

Managing the Criticality Status of the School Complex System

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L'Ufficio Scolastico Regionale della Toscana - USRT is a peripheral office of the Ministry of Education and Merit, and among the various functions it performs, which have however been scaled down as a result of the autonomy of educational institutions, it deals with the training and refresher courses for school leaders. Training is a decisive success factor and a key lever in change strategies aimed at achieving higher quality and effectiveness in administrations.



School institutions, therefore, as autonomous, complex and led by a manager who is their legal representative, can be equated with an organisation and as such can encounter management and organisational criticalities that occur during the daily management of the actions that characterise them. From this parallelism, school organisation, and with a view to striving for innovation, improvement with a conscious use of skills, it was decided to define and identify the **ORGANISATIONAL CULTURE** that underpins the area's educational institutions. Organisational culture is what identifies and categorises the organisation and has as its constituent elements values, artefacts, vision and mission. Each school has its own identity, which is expressed through a culture encompassing management methods, relationships, beliefs and expectations.



The School Complex System

The **TRAINING** and professional updating of the manager are assumed by the administrations as a permanent method aimed at ensuring constant technical updating and the development of the organisational and managerial skills necessary for the effective performance of the role (Article 24, paragraph 2 of the National Collective Labour Agreement relating to the staff of the Education and Research Area - three-year regulatory period 2016-2018).

The CAF specialised in 2013 with the CAF EDUCATION which specifically related to the **RAV - Report of Self-Evaluation**. The purpose of the RAV is consequently to analyse and evaluate each educational institution with the aim of planning new objectives, whether they are short or long term, a purpose that should be acted upon in a collegial manner to involve all the components of the school in order to have as realistic a picture as possible.



A method prepared for the public administration and then extended to the school world which is the **COMMON ASSESSMENT FRAMEWORK**. The CAF emphasises the leader who through targeted policies and strategies guides and manages personnel, partners and resources, therefore, analyses organisational performance, it is a quality management model. Its adaptation to the education system has led to its redefinition according to terminologies and peculiarities typical of educational institutions. The CAF through the use of the PDCA cycle (PLAN - DO - CHECK - ACT) wants to lead schools towards excellence and facilitate self-evaluation to define the actions necessary for innovation.

REFERENCES - FORMAZIONE E LEADERSHIP EDUCATIVA, Collana diretta da Giovanni Moretti - Kenneth Leithwood - Louis Karen Seashore Leadership educativa e apprendimento degli studenti, Anicia 2021; ALBERTO ALBERTI, *La scuola della Repubblica, un ideale non realizzato*, Anicia, 2021; MARINA D'ADDAZIO, *Il Dirigente tecnico ed il Dirigente scolastico nel sistema di istruzione e formazione*, Anicia, 2022; GRAZIA ANGELONI, *Organizzazioni scolastiche e reculturing trasformativo. Un modello culturale per la formazione in servizio*, Anicia, 2008; EMMANUELE ROCA, *Organizzazione scolastica ed apprendimento organizzativo - Una sfida per il governo dell'incertezza, tra flessibilità, creatività ed accomodamento situazionale - Edscuola, 2021*

