

School hierarchy

[Education](#)



School Hierarchy al Affiliation School hierarchy School attendance in the United s is compulsory under the requirements of the K-12 system, the school management is given the mandate to run the school and ensure that all children are included and their education needs taken care of. This should be done irrespective of their special needs, gender, race or socio-economic conditions. To effectively run the schools as required, the management requires periodically to make and implement decisions to ensure that all the activities are in line with the requirements and regulations. These decisions make the system a success (Brazer, Rich, & Ross, 2010). The ability to ethically implement decisions in schools is a function of the school management. Different characteristics school hierarchies exist and have their direct effects on the implementation of decisions. This paper will look into the characteristics that are detrimental to the ethical implementation of decisions

Top-down communication in school hierarchies.

This is the characteristic of school hierarchies that recognizes only a single channel of information flow. In such hierarchies, the top management are the sole source of information. The decisions made at the top flow downwards and access to feedback is limited. When this happens, the ethical requirements of the community such as inclusion of students with special needs do not obtain feedback from the community (National Research Council, 2012). The lack of feedback deters application of evaluation measures and is thus detrimental to the implementation of ethical decisions.

Limited involvement of the stakeholders

Decision making is an activity that should be done with precautions. The precautions ensure that there is ethicality in the decisions and that the

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implementation of the decision will have the intended effects on the involved parties. When this is done, positive outcomes are anticipated and achieved (National Research Council, 2012). To achieve such a situation, the school should involve all the relevant stakeholders to ensure that all the affected people are consulted before decisions are made. This ensures that there are no complaints regarding the decisions and their ethicality. When the stakeholders are not involved in the school hierarchy, the decisions made are hard to implement.

Non-objective-based hierarchies

Any organizations should have all their activities directed towards the achievement of set objectives. This is also true for school hierarchies. When the hierarchies are based on objectives that are ethical, the activities and decisions made are directed towards the achievement of the objectives (Brazer et al., 2010). When; however, the hierarchies are not based on ethical objectives, the implementation of decisions even when they are ethical cannot be implemented fully.

Failure to recognize diversity

In any activity involving a large community, it is necessary to ensure that the systems identify recognize and consider the available diversity. For the education system, the school hierarchy should identify and recognize diversity. This helps to ensure that the decisions that are made are made with the special groups of people be their races, and cultures or abilities are considered (Brazer et al., 2010). When a school hierarchy fails to recognize the diversity that exist in the community that it claims to serve, then the implementation of ethical decision that the hierarchy and the education sector will be negatively affected.

References

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