



# BISD Learning Report

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## ❑ Learning Organization?

The primary purpose of the school is identified in a way that defines the student in a passive or submissive role-for example, the student as a product or client.	There is a well-articulated set of moral and aesthetic norms that clearly define the core business of school as the creation of engaging work for students.
Student docility and compliance are defined as virtues.	Students are viewed as volunteers rather than conscripts, and it is assumed that for students to learn what the community wants them to learn they must be provided with work that has qualities and characteristics that respond to their own motives.
Classroom is well-managed.	Classroom is highly engaged.
Teachers are customarily viewed as employees and as lower-level members of the adult hierarchy.	Teachers are viewed as instructional leaders and curriculum designers.
The principal is usually viewed as the first-line supervisor.	The principal is expected to be a leader of leaders within the school.
Management by memorandum is typical.	Conversation and dialogue serve as the primary tools for building and maintaining the school culture and for ensuring the disciplined pursuit of a shared vision of the future.
Coordination of effort is a management function.	Central office staff are expected to work to develop the capacity of the school district and the community to support and sustain innovations that promise to increase the quality of schoolwork provided to students.

## ❑ Article [Bureaucracies and Learning Organizations](#)

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TOMORROW.