Index of School Capital

The Index of School Capital derives from a combination of a number of ‘capital’ models of school capacity building. They include Hargreaves’ (2001) notion of enhancement of outcomes partially achieved through ‘leverages’, namely, intellectual capital (what teachers know and do) and social capital (the school’s capacity to generate trust and sustain both internal and external networks). The notion of organisational capital is taken from Mitchell and Sackney (2000) and Hopkins and Jackson (2003) and its definition further defined from our own research.

Social Capital

Social capital describes professional relationships of trust and respect, dynamics within parallel leadership and in student well-being. The underpinning concept is that of relationships. Our use of the term closely resembles Mulford (2007) who asserts that in successful processes of capacity building three types of social capital are created, namely, bonding (which occurs among colleagues), bridging (which occurs between schools) and linking (which occurs between the school and its community).

Intellectual Capital

Intellectual capital describes a combination of: the creation of a school vision, identification of a school’s underpinning values, the conceptualisation and articulation of a schoolwide pedagogy, insights about school improvement processes, and student academic achievement across learning areas.

Organisational Capital

Organisational capital describes a combination of procedures for shared school planning, linkages internally and to external networks, organisation of time and space, use of technologies, curriculum design, and school aesthetics. The term organisational capital has been coined to describe intentional design, those structural organisational arrangements that Harris et al. (2003) assert generate associated synergies, interdependence and efficiencies.

Each item of the DISA is assigned to one of the three capitals – social, intellectual or organisational. The Index of School Capital indicates a value (for each capital) that is calculated by averaging the summary means for all items that are attributed to the respective capitals. The example (Figure 2) depicts the Index of School Capital from the combined perspective of the three audiences.

Figure 2: Index of School Capital
References


