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CHAPTER NINE

SCHOOL LEARNING ARCHITECTURE FOR ACTIVE CITIZENSHIP AND SOCIAL JUSTICE BASED ON ORGANISATIONAL MEANINGFULNESS

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Nowadays, educational communities have to play a larger and more positive role in society by putting the emphasis both on the socio-emotional and cognitive development of its members and the significance of their mission. The main objective of this paper is to offer a discussion framework regarding: a) active citizenship, European policy and democratic education as well as active learning and participation at school, and b) how school's learning architecture for citizenship, social justice and diversity based on the conceptualization of organizational meaningfulness may give all actors involved the tools and skills to think universally and critically, thus structuring the individuality of the modern citizen. Thus, this paper, divided into two parts, discusses the concept of active citizenship and the connection to participation by investing in the concept of organisational meaningfulness in educational communities.

The first part of this paper focuses on the role of secondary education in promoting active citizenship through participation especially the role of school councils and school rules. Furthermore, the main axes of European policy regarding democratic education are analysed while the impact of participation on students' perceptions of citizenship is underlined. Finally, in the second part, a model is presented of a school learning architecture which contributes to students' achievements and civic attitude and, places school in a direct dialectic relation with society's demands and prosperity. More specifically, organizational meaningfulness is analyzed as a key-concept which connects organisational practices, strategies and behaviours of all actors involved with transformative leadership for social justice.

Part 1: Learning citizenship, diversity and social justice at school: depicting practices, beliefs and pathologizing silences

1.1. Introduction

To start with, today's concern for the development and the promotion of active citizenship and democratic participation shows that some kind of "crisis" is perceived in the current functioning of institutions and the ordering of political and social life in the European Union and its member states. The increasing difficulty for institutions to make people accept their decisions, the absence of involvement of citizens in political and public affairs and the weakening of social links are phenomena that have led to what is referred to as a "crisis of democracy", which is underlined in public and political discourse since the 1980s. Several overlapping notions are often in use to stress the importance of the crisis, as well as the urgent need to look for solutions: "democratic deficit", "erosion of civil society" and "lack of democratic participation and governance" such as social capital (Putnam 1993).

Active citizenship and democratic participation seem to have become the common frame to face these challenges and to address tensions at different levels: the relation and possible contrast between citizenship on a global/European and a national level; the imbalance between economic and political, cultural and social

dimensions of citizenship; and the renewal of democratic participation in view of new forms of local and global governance. Additionally, several initiatives have been launched that seem to converge into a project to promote and develop active citizenship and democratic participation. As well as the assumption that the problem to be faced is the lack of active citizenship and democratic participation, the initiatives assume that active citizenship and democratic participation can and should be learned. It is evident and inevitable that education is called upon to help tackle these challenges. Citizenship education, therefore, stands at a critical point in the development of our culture. It is the point where political ideology, education policy and strategies for social inclusion meet. These three dimensions of the challenge to a new kind of community involvement are held together by a common set of values and are set against the backdrop of different but related concerns.

Citizenship is no longer only framed within juridical discourse, stressing the civil, political and social dimensions of citizenship (Marshall 1950), but is regarded as something that is in need of lifelong learning processes and of adequate policy initiatives in order to promote this kind of learning. The framing of problems in society in terms of lack of citizenship and the translation of this lack into a learning problem can be regarded as a specific way to handle the crisis. The importance of active citizenship as part of lifelong learning is acknowledged and is being recognised in education and training. But the learning of active citizenship is not only a life-long procedure but also a “life-wide” form of learning, occurring in different social contexts and taking the form of different learning opportunities (Hoskins 2006).

1.2. Active citizenship and participation

The concept of citizenship is becoming more fluid and dynamic in conformity with the nature of European societies. In this context, the practice of citizenship becomes more like a method of social inclusion, in the course of which people together create the experience of becoming the architects and actors of their own lives. Opportunities to learn and practice autonomy, responsibility, co-operation and creativity enable the development of a sense of personal worth and of expertise in confronting and tolerating ambiguities and oppositions (Abowitz and Harnish 2006).

This implies that a more holistic conception of citizenship is more appropriate to modern European society, which can incorporate legal, political and social elements as well as working critically with a foundation of diverse and overlapping values and identities. Traditions and approaches to citizenship vary across Europe, but the basic idea of democratic citizenship in modern society is that active participation and commitment to one's chosen community support the creation of knowledge, responsibility, common identity and shared culture. The potential for practicing active citizenship is structured in the first instance by a network of civic, social and political rights and entitlements, which, in the modern era, have gradually become more comprehensive in nature and have been extended to wider groups of people living in the jurisdiction of a given territory—in practice, most significantly that of the modern nation state (Biesta 2009).

Political ideas and discourses surrounding active citizenship became prominent in the '90s throughout Europe and a key factor for enhancing the democratic bases of contemporary societies. Two interrelated notions, civic engagement and political participation, intertwine to mould democratic political systems around open systems of governance, based on principles of transparency, openness, accessibility and accountability of policy processes. Facilitating active citizenship is one of the European Commission's strategies for increasing social cohesion and reducing the democratic deficit across Europe within the context of the wider Lisbon process. The Commission has so far made use of the following definition of “active citizenship” according to the research project coordinated by the European Commission's Centre for Research on Lifelong Learning (CRELL): “Participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy” (Hoskins 2006). It has been proposed that knowledge of human rights and responsibilities along with practical skills, such as critical reflection, research capability, advocacy, debating skills, active listening, problem solving, attitudes and values such as autonomy, social justice or gender equality, are important for the development of active citizenship. CRELL has provided a list of knowledge, skills, attitudes and values that are considered necessary for the attainment of active citizenship (Hoskins 2006). We should put an emphasis on the ambiguities inherent to the discussion surrounding the approach to active citizenship over the years. The promotion and development of active citizenship and democratic participation is put forward as a solution for a multidimensional crisis (political, cultural, social and economic) and there is a tendency to relate all (societal, cultural, political) problems to (the lack of) active citizenship, and to approach active citizenship as something that covers everything that is socially, politically or culturally of importance.

In the recent discourse of citizenship education, the term “active citizenship” can be understood as referring not only to the nature and the content of citizenship, but also to the process of learning. “Education and training for active citizenship” can be defined as the combination of appropriate and effective learning opportunities that facilitate or encourage active citizenship.

1.3. Citizenship learning, participation and active citizenship

Citizenship education is a curriculum subject in its own right, but it is unique and different from other subjects in three key respects:

1. Linkage with other subjects: schools are explicitly encouraged to link citizenship education with other subjects across the whole curriculum.
2. A way of life: citizenship education must be rooted in the ethos and way of life of the whole school.
3. Participation: citizenship education requires young people to learn through participation and real experience.

These three requirements form a mutually re-enforcing cycle. Pupils are expected to develop their knowledge, understanding and skills *through participation and responsible action*. According to a Commission working document, the EU should pay attention to the following five items (European Commission working paper 2003, 11):

- a. Participation is linked to individual learning processes.
- b. These learning processes must be developed in the framework of formal, non-formal and informal education which plays a fundamental role for the acquisition of social skills.
- c. Links and complementarities between formal and non-formal education must be strengthened.
- d. Experiences and projects of young people active participation must be better known and validated in each country.
- e. Particular attention must be given to young people in difficulty.

It may be broadly stated that teaching citizenship is not enough—it is the learning of citizenship which is essential and active citizenship in particular. This must comprise not only the development of intercultural understanding (the affective level), but also the acquisition of operational competence (the cognitive level)—and both are best gained through practice and experience (the pragmatic level). (Hoskins and Crick 2010). From a citizenship education standpoint, the promotion of civic competence embraces a central task of democratic life: active involvement in the affairs of the polity through education. Learning for active citizenship implies access to social responsibility, community involvement and political literacy, as well as the acquisition of the skills and competencies that young people will need for effective economic participation under conditions of technological modernisation, economic and political globalization, and transnational European labour markets. At the same time, the social and communicative competencies that are both part of new demands and which flow from changing work and study contexts are themselves of critical importance for living in culturally, ethnically and linguistically plural worlds. These competencies are not simply desirable for some, they are becoming essential for all. These objectives and educational decisions are specified according to different education frameworks, curricula and practices in connection to the sociopolitical environment and the pedagogical conditions.

Placing learners and learning at the centre of education and training methods and processes is by no means a new idea, but in practice, the established framing of pedagogic practices in most formal contexts has privileged teaching rather than learning. Teachers traditionally convey the knowledge they possess to learners, who subsequently must show what they have learned. In this approach, teaching is largely proactive, whereas learning is largely reactive. Learners must become proactive and more autonomous, prepared to renew their knowledge continuously and to respond constructively to changing constellations of problems and contexts. The teacher's role becomes one of accompaniment, facilitation, mentoring, support and guidance in the service of learners' own efforts to access, use—and ultimately create—knowledge. This means that learners become active participants in their own learning processes. Therefore, democratic and participatory pedagogies are especially important: they constitute the very essence of what is to be learned and practiced. For this reason, the rich experience of non-formal youth and adult education and training is of particular value. Less consistently subject to the demands of assessment and certification and supported by the voluntary nature of learners' participation, these sectors have found it easier to develop and maintain symmetrical relations between teachers and learners. In supporting the development of learning for active citizenship, the valorization, exchange and dissemination of good practice is likely to make a significant contribution.

The core element is the emphasis on student interactions rather than on learning as a solitary activity. Collaborative learning can be viewed as encompassing all group-based instructional methods. This model incorporates five specific tenets, which are individual accountability, mutual interdependence, face-to-face promotive interaction, appropriate practice of interpersonal skills, and regular self-assessment of team functioning. Problem-based learning is another instructional method where relevant problems are introduced at the beginning of the education cycle and used to provide the context and motivation for the learning that follows. It typically involves significant amounts of self-directed learning on the part of the students. Active learning is defined as any instructional method that engages pupils in the learning process. It requires students to

do meaningful learning activities and think about what they are doing. While this definition could include traditional activities such as homework, in practice active learning refers to activities that are introduced into the classroom. The core elements of active learning are student activity and engagement in the learning process.

1.4. Example of active citizenship in education: the role of citizenship learning in Greece

Generally, the history of the Greek educational system is strongly characterised by a central objective of building a solid national and religious identity. The Constitution provides that the key objectives of education are the physical, moral, intellectual and professional development of the Greek people, the elaboration of their national and religious consciousness as well as their training as free and responsible citizens. The importance accorded to national identity has been studied from a sociological perspective (Fragoudaki and Dragona 1997) and in relation to difficulties of cultural minorities' integration into the Greek education system (Askouni 2006). Thus, it can be argued that education policy concerning participatory democracy and its accompanying tensions is part of certain efforts to transform the "school *habitus*" of the Greek educational system, to extend the boundaries of citizenship and to recognize the same rights and obligations for all members of the educational community.

1.4.1 The role of school curricula and school councils

During the period 1997-2003, official programs were radically modified through the accentuation of the following principles: basing learning on experience and personal research rather than on the accumulation of knowledge; establishing links between school disciplines by constructing cross-thematic projects; assuring continuity of learning and encouraging student autonomy; helping students concerning "learning to learn"; promoting the use of new technologies of communication; basing learning on the conceptualization of central concepts of each discipline through problem solving methods; fostering collaborative learning and cooperation; promoting lateral projects, role-playing and theatre; fostering self-evaluation and meta-cognitive skills.

The subject "Social and Civic Education" was established as early as the mid-1980s for primary schools and in the mid-1990s for junior high schools, and continues to be used to date. This name (renamed from "Citizen Education" and "Elements of a Democratic Government") indicates the expansion of the subject's scope, linking it to efforts to change direction in terms of the general philosophy informing the lesson content. Therefore, formal teaching should no longer constitute the main factor behind the civic socialisation of young people, and the mission of civic education should extend across the entire spectrum of school work and life (Karakatsani, 2004). It appears that the concept of diffusion is being encouraged. In Senior High School, similar issues are covered by the subject "Politics and Law", whose title does not reflect the social dimension. The subject is taught for one hour a week in the fifth and sixth year of Primary School, and for two hours in the third year of Junior High School and in the second year of Senior High School (General Lyceum).

A significant turning-point in Greece as regards the content, purposes and aims of the subjects being taught was the creation of the Cross-thematic Curriculum Framework for Compulsory Education in 2003. In accordance with this framework, the standard subjects have been maintained, while at the same time promoting ways to correlate knowledge on two axes: the vertical and the horizontal. Specifically, the vertical axis connects the syllabus in a spiral fashion, from grade to grade and from level to level, while the horizontal axis connects and processes the subjects of each individual curriculum from several angles, thus contributing to the promotion of knowledge and its connection with reality.

Therefore, in compulsory education, "Social and Civic Education" has a common objective and includes 6 basic dimensions:

- *spiritual development*: knowledge and understanding of the meaning of life and of the universal and timeless values of human society
- *moral development*: cultivation of a critical spirit in matters of freedom, equality, justice, human rights
- *social, economic and political development*: knowledge, understanding and acquisition of the necessary skills for participating responsibly and actively in social, economic and political life
- *cultural development*: enrichment of national and cultural identity, realisation of the nature and role of the various groups to which one belongs and acceptance of difference and pluralism
- *development of a Greek identity* and conscience based on our national and cultural heritage
- *cultivation of social relations and social cohesion*, personal responsibility and social solidarity

Depending on the school level, these objectives are divided into individual goals which cover three areas of teaching goals, namely knowledge, attitudes and skills, while at the same time enhancing the concept of citizenship on various levels: local, national, European and global.

In Primary and Junior High School emphasis is placed on the need to cultivate critical thinking and develop analytical skills, to formulate and investigate assumptions and draw conclusions, to think creatively and express ideas. In the area of skills, social skills such as communication and cooperation, argumentation-based dialogue, decision making and problem solving are promoted. The attitudes and values hoped to be achieved are similar: development of a research attitude, an interest in social reality, a sense of collectiveness, respect for otherness, responsibility and the active engagement of citizens. Furthermore, the concept of the changeability of contemporary society is also an element for which future citizens should be prepared. The main values that are promoted are democracy, human rights, peace, international cooperation and solidarity.

In Senior High School the primary objective focuses more on civic education than on social education, and particularly on understanding the organisation and function of the state and the development of a civic conscience. Emphasis is once again placed on active participation in social and civic life. Typical individual teaching goals at this level include knowledge and understanding of the basic concepts of politics and law, as well as learning about the organisation and function of the state, the course of development of the Greek state and the constitutional history of the country. Apart from obtaining knowledge, the aim is for students to understand, criticise and assess the events and socio-political conditions in the country, in the EU and generally in the world. Emphasis is also placed on realising the importance of individual and collective engagement and action, and on being aware of one's personal, political and social rights and obligations. Becoming acquainted with matters concerning European integration and international relations is also high on the list. Reference to the role of the media is also included among this level's goals. At this level too, dialogue and argumentation skills are enhanced, while the following are promoted at the level of attitudes and values: social justice and cohesion, solidarity at the international level in order to deal with global problems and protect human rights, the development of a Greek conscience while at the same time respecting universal values, as well as respect and protection of democracy (Spinthourakis, 2007)..

Furthermore, participatory and experiential methods are promoted: dramatization, role-playing, case studies, conducting small research projects, visiting and inviting people. Moreover, group discussions on current affairs, projects, the taking of initiatives and organisation of events are also encouraged. Although the parallel use of traditional teaching methods and aids has not been ruled out, it is suggested that they be enriched and that a variety of aids and materials be utilised. A holistic and integrated approach to knowledge is also recommended.

New curricula are rather flexible and provide an active design of knowledge adapted to current social needs. However, their implementation faces difficulties due to the current daily educational practices (lack of time, traditional evaluation system, lack of financial resources, heavy administrative procedures, etc.) and the absence of initial and continuous teacher training, which cannot easily change their representations concerning learning and teaching situations. (Coloubaritsis 2007).

During the last decade, the official curricula were radically modified through the accentuation of the following objectives: learning based on experience and personal research rather than on the accumulation of knowledge; establishing links between school disciplines by constructing cross-thematic projects; assuring continuity of learning and encouraging student autonomy; helping students concerning "learning to learn"; fostering collaborative learning and cooperation; promoting lateral projects, role-playing and theatre; fostering self-evaluation and meta-cognitive skills. These curricula are very flexible and provide an active design of knowledge adapted to current social needs. Yet, their implementation faces difficulties due to the current daily educational practices (lack of time, traditional evaluation system, lack of financial resources, heavy administrative procedures) and the absence of initial and continuous teacher training, which cannot easily change their representations concerning learning and teaching situations.. (Chrysochoou 2009).

School and class councils constitute a place of development of students' initiative in school, a place where students have the experience of cooperative and democratic life through dialogue and participation. Thus, school councils contribute to the dual mission of secondary education: learning and education (Karakatsani 2004). Yet, no reference is made to specific rights and obligations of students, neither to tasks that they are invited to assume in these decision-making processes. Procedures for establishing rules that are necessary to regulate all these actions are not specified. Students and parents are rarely consulted on important decisions concerning the school. Student delegates participate in school councils, but their presence appears to be a formality and their opinion on key issues of school life is not taken into account. There is also no training or orientation explaining to delegates the tasks and competencies that they are invited to develop.

1.4.2. Educational Projects, school rules and active citizenship

In the context of modernisation of the Greek education system, one innovative measure which has been established in schools is the so-called "optional educational project". These projects aim to motivate teachers to

conduct innovative actions in one of their areas of interest. The content of these projects can be very diverse: citizenship, health, sustainable development education, artistic and cultural education, cooperation between schools via participation in different European projects, or in connection with values, human rights and intercultural education. Most of them take place outside of scheduled school time and are funded by the Minister of Education or by the European Community. These practices are based on “project methods”, problem solving, or experiential methods. These programs appear to introduce the foundations of a “spirit of cooperation” (in Hargreaves’ (1994) terms), which is not encouraged by the “school *habitus*” and the daily school routine in the Greek primary and secondary schools (Pagoni, Karakatsani, Stamelos, Spinthourakis, Etienne 2010).

In general, civic education in Greece aims at establishing linkages between national, regional and international frameworks of co-operation, through which students are given the opportunity to develop their knowledge, discursive qualities and analytical skills on a range of issues that fall within the wider domain of civics and, by extension, in the field of education for democratic citizenship and human rights education. The latter aspects of the educational process are only now beginning to take shape in a systematic and, where possible, multidisciplinary manner: a new approach to citizenship education is being developed, employing participation, discussion and analysis in pursuit of a more democratic and active citizenship.

Part 2: A model for school learning architecture for learning citizenship, diversity and social justice based on organisational meaningfulness

2.1. Designing school learning architecture

Democratic societies need active, responsible and informed citizens who are able and willing to contribute responsibly to political procedures by knowing their rights and obligations. Thus, modern school should be the engine of change within the community, especially towards capacity building and cultural change by highlighting the necessity of active citizenship and life skills development.

In the framework of their role as providers of quality education, educational communities, through education, learning and socialization, have to play a significant role in fostering students’ socio-emotional health, cultural knowledge and cognitive development so that they will be able to cope with the roles they adopt as adults. Nowadays, the general socio-economic context creates a new framework for educational and social needs, whereby the school is invited to contribute primarily to the formation of personality and the psychological world of students putting the emphasis on forming principles and core values as well as collaborative skills. At this point, we have to underline the importance of “key competences” in social issues which aim at contributing to the ongoing re-conceptualisation of skills and operate within the context of a changing balance between technocracy, pedagogy and politics. To be more specific, key competencies refers to a combination of knowledge, skills and attitudes, that support “personal fulfillment, social inclusion, active citizenship and employment” and ensure that all citizens, including “vulnerable groups”, are able to achieve these competencies through education (Papadakis, et al. 2012, European Council 2006). So, at this point, educational communities have to raise the question: *How do we manage to complete our mission and goals for civic education and equity of opportunities, on the micro and macro-level and, at the same time, create a dynamic dialogue with the new complex and diverse society?*

Usually, the approach to such a puzzling question is to see school life and functioning by applying external criteria and trying to adapt school operations according to them. Nevertheless, we propose that, it would be wiser to focus on schools’ “learning architecture” which is the process that depicts the “*agreed-upon learning needs, learning strategies and delivery strategies for all of its training*” (Bersin 2008). This gives school designers, leaders and teachers a clear view regarding the “whole picture” of a school’s functioning so that school designers, leaders and teachers will be able to focus on problems and the appropriate approaches and tools to overcome them building upon organisational culture of shared knowledge and learning.

Undeniably, this is a crucial challenge for modern schools, since social stereotypes and prejudices raise obstacles and barriers to our understanding and management of diversity. Subsequently, due to obsolete practices and beliefs as well as to pathologizing silence¹ and inertia, students—especially those belonging to minorities and other sensitive social groups—appear to become more vulnerable when their skills, talents and knowledge are contested due to social stereotypes and prejudices.

A school’s learning architecture can play a pivotal role in organisational efforts to foster a learning culture and achieve a school’s mission and goals—and seems to engage educational leaders to “think like architects” (Houston 2010, 126): to re-design and re-think the educational system, the functioning and processes within the

¹ By “pathologizing silence” we mean organizational silence which is a psychological phenomenon, according to which employees do not express their personal points of view because they are afraid of being marginalized within the organizational context. Undeniably, this has negative effects on a personal and organizational level since problems and dysfunctions are accumulated and the flow of information is inhibited.

school in order to ensure that all students learn at a high level. More specifically, it refers to schools' capacity building to develop core values and principles, strategies, methods and tools based on the shared knowledge with a view to embracing change. As far as students are concerned, learning architecture is a flexible process that connects students to behavioural outcomes and change, while it supports their development. As a process, it offers them the ability to optimise time and resources and, influences the context in which they operate and interact, while at the same time offering all actors involved the capability to think out of the box and adapt to a evolving context.

To conclude, we assume that, in order for school architecture to be successfully developed, core values are needed which will motivate all actors involved and permit schools to evolve, highlighting the necessity of collectively built knowledge as well as the importance of schools' positive contribution to society. On the other hand, we have seen very significant changes in Greece to the nature and organisation of schools' functioning and services in order to be able to respond to various external and internal pressures. In this sense, we stress that, meaningfulness is a key-concept for an educational organisation to reach its vision and goals and become a learning organisation with a positive role and in a dialectic relation with society. The importance of "organisational meaningfulness" and its potential meaning are further addressed below.

2.2.Designing the parameters of organisational meaningfulness at school

2.2.1.Organizational meaningfulness defined

Many scholars have recognized the significance of organisational meaningfulness and define it as the value of a work goal or purpose, judged in relation to an individual's own ideals or standards (Hackman and Oldham 1980; Renn and Vandenberg 1995). More specifically, organisational meaningfulness refers to the purpose, the values and, in general, the socio-affective and cognitive aspects of the organisation's functioning as reflected in the leadership dynamics, in the positive prospects for realising human potential at work, in communication processes, and in the organisation's dialectical relationship with the environment.

Within the organisational context, designing and fostering meaningfulness could be, on the one hand, changing the nature of relationships among actors involved, and, on the other hand, promoting organisational goals, values and beliefs (Pratt 2000) by enriching membership and tasks.

Given the aforementioned discussions of the concept, we can assume that, at the micro-level, meaningfulness is mostly associated with working conditions and processes which facilitate the development of human potential, whereas at the macro-level the term is related to organisational identity, reputation and legitimacy putting the emphasis on the dynamic role that organisations have to play in our societies. Meaningfulness is associated with identity or desired identities and creating meaningfulness is—in one sense—a means to enhance performance (Peterson and Seligman 2004), whereas the loss of a social identity can be associated with meaninglessness (Florian and Snowden 1989; May, Gilson and Harter 2004).

Scholars argue that leadership style, organisational culture and, organisational justice (Cameron and Quinn 2005; Cropanzano et al 2001) can influence and shape employee's perception of the meaningfulness of their work tasks, goals and relations. It appears that there is a strong relation between psychological meaningfulness and workplace dimensions such as job enrichment, work role fit and co-worker relations (May, Gilson and Harter 2004; Brief and Nord 1990; Shamir 1991) as well as with work engagement (May, Gilson and Harter 2004). In this sense, meaningfulness at work is related with the fulfillment of needs for meaningful existence as well as with meaningful tasks, meaningful goals and meaningful relations (Cardador and Rupp 2010). Interestingly, meaningfulness is an important psychological state or condition at work (Hackman and Oldham, 1980) while employees are considered to have a primary motive to seek meaning in their work (Frankl 1992; Britt 1999) and fulfillment through self-expression (see Peterson 2011; Peterson and Seligman 2004, Shamir 1991). Thus, work that is experienced as meaningful by employees seems to facilitate both their personal growth and their work motivation (Spreitzer *et al.* 1997).

Furthermore, organisational meaningfulness seems to be connected with positive organisational constructs such as organisational citizenship behavior (OCB) and prosocial behaviours (such as prosocial silence and prosocial voice). OCB² has a profound impact on individual and organisational functioning, is strongly correlated with indicators of employee effectiveness (Yen and Niehoff 2004) and organisational success (Podsakoff et al. 1996), with "psychological capital" and "organisational prosperity" (Walumbwa et al. 2011), with the level of organisational fairness (MacKenzie 1993), with job satisfaction and positive mood (Netemeyer et al. 1997) and, with trait of consciousness (Lapierre and Hackett 2007).

² OCB involves participation in activities or actions that are not formally a part of the job description, but that benefit others and the organization as a whole (Borman 2004). In general, OCB reflects a concern for other individuals or organizational welfare. In recent years, organizational citizenship behavior has become of great interest to organizations and many scholars have conducted research in this field (Podsakoff, MacKenzie, Paine and Bachrach 2000)

Moreover, research in the field of positive organisational behaviour³ (Peterson and Seligman, 2005) shows that positive organisational constructs such as positive affectivity, positive reinforcement, procedural justice, job satisfaction and commitment, pro-social and organisational citizenship behaviors, etc., may have a great impact on organisational life. To be more specific, organisational voice refers to organisational procedures enhancing justice judgments and encouraging employee's active participation in decision making (Bies and Shapiro 1988; Folger 1977; Lind et al. 1990). Indisputably, leaders' capacity to create a strong and transparent organisational culture reflecting and fostering a commitment to integrity and social values would improve the whole organisation's performance by facilitating internal behavioral consistency (Sørensen 2002) and by inspiring all actors involved. It is obvious that, when individuals are treated with dignity, respect and value for their contributions, and not simply as the occupant of a role, they are likely to obtain a sense of meaningfulness from their interactions (Locke and Taylor 1990).

Based on the above concepts which enrich our general understanding of the organisational dynamics, we propose the idea that these assumptions may be applied in the educational context as well. Thus, we posit that efforts to improve schools' learning architecture for citizenship, social justice and diversity should build upon the enlargement of our knowledge about schools' meaningfulness, leadership and curricula and, should embrace the ideals, values, and processes of democracy.

2.2.2. Organisational meaningfulness: a key-concept in the school

Organisational meaningfulness provides a theoretical framework linking the experience of school life with the need for contribution to a society of increasing change, while at the same time encouraging stakeholders to understand, guide, influence and manage these transformations. Further, the conceptualization of "organisational meaningfulness" links individual effort and performance with organisational performance and results, fosters active participation and dialogue within the school, embraces creativity and experiential learning as a source of energy and renewal, facilitates school communities to be aware of and interact with their environment, allowing them to look beyond the immediate context, and advances understanding and human well-being. Thus, organisational meaningfulness' theoretical framework provides a unique opportunity for school communities to link trust in organisations (Edmondson and Moingeon 1999) with social capital (Dewey 1900. Bourdieu 1972, Cohen and Prusak 2001) and civic engagement and, constitutes a challenge that educational communities have to accept and embrace.

Expanding these assumptions, we can assume that there exists a relationship between teacher's role (what a teacher does), teacher's group affiliation (who he/she is) and meaningfulness (why he/she is choosing these methods/practices in this educational unit). To be more specific, organisational meaningfulness at school seems to be a dynamic state which positively affects teachers' attitudes and engagement towards their work and makes them completely revise their role by putting the emphasis on practices and methods which foster students' achievements and civic engagement. In this sense, at the micro-level, teachers who are engaged in prosocial values such as cooperation and altruism and see their work as meaningful may be concerned with processes and practices which facilitate, on the one hand, the creation of a strong school culture and, on the other hand, their students' potential development. At the meso/macro-level, they may focus on the dynamic role that school has to play in our society.

At this point, we posit that, through organisational meaningfulness, there could be a *fundamental rethinking of content, delivery, and assessment* (Brown 2004, 88) so that students gain knowledge and, engage in critical reflection that raises their consciousness (Young and Laible 2000, 392) and gives them a sense of accomplishment. More specifically, curricula, team interactive work and experiential activities which are built upon the concept of organisational meaningfulness and which are orientated towards the enhancement of

³ Silence and voice are both behaviours which are complex and multidimensional in nature and depend on actor's motivation to *withhold or to express ideas, information, and opinions* about work-related improvements (Van Dyne, Ang, Botero 2003). Interestingly, the conceptualization of employee silence and voice can be extended to include prosocial motives and values. In this point, prosocial values originate from a concern for the other and a desire to be helpful. Consequently, people engaging in OCB, because of prosocial values such as cooperation and altruism, are genuinely concerned with the welfare of others and, subsequently, with what is of benefit to the organisation (Rioux and Penner 2001).

students' life skills⁴ regarding civic attitude and citizenship, would help students develop socio-emotional and cognitive aspects of their personality so as to successfully face challenges such as bullying and discrimination, while at the same time giving them voice to participate actively and contribute positively in their school, community and society. Certainly, in the new socio-economic and political global context, soft skills development can play a very important role in the construction of civic identity, responsibility and engagement as well as political consciousness, tolerance and acceptance of the other. Interestingly, many scholars argue that students may benefit from stimulating curricula and activities that give a meaning to school life (Knapp et al. 1995; Gamoran et al. 1995) and that take into account students' diverse backgrounds (Foster 1995; Ladson-Billings 1994). Given the fact that learning should be achieved through active acquisition and should have an experiential character (see Bruner 1996; Dewey 1938, 1960; Duckworth 1964), and that the learner must acquire knowledge through social transfer (Dewey 1916, 1980; Piaget 1977; Vygotsky 1978), we can take as read the importance of a model of educational leadership based on positive organisational constructs, citizenship behavior, prosocial values and behaviours and experiential methodologies and tools which would put all actors involved in a dialectic relation with modern society and would foster a learning architecture for social justice, diversity and citizenship, creating the "*conditions under which all children can learn*" (Shields 2010, 582).

2.3. Managing of meaning at school and transformative leadership for social justice

It is important that the school community plays a formative role in facilitating new multicultural citizenship education, balancing unity with diversity (Banks 2001), and contributing to the defense of universal values, of human rights and fundamental freedoms. Therefore, the challenge for modern schools in terms of their mission is to completely revise their philosophy and practices, open the dialogue in socially just and constructive ways with all stakeholders (principals, teachers, students, parents, academics, local community and NGOs) and re-consider objectives and goals in order to be less meaningless for its members. It is obvious that school leadership is a critical factor for organisational sustainability and growth (Bourantas 2005, Vacola and Nicolaou 2013) and vital to school effectiveness (Marzano, Waters, and McNulty 2005). In this sense, transformative school leaders must illuminate the process of making school meaningful and, must have skills so as to lead socially just schools, fostering *the academic success of all children through engaging in moral dialogue that facilitates the development of strong relationships, supplanting pathologising silences, challenging existing beliefs and practices, and grounding educational leadership in some criteria for social justice*" (Shields 2004). We support the idea that organisational meaningfulness could play a key role and could be a compass in school life since organisations that focus on *amplifying positive attributes such as loyalty, resilience, trustworthiness, humility, and compassion--rather than combating the negatives--perform better* Ramlall, et al., 2014).

In this sense, given that meaningfulness could have significant positive relations with teachers' engagement and very strong relation with teachers' job enrichment and work role, we posit that, educational leaders' concern for establishing a fruitful cooperation with teachers as well as providing them with meaningful professional opportunities and models of best practices could be a cornerstone for creative and meaningful work in schools in the interest of the common good, enhancing positive outcomes for both school members and society.

Thus, in the framework of managing organisational meaningfulness, it is absolutely necessary to foster a model of educational leadership which puts the emphasis not only on school's functioning but, plays a transformative role beyond its typical role and contributes to students' participative citizenship facilitating a more meaningful and responsible way of life (Banks 2004), emphasizing *moral values, justice, respect, care, and equity* (Cambron-McCabe and McCarthy 2005). Operating from this perspective, school leaders should acknowledge inequities, obstacles and dysfunctional processes and, should try to inspire all actors involved to transform school into a learning community, enhancing the opportunities for a socially just form of education.

From the above, we can conclude that, in the framework of school architecture for learning citizenship, diversity and social justice based on organisational meaningfulness, educational leaders should: a) develop a deep knowledge regarding meaningful school change and be aware of their transformative role; re-consider organisational mission, goals, practices, tools and methods, evaluation and reputation by putting emphasis, on the one hand, on organisational meaningfulness for a socially-oriented school reflecting emerging social demands, and on the other hand, on bridging the gap between theoretical and experiential learning for all

⁴ Life skills development is connected with the capacity of a society to identify, analyze, collaborate and solve pressing needs and, at the same time, to increase active participation and effectiveness. Life skills development comprises a wide range of fields such as human rights, social justice, values and diversity in our world seen as a global community, and a wide range of skills such as resilience, respect, courage, cooperation, empathy, self-awareness, communication skills and team-work.

students; b) practise leadership by opening up dialogue with all actors involved; encourage and facilitate teachers to completely immerse themselves in their work by engaging their cognitive, emotional and physical dimensions at and in their work (Kahn 1990); create conditions for meaningful work, thus fostering active participation, motivation as well as personal growth (Spreitzer, Kizilos, and Nason 1997); help to provide meaningful and equal learning opportunities through activities and tools that correspond to their students' needs and; bring social justice, citizenship and equity issues to the consciousness of all actors involved and work with them to take ameliorative action; c) ensure that all students—even those who have been marginalised or feel they are struggling in school—have equal opportunities for learning; bring a broader perspective about the significance of strengthening democratic processes and increasing students' life skills, citizenship competencies and civic responsibility so that students can more effectively adapt to modern diverse societies.

3. Discussion

Today's concern for the promotion and development of active citizenship and democratic participation clearly indicates that some kind of "crisis" is perceived in the current functioning of institutions and the ordering of political and social life in the European Union and its member states. The importance of active citizenship as part of lifelong learning is acknowledged in this chapter, and is being recognised in education and training. Interestingly, in the last few decades, emphasis has been given to the question of citizenship, the promotion of a democratic culture and the formation of democratic dispositions and allegiances as a part of educational community's responsibility. Furthermore, in recent years, many scholars have stressed the importance of organisational meaningfulness as a necessity for growth within the educational community, both at micro and macro-levels, with a view to putting the school into a more dynamic relationship with society, through a clearly articulated shared vision, drawing on the commitment and responsibility of all actors involved.

Based on recent literature and trends, we have tried to define the framework for an effective school learning design anchored in universal values, human rights, democratic management and socially just processes as well as revitalised curricula and procedures. It is our proposition that organisational meaningfulness would act proactively for the common good of all stakeholders and would be an investment for school growth and, thus, societal prosperity, especially in times of crisis.

More specifically, the aim of the present chapter has been a) to present some aspects of the current situation regarding civic education, social justice and diversity in Greece, b) to underline the existing gaps between school policy, curricula design and students' needs, c) to highlight the importance of school learning architecture for citizenship, diversity and social justice by referring to its fundamental components, d) to offer additional insights with respect to organisational meaningfulness and the way it could be connected with and contribute to an effective educational leadership which reflects and proactively meets society's complexity.

Indisputably, the management of organisational meaningfulness constitutes a challenge, while at the same time being a strategic means for school designers and leaders to foster organisational growth and sustainability as well as social justice and civic engagement. We advance the perspective that education should be "just, optimistic, empathetic, and democratic" (Kincheloe and Steinberg 1995) giving powerful and stimulating learning opportunities to all students. In our view, there is a great need for existing practices and curricula to be subject to systematic context-based review, enrichment and synthesis.. Thus, our attempts should be concentrated on considering school as a collaborative community and as the engine for meaningful change in and of communities, moving beyond pathologising practices which reproduce inequalities and divert its members from the school's real vision and purpose.

Thus, we strongly believe that we have to dream, design and fight for a school learning architecture which expresses and reflects individual, contextual and environmental needs for meaningful change.

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