH



- Mixed methods
- Types of organizational cultures
- Survey methods defined to date for the study of organizational culture



HEADTEACHER

- Reference legislation
- Head teacher, a public official who is responsible for managing, administering and coordinating the activities that take place within the school
- Skills of the manager

OPEN QUESTIONS



RESEARCH QUESTION

What point is the debate on organizational culture within the school - while the debate on organizational culture in general has evolved and has been analyzed from various points of view, from anthropology to psychology, from sociology to management, in the school sector the research and applicable methods do not yet seem fully defined.

AIMS

In the first year, those concepts that in various ways influence, define, and are involved in the understanding, management and orientation of the concept of organizational culture were analyzed. Where does the concept come from, and the importance of understanding the typology of organizational culture.

METHODS

Systematic reviews, extracts and interprets data from published studies on the subject, then analyzes, describes and summarizes the interpretations into a refined conclusion.

DISCUSSION

The data collected will make it possible to obtain an updated vision of the school world, regarding the organizational culture. The school office has at its disposal some information tools with which it collaborates and supports educational institutions that focus on the institutional aspect, i.e. transmission of indications, decrees and regulations useful for carrying out the assignment from an administrative point of view, such as ministerial circulars, regional and territorial notes, service conferences, e-mails, the institutional website, telephone contacts, online and face-to-face meetings with the various managers and representatives of the office. Another important tool is training, in this case the office prepares webinars, focus groups, updating actions and online and face-to-face training, which allow the knowledge and discussion of those issues considered essential for the resolution of some transversal problems in the world. school and society, such as dispersion, orientation, inclusion, technological innovation, digital environments, the environment, etc., and also training actions for newly hired executives.

CONCLUSIONS

These tools in use in the offices, and of proven usefulness for the school manager, concern precisely the administrative and institutional aspect that characterizes the school and regulate essential actions from a regulatory point of view and which underlie the institutional mandate, but to create a climate of well-being necessary for progress, innovation, the growth of the institution, the school as an organization needs to acquire further skills. We then arrive at a "different" training but which nevertheless contributes to the institutional purpose, a training that acts on the organizational, communicative, relational, coordination, motivational aspect, which wants to help the manager to become aware and to involve all the subjects who fully participate in the good performance of the school system, which therefore collectively strive towards improvement, the continuous learning necessary to keep up with the times.

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