學校文化與校牧實務守則

- 學校及老師當下面對的挑戰
- 學校的文化與人事
- 校園牧者在學校服侍與人的配搭

Politically

- 教師一直在東西方價值觀挣扎
- 認同國家責任但也厭惡專制
- 社會動亂外化了內心挣扎
- 承受兩極化社會的譴責和衝突
- 學校停課讓他們暫時退出來

➔ 此後可能對政治意識、處理衝突方式及國家責任與專業精神的角力有不同看法

Socio-culturally

- 教師社群面臨不同意識形態世代交替
- 社會動盪後這種不和已經很明顯

➔ 此後跨代溝通可能是教師成長的問題

Economically

- 經濟不景和疫情並未打擊教育界
- 他們更關心社會公義而不是"經濟問題"

➔ 此後可能會特別關注貧困學生的學習

Technologically

- 教學和學生成長一直是主要關注點
- 從最創新到最保守教師都在網上工作
- 社交媒體上的不當表達而受到影響

➔ 此後在線交流可能成為教師專業問題

He-qun (Group Centeredness)

- 分內人和外人是功能和道德性
- 為維持和諧, 以妥協作決定
- 低級教師常犧牲自己的想法
- 所有老師都應該接受決定
- 教師通常對相對位置敏感
- 文化中"自我"傾向以關係定義

Zhong-yong (Mean, Equilibrium)

- 情緒控制被視為良好的表達方式
- 教師傾向間接表達消極情緒
- 外人常誤以為團隊友善團結
- 資深教師在衝突中不會站任何一方
- 這心態削弱學校在重要問題的發言

Mian-zi (Face or Respectful)

- 反映一個人尊嚴和聲望的自我形象
- 對上司做面子被認為是禮貌和必要的

Guan-xi (Social Connection)

- 中國人們通常通過幫助他人來建立關係
- 個人的成功取決於勤奮和社會關係
- 教師通常將他們的社區描述為一個家庭
- 期望資深教師在家庭中表現得像哥哥姐姐
- 學校領導則表現得像他們的父母

Ren-qing (Reciprocity)

- 有意識地贈送禮物、問候、拜訪
- 得到人情是一種"人情債", 有待償還
- 一些受學生歡迎的教師在教師間不受歡迎
- "自我隔離"是香港教育專業的問題

School as a community with

a well-defined **structure**

a well-defined **climate**

a well-defined **culture**

a well-defined **relational leadership**

三個經歷，三個感受

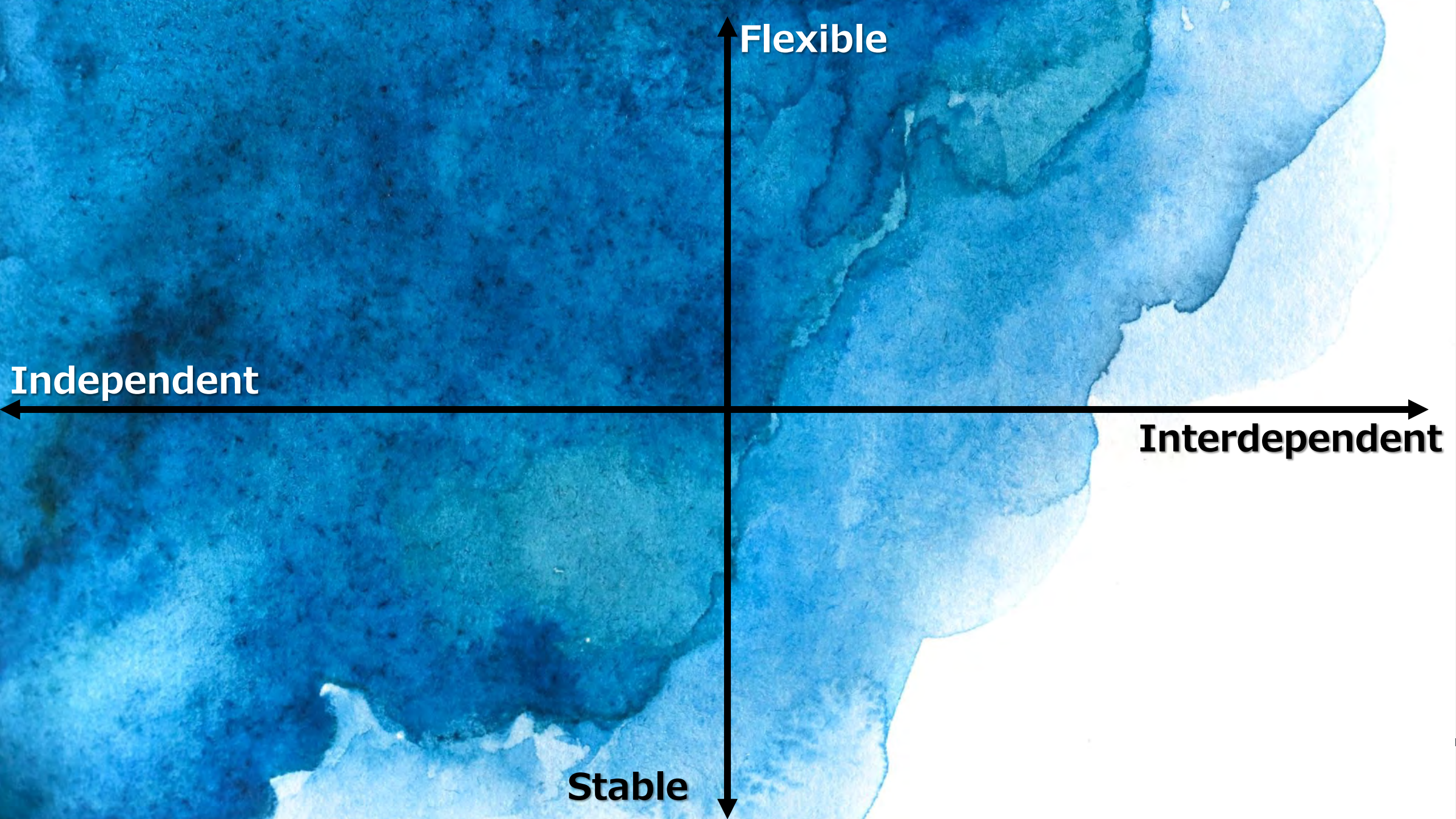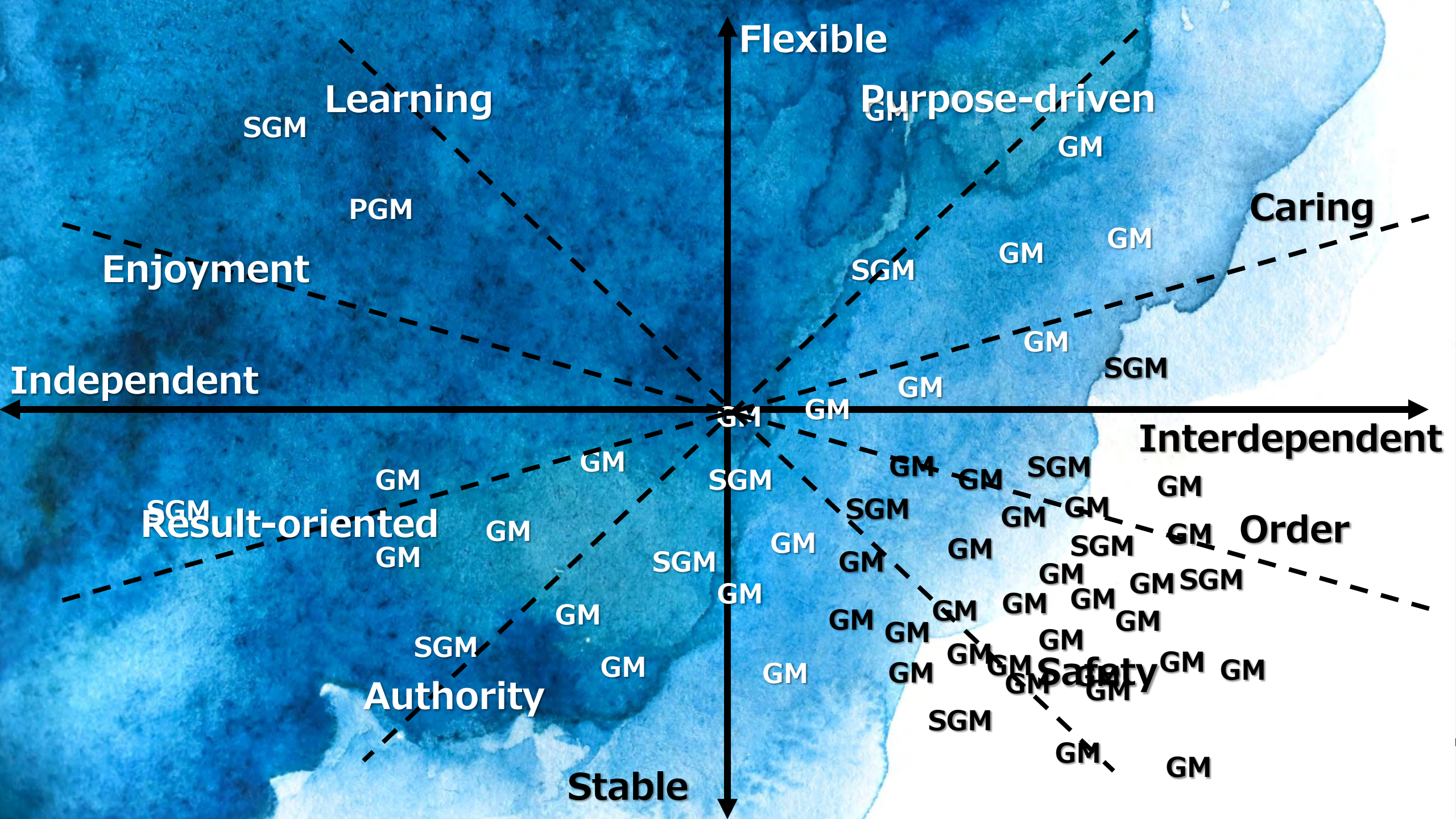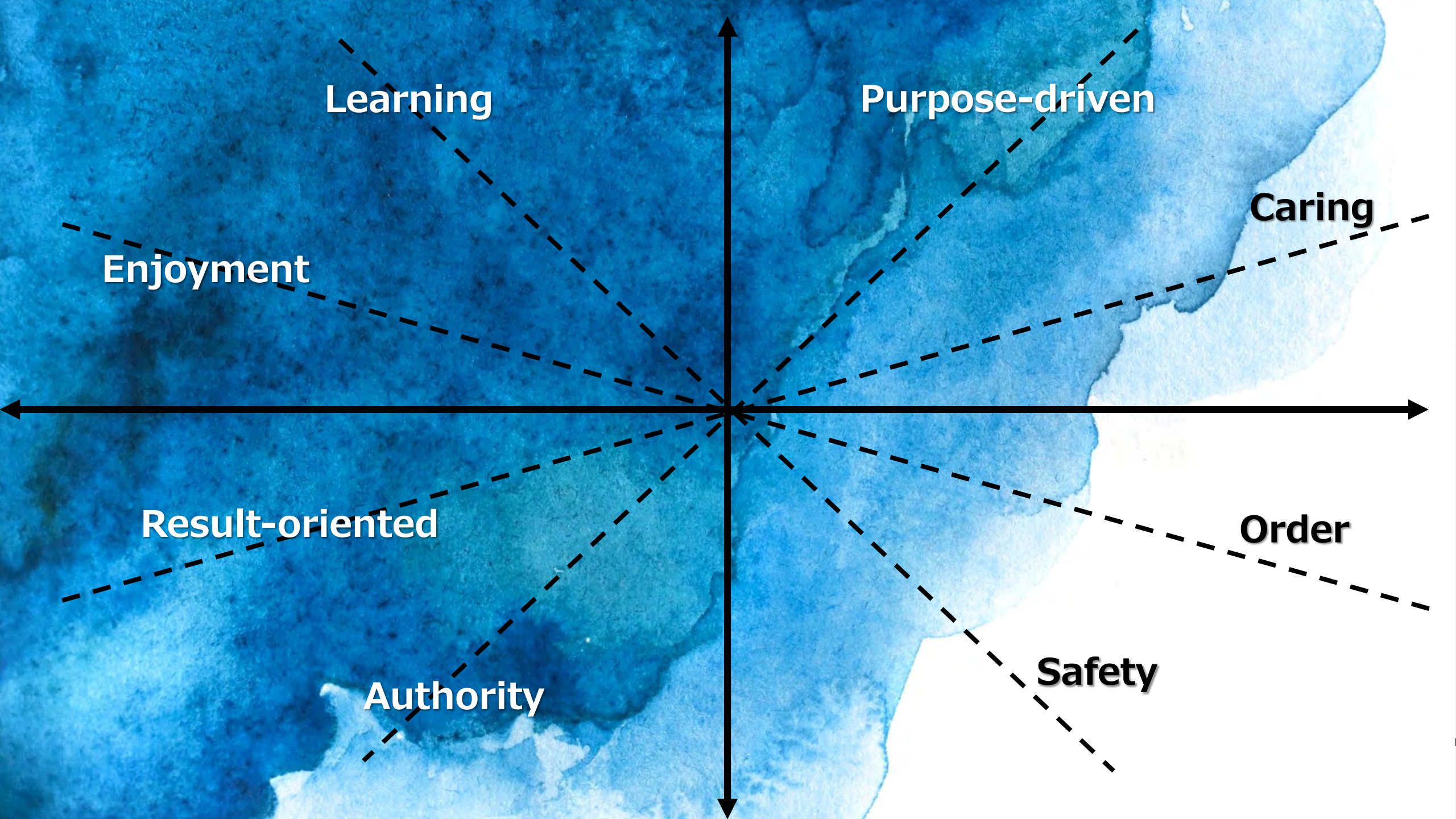| 基督教中學 基督徒老師 (約半數) 領導團隊不需要有信仰	基督教中學 基督徒老師 (全數) 領導團隊需要有信仰	基督教中學 基督徒老師 (約半數) 領導團隊需要有信仰
中央教會差派牧者牧養學校年青人, 在校內建立教會, 牧者比校長更有實際行政權	學校內置教會, 雙方沒有從屬關係, 牧者和教師之間合作相當頻密	中央教會差派牧者牧養學校年青人, 在校內建立教會, 牧者在牧養上**協助學校管理層**
校牧是一個距離相當遠, 而常在校園出現的持份者	校牧不過是人, 在處理學生成長, 甚至在屬靈上未必在團隊中發揮作用	**校牧相當重視與團隊建立互信關係**

8 Organizational Cultures

Cultures	Employees united by:	Employees are:	Current leaders	Attract people who:
Results	-Success	-Outcome oriented -Merit-based	-Goal -Achievement	Perform best in arriving at a clear goal
Authority	-Strong control	-Competitive -Look to get ahead	-Confident -Dominant	Concern own advantage over organization win
Safety	-Need to feel protected -Can anticipate change	-Risk-conscious -Conscientious	-Pragmatic -Advance planning	Like careful planning & feel included in change
Order	-Cooperation	-Rule-following -Methodical	-Shared routine -Customs	Like unambiguous and structured environment
Caring	-Loyalty	-Collaborative -Welcoming	-Sincere relation -Teamwork	Perform best in positive working relationships
Purposes	-Driving sustainability -Global communities	-Compassionate -Open-minded	-Shared ideals -Greater causes	Value impacting the world over personal goal
Learning	-Curiosity	-Inventive & creative -Explore alternatives	-Innovative -Adventure	Value learning over stability & personal goal
Enjoyment	-Playfulness -Stimulation	-Light-hearted -Happy	-Spontaneity -Humor	Looking for fun and excitement in works

Case background:

A typical local Christian aided school that has been managed by a Christian school board for 75 years is going to be studied. In the teacher community, about 60% are Christian and about 90% have been serving the school for more than 20 years. In other words, though the school has long been managed in Christian value, the value is not fully implemented in every school routine. Also, most teachers have been in school for a long time, the school culture has been well-defined by the community. As the existing principal will be retired this year, the school board wants to make an organizational change through employing a new principal from outside. The newly appointed principal has interviewed the senior teachers separately to collect their ideas on teacher development in the school. The ideas from the senior teachers are summarized below:

1. Teachers are in general cooperative and supportive to the school leadership;

2. Some senior teachers are indolent and playing poor role models for junior teachers;

3. Many capable teachers who can be promoted to a higher position are not yet recognized;

4. Most teachers are satisfied with the status quo and very concern about possible changes;

5. Operation routines have been well-defined and every teacher should follow them strictly;

6. Teachers feel professional and experience sharing within the teaching team embarrassing.