

Model 1

## WHAT KINDS OF ORGANISATIONS ARE SCHOOLS?

Type <b>Impersonal</b>	Type <b>Sentimental</b>	Type <b>Person-centred</b>	Type <b>High Performance</b>
Relationship between the Functional and the Personal  <i>The Functional marginalises the Personal</i>	Relationship between the Functional and the Personal  <i>The Personal marginalises the Functional</i>	Relationship between the Functional and the Personal  <i>The Functional is for the Sake of / expressive of the Personal</i>	Relationship between the Functional and the Personal  <i>The Personal is used for the sake of the Functional</i>
Mode <b>Mechanistic Organisation</b>	Mode <b>Self-Indulgent Community</b>	Mode <b>Learning Community</b>	Mode <b>Learning Organisation</b>
Organisational Attitude towards Community  Community is unimportant / destructive of Organisational Purposes	Organisational Attitude towards Community  Community has no Organisational Consequences or Requirements	Organisational Attitude towards Community  Organisation exists to promote Community	Organisational Attitude towards Community  Community is a Useful Tool to Achieve Organisational Purposes
Relation to Outcomes  <b>Efficient</b>	Relation to Outcomes  <b>Ineffectual</b>	Relation to Outcomes  <b>Morally and Instrumentally Successful</b>	Relation to Outcomes  <b>Effective</b>
Form of Human Unity  <b>Mechanistic</b>	Form of Human Unity  <b>Self-Regarding</b>	Form of Human Unity  <b>Person-Centred</b>	Form of Human Unity  <b>Organic</b>

## PEDAGOGY / TEACHING

Type <b>Impersonal</b>	Type <b>Sentimental</b>	Type <b>Person-centred</b>	Type <b>High Performance</b>
Pedagogic Orientation  I teach subjects not students	Pedagogic Orientation  I teach students not subjects	Pedagogic Orientation  Teaching subjects/getting results is only justifiable if it helps students to become better persons	Pedagogic Orientation  Teaching is about getting results
Form of motivation  Intrinsic subject standards	Form of motivation  Ipsative (own best performance); no reference to others	Form of motivation  Ipsative (own best performance); and emulative (stimulated by excellence / creativity of others)	Form of motivation  Competitive
Motivation  Do it because the subject is important	Motivation  Do it for me (your teacher)	Motivation  Do it because you think it is worthwhile and interesting	Motivation  Do it because the results matter (to the school as much as / more than to you)
Mode  Teacher as pedagogic technician	Mode  Teacher as therapist	Mode  Teacher as educator of persons	Mode  Teacher as persuader
Content  Tightly controlled by the teacher; not negotiable	Content  Fluid, no interrelation or interconnection, coherence	Content  Discussed at each point; joint decisions	Content  Teacher controls engendering 'ownership' in students

## RECORDING AND REPORTING

Type <b>Impersonal</b>	Type <b>Sentimental</b>	Type <b>Person-centred</b>	Type <b>High Performance</b>
Mode Systems dominated implementation	Mode Well-intentioned, vague exhortation	Mode Dialogic, emergent action	Mode Teacher-dominated negotiation
Place of Comments  <u>Either</u> no place for comments <u>or</u> undeviating use of comment bank	Place of Comments  Comments without focused reference to outcomes	Place of Comments  Negotiated comments about a range of processes and outcomes; includes the unanticipated	Place of Comments  Comments targeted primarily at publicly visible outcomes
Relationship between Performance and Effort  Performance dislocated from effort	Relationship between Performance and Effort  Effort and personal engagement dislocated from performance	Relationship between Performance and Effort  Achievement understood holistically with effort and outcomes seen as interdependent and equally important	Relationship between Performance and Effort  Effort and performance important, but effort mainly significant in its contribution to institutional results profile