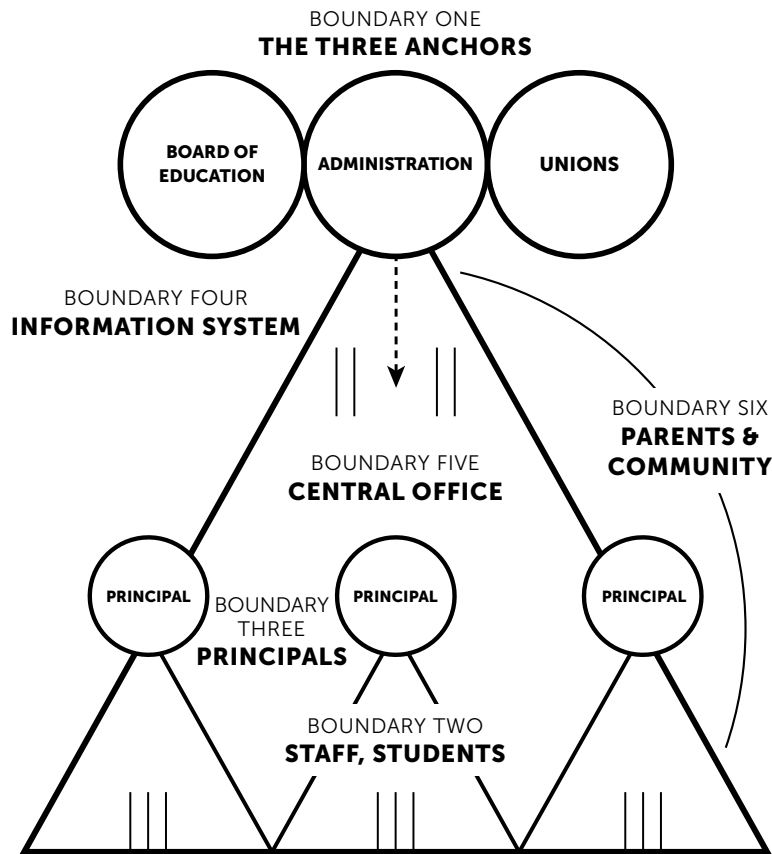


# The Six Boundaries of a School System: Assessing Our Work

Adapted from  
*Restructuring Our Schools: A Primer on Systemic Change*  
 by Dr. W. Patrick Dolan



The Six Boundaries: W. Patrick Dolan



Videos



## The 6 Boundaries of a School System

[turnweb.org/dolan-6-boundaries](https://turnweb.org/dolan-6-boundaries)

Dr. W. Patrick Dolan, a longtime consultant for the Consortium for Educational Change (CEC), provides an orientation to CEC's framework for organizational development and systems change. Dolan creates a "visual map" of the school system to depict the roles and relationships of the 6 Boundaries of a School System.



## Building Collaborative Structures: A Systems Approach

[turnweb.org/dolan-building-collaborative-structures](https://turnweb.org/dolan-building-collaborative-structures)

An analysis of the 6 Boundaries of a School System provides useful data to assist schools and districts in building and aligning collaborative leadership structures system-wide. Dr. Patrick Dolan provides an overview of how to establish an organizational change process in school systems.

## The Six Boundaries of a School System

### BOUNDARY ONE **THE ANCHORS**

This comprises three major players whose jobs, morally and legally, are to anchor the system from the top. The elected school board expresses the educational goals of the community and translates that into policy directions. The administrative leadership team is responsible for taking the policy directions of the board and the resources allocated by the community to organize the highest quality and most efficient delivery of public education. The organized labor leaders are elected to represent their members and their rights within the work setting.

Each of the three anchor positions of Boundary One represents distinct legal and moral obligations. If you want to achieve any significant change within the larger system, you must find a way to move three of ten adversarial relationships toward a more trusting, collaborative, and supportive relationship that frees the rest of the system to act differently, even as they retain their separate functions.

### BOUNDARY TWO **TEACHERS, SUPPORT STAFF, AND STUDENTS**

Boundary Two includes the people who do the real work of the system – the teachers, support staff and students. In school systems, teachers teach and children learn. It's the bottom of the pyramid, often un-empowered and disconnected from the decisions made in the system that impacts their work – resulting in alienation from the system.

One of the most damaging outcomes in this scenario regards the issue of "responsibility." The higher levels of authority have been taught that they are responsible for the quality and efficiency of "those below," which pushes managers to develop fairly complicated methods of monitoring, controlling and assessing who is, and who is not, in compliance with the myriad of policies, rules, regulations and initiatives.

As federal and state policies and initiatives multiply and rain down on districts, schools and teachers – open dialogue fades away, classroom teachers and students withdraw from the system, and eventually away from their own responsibility for their work.

The unique worker in education is the student. His or her work of learning is, of course, the real work, and all others are present to support this effort. Yet, who is responsible for this effort? All you have to do to answer that question is look at who directs, controls, monitors, evaluates, rewards and punishes in this particular pyramid. It soon becomes clear that it is the adults who have the information, the power, and by extension, the responsibility. Predictably, too many students display the same attitudes as workers in an industrial enterprise: hopelessness, powerlessness, anger, sullenness and finally deep alienation.

It may seem curious to group the teacher and the student together in a single categorization. But as you look at the two types of workers at the bottom of the educational pyramid, you will see that both are powerless, and both have had responsibility for their performance taken out of their hands, and assumed by those "above."

### BOUNDARY THREE **THE PRINCIPAL**

In the classic organizational pyramid, authority and strategy are held at the top. The middle manager, the principal, often acts as the shock absorber in the system. The most effective principals, interrupt the constant stream of demands and requests from above, soften the frustration and anger from below and mediate the tough issues between the two levels, protecting the site and its work from unreasonable demands. They shelter the "troops" and when a command comes down that can't be avoided, they call their troops together and say: "Here is one we cannot dodge. How do we figure this one out?" The

## The Six Boundaries of a School System

staff works with the principal in developing a plan that allows them all to stay afloat.

The principal's role is a tough one in the system. If the command sees them aligned with the "troops," they may be viewed as too close to the "troops" and unable to carry out the demands. If their staff members see the principal aligned with the top and ready and willing to carry out their demands regardless of the implementation challenges, they may not follow their site leader.

### BOUNDARY FOUR

#### **THE INFORMATION SYSTEM**

Boundary Four is the information system developed to answer the essential question – "How are we doing?" Every functioning system must have a clear set of objectives and a way of gauging its performance. Typically, objectives are set at the top and sent down in the form of specific directives to the middle via the principals, who are then charged with implementing, measuring, and reporting progress back upstream. In a typical system, Boundary Four very often exists for the benefit of the

"central office." The information that is accessible to the teacher is too often not helpful, not timely, and has very little to do with what actually is going on in the classrooms. As a result, "someone else" is responsible for the work, and the teacher and students are there only to carry it out.

If you are going to redesign an educational system so that it places responsibility for quality where it belongs – with those who do the work – then they have to help create the vision, the goals, and the measures that are relevant to them. It is important to note that Boundary Four is continuous. You must constantly be working on it to keep the system listening, learning, communicating, and improving (i.e. pushing and pulling itself.)

### BOUNDARY FIVE

#### **THE CENTRAL OFFICE AND SPECIALISTS**

School systems rely on experts in curriculum, assessment and instruction, special education and other educational areas to provide support and enhance the knowledge and skills of educators throughout the system. These are essential skills. The problem is what we have done with these specialists. They are often situated high up in the system, where they have become part of the command structure. Suddenly, their job isn't just to help and support the real work but to monitor, control, police and evaluate.

The students and teachers often feel the central office and specialists are not there to collaborate in their difficult work of classroom learning. Instead, there is a feeling by students and teachers that the classroom is there to satisfy the discrete, un-integrated or even opposed special requirements of the command units above. These requirements become the focus, instead of what should be the focus - the needs of the classroom. It can become a system "gone haywire" – a system in reverse. The special expertise located in Boundary Five is absolutely necessary for excellence in the system. It should be the place where integration and strategy flow, to produce a quality product. The issue is how to use these special skills to support, inform, and improve without becoming a separate set of demands.

### BOUNDARY SIX

#### **PARENTS AND COMMUNITY**

Boundary Six is the external relationship of the school system with the community. This is a critical environment where the school system offers its service. It also can be a place of tension, and at times antagonism. There is a dynamic relationship between customer and system, which can become heated and divisive if not fostered. At times, the external community is so diverse and demanding that the instinctive response by the school system is to

## The Six Boundaries of a School System

treat it as a threat. This further heightens customer frustration and raises the level of shrillness, which in turn further increases the self-protectiveness of the system. The real question, however, is how to keep the listening sharp with respect to the customer's needs and requirements and still maintain the integrity of the system.

### Summary

The central idea of systems theory is that the Six Boundaries are highly interconnected. This means that if we want to move any of the six, we must move the whole system. Each of the Six Boundaries represents a significant element or subsystem of the larger system. Any significant change to one boundary means a significant change for every other part. That makes the process of change highly complex and resistant. It also means we can create considerable torque on tough systems. If our tactics are consistent at each boundary, then the pressure on one place will create other pressures elsewhere. It is a source of powerful energy because pressure applied at one boundary can dislodge another resistant boundary.

This is a movement of responsibility, information, empowerment and engagement that goes deep into the organization - to the school level, to the student level and to the teacher level. It involves changing much of the monitoring and controlling that has tra-

ditionally been done higher up in the organization to one of support, consultation and facilitation.

By far, the best process to achieve this is to explore the possibilities together, in a way that builds a shared vision and deep buy-in throughout the system. There is a need to build district and site level reflective structures that enable the key stakeholder groups in the system to listen and learn together. This involves creating vertical and horizontal communication and sharing with a sharp focus on how best to support and sustain high quality teaching and learning in classrooms and schools through a culture of collaboration.

These structures are built at the district, school and classroom levels with clear linkages throughout the system. The District Leadership Team (DLT) comprised of school, district, teacher and union representatives focuses on listening and learning together primarily from the reflective work of the school sites. The DLT provides opportunities to model and support a culture of collaboration where all stakeholders are engaged in building a system that is focused on continuous improvement. The School Leadership Team (SLT) establishes and communicates a shared school vision engaging broad and deep participation from stakeholder groups to carry out and realize school's vision. The SLT sets the direction and pace for the school, consistent with school and district goals, and communicates progress.

The **Consortium for Educational Change** can be contracted to conduct a Boundary Audit which is used to establish and strengthen collaborative structures and processes that engage district and school administration, teacher, classified staff and union leaders in a distributive leadership model. As part of this process, a CEC audit team interviews key stakeholders at the district and school levels with a focus on three key questions:

- How does the central office's focus on teaching and learning issues flow through the system as a whole – at the school sites and classroom level?
- How do the principals and site leadership exercise their roles and responsibilities in relationship to the teaching and learning focus flowing from the central office?
- What is the level of depth and quality of the collaborative teams at the school site and how integrated is their work in relationship to key school and district teaching and learning initiatives?

## The Six Boundaries of a School System

### BOUNDARY ONE

The three anchors, which represent the board of education, the superintendent and administrative cabinet and the executive council of the union(s)

ATTRIBUTES	NEGATIVE	ABSENT	MINIMAL	HEALTHY/ FUNCTIONAL	ROBUST/EMBEDDED
Relationships	<ul style="list-style-type: none"> <li>• Distrustful</li> <li>• Suspicious</li> <li>• Antagonistic</li> <li>• Self-Serving</li> </ul>	<ul style="list-style-type: none"> <li>• Almost non-existent</li> <li>• Surface level only</li> <li>• Hollow</li> </ul>	<ul style="list-style-type: none"> <li>• Dispassionate</li> <li>• Unimportant</li> <li>• Content without conviction</li> <li>• Compliance driven</li> </ul>	<ul style="list-style-type: none"> <li>• Professional</li> <li>• Clear</li> <li>• Straight</li> <li>• Non-Judgmental</li> <li>• Balanced</li> <li>• Benefit of the doubt</li> <li>• Goal oriented</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual Trust</li> <li>• Supportive</li> <li>• Open &amp; Honest</li> <li>• Teamness</li> <li>• Collaborative</li> <li>• Shared goals</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Threatening</li> <li>• Judgmental</li> <li>• Caustic</li> <li>• Destructive</li> <li>• Accusatory</li> </ul>	<ul style="list-style-type: none"> <li>• Not important</li> <li>• Formulaic</li> <li>• Antiquated</li> <li>• Meaningless</li> </ul>	<ul style="list-style-type: none"> <li>• Only when necessary</li> <li>• Uneven</li> <li>• Purely compliant</li> <li>• Automatic</li> <li>• Isolated</li> </ul>	<ul style="list-style-type: none"> <li>• Open &amp; Frank</li> <li>• Truthful</li> <li>• Emerging teamwork</li> <li>• Informing</li> </ul>	<ul style="list-style-type: none"> <li>• Transparent</li> <li>• Proactive</li> <li>• Ongoing</li> <li>• Constant use of "we"</li> <li>• Shared reflections</li> <li>• Jointly constructed</li> </ul>
Attitudes	<ul style="list-style-type: none"> <li>• Contempt</li> <li>• Disrespectful</li> <li>• Oppositional</li> <li>• Competitive</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of consideration for others</li> <li>• Others are insignificant</li> <li>• Barely civil</li> </ul>	<ul style="list-style-type: none"> <li>• Neutrality</li> <li>• Work is siloed</li> <li>• Disconnected</li> <li>• Isolated</li> <li>• Lack of Ownership</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful</li> <li>• Honest &amp; Open</li> <li>• Beyond compliance</li> <li>• Individualistic Solutions</li> <li>• Autonomous</li> </ul>	<ul style="list-style-type: none"> <li>• Empathetic,</li> <li>• Team-oriented</li> <li>• Values Team Generated Goals</li> <li>• Joyful &amp; Celebratory</li> <li>• Collective Responsibility</li> <li>• Growth Mindset</li> </ul>
Behavior	<ul style="list-style-type: none"> <li>• The other's work is seen without value</li> <li>• Sabotaged</li> <li>• Competitive about resources</li> <li>• Jealous</li> <li>• Isolated</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no interest in the work of the others</li> <li>• Common work and shared values are seen as unimportant</li> <li>• Lack of follow-through</li> </ul>	<ul style="list-style-type: none"> <li>• Compliant</li> <li>• The work itself has little value</li> <li>• Little energy for the work</li> <li>• Going through the paces</li> <li>• Work in silos</li> <li>• Unfocused</li> </ul>	<ul style="list-style-type: none"> <li>• Steady</li> <li>• Dependable</li> <li>• Positive work ethic</li> <li>• Goal-oriented and productive</li> <li>• Autonomous but open to cooperative, collaborative work</li> <li>• Reasonable professional effort</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes collaboration, teamwork and innovation</li> <li>• Focuses on shared goals and continuous improvement</li> <li>• Capitalizes on the strengths of team members</li> <li>• Celebrates each other's work</li> <li>• "Other oriented" vs "Self-Oriented"</li> <li>• Good work is done together</li> </ul>
Comments/Evidence					

## The Six Boundaries of a School System

### BOUNDARY TWO

The teachers, support staff and students

ATTRIBUTES	NEGATIVE	ABSENT	MINIMAL	HEALTHY/ FUNCTIONAL	ROBUST/EMBEDDED
Relationships	<ul style="list-style-type: none"> <li>• Distrustful</li> <li>• Suspicious</li> <li>• Antagonistic</li> <li>• Self-Serving</li> </ul>	<ul style="list-style-type: none"> <li>• Almost non-existent</li> <li>• Surface level only</li> <li>• Hollow</li> </ul>	<ul style="list-style-type: none"> <li>• Dispassionate</li> <li>• Unimportant</li> <li>• Content without conviction</li> <li>• Compliance driven</li> </ul>	<ul style="list-style-type: none"> <li>• Professional</li> <li>• Clear</li> <li>• Straight</li> <li>• Non-Judgmental</li> <li>• Balanced</li> <li>• Benefit of the doubt</li> <li>• Goal oriented</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual Trust</li> <li>• Supportive</li> <li>• Open &amp; Honest</li> <li>• Teamness</li> <li>• Collaborative</li> <li>• Shared goals</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Threatening</li> <li>• Judgmental</li> <li>• Caustic</li> <li>• Destructive</li> <li>• Accusatory</li> </ul>	<ul style="list-style-type: none"> <li>• Not important</li> <li>• Formulaic</li> <li>• Antiquated</li> <li>• Meaningless</li> </ul>	<ul style="list-style-type: none"> <li>• Only when necessary</li> <li>• Uneven</li> <li>• Purely compliant</li> <li>• Automatic</li> <li>• Isolated</li> </ul>	<ul style="list-style-type: none"> <li>• Open &amp; Frank</li> <li>• Truthful</li> <li>• Emerging teamwork</li> <li>• Informing</li> </ul>	<ul style="list-style-type: none"> <li>• Transparent</li> <li>• Proactive</li> <li>• Ongoing</li> <li>• Constant use of "we"</li> <li>• Shared reflections</li> <li>• Jointly constructed</li> </ul>
Attitudes	<ul style="list-style-type: none"> <li>• Contempt</li> <li>• Disrespectful</li> <li>• Oppositional</li> <li>• Competitive</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of consideration for others</li> <li>• Others are insignificant</li> <li>• Barely civil</li> </ul>	<ul style="list-style-type: none"> <li>• Neutrality</li> <li>• Work is siloed</li> <li>• Disconnected</li> <li>• Isolated</li> <li>• Lack of Ownership</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful</li> <li>• Honest &amp; Open</li> <li>• Beyond compliance</li> <li>• Individualistic Solutions</li> <li>• Autonomous</li> </ul>	<ul style="list-style-type: none"> <li>• Empathetic,</li> <li>• Team-oriented</li> <li>• Values Team Generated Goals</li> <li>• Joyful &amp; Celebratory</li> <li>• Collective Responsibility</li> <li>• Growth Mindset</li> </ul>
Behavior	<ul style="list-style-type: none"> <li>• The other's work is seen without value</li> <li>• Sabotaged</li> <li>• Competitive about resources</li> <li>• Jealous</li> <li>• Isolated</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no interest in the work of the others</li> <li>• Common work and shared values are seen as unimportant</li> <li>• Lack of follow-through</li> </ul>	<ul style="list-style-type: none"> <li>• Compliant</li> <li>• The work itself has little value</li> <li>• Little energy for the work</li> <li>• Going through the paces</li> <li>• Work in silos</li> <li>• Unfocused</li> </ul>	<ul style="list-style-type: none"> <li>• Steady</li> <li>• Dependable</li> <li>• Positive work ethic</li> <li>• Goal-oriented and productive</li> <li>• Autonomous but open to cooperative, collaborative work</li> <li>• Reasonable professional effort</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes collaboration, teamwork and innovation</li> <li>• Focuses on shared goals and continuous improvement</li> <li>• Capitalizes on the strengths of team members</li> <li>• Celebrates each other's work</li> <li>• "Other oriented" vs "Self-Oriented"</li> <li>• Good work is done together</li> </ul>
Comments/Evidence					

## The Six Boundaries of a School System

### BOUNDARY THREE

The principals

ATTRIBUTES	NEGATIVE	ABSENT	MINIMAL	HEALTHY/ FUNCTIONAL	ROBUST/EMBEDDED
Relationships	<ul style="list-style-type: none"> <li>• Distrustful</li> <li>• Suspicious</li> <li>• Antagonistic</li> <li>• Self-Serving</li> </ul>	<ul style="list-style-type: none"> <li>• Almost non-existent</li> <li>• Surface level only</li> <li>• Hollow</li> </ul>	<ul style="list-style-type: none"> <li>• Dispassionate</li> <li>• Unimportant</li> <li>• Content without conviction</li> <li>• Compliance driven</li> </ul>	<ul style="list-style-type: none"> <li>• Professional</li> <li>• Clear</li> <li>• Straight</li> <li>• Non-Judgmental</li> <li>• Balanced</li> <li>• Benefit of the doubt</li> <li>• Goal oriented</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual Trust</li> <li>• Supportive</li> <li>• Open &amp; Honest</li> <li>• Teamness</li> <li>• Collaborative</li> <li>• Shared goals</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Threatening</li> <li>• Judgmental</li> <li>• Caustic</li> <li>• Destructive</li> <li>• Accusatory</li> </ul>	<ul style="list-style-type: none"> <li>• Not important</li> <li>• Formulaic</li> <li>• Antiquated</li> <li>• Meaningless</li> </ul>	<ul style="list-style-type: none"> <li>• Only when necessary</li> <li>• Uneven</li> <li>• Purely compliant</li> <li>• Automatic</li> <li>• Isolated</li> </ul>	<ul style="list-style-type: none"> <li>• Open &amp; Frank</li> <li>• Truthful</li> <li>• Emerging teamwork</li> <li>• Informing</li> </ul>	<ul style="list-style-type: none"> <li>• Transparent</li> <li>• Proactive</li> <li>• Ongoing</li> <li>• Constant use of "we"</li> <li>• Shared reflections</li> <li>• Jointly constructed</li> </ul>
Attitudes	<ul style="list-style-type: none"> <li>• Contempt</li> <li>• Disrespectful</li> <li>• Oppositional</li> <li>• Competitive</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of consideration for others</li> <li>• Others are insignificant</li> <li>• Barely civil</li> </ul>	<ul style="list-style-type: none"> <li>• Neutrality</li> <li>• Work is siloed</li> <li>• Disconnected</li> <li>• Isolated</li> <li>• Lack of Ownership</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful</li> <li>• Honest &amp; Open</li> <li>• Beyond compliance</li> <li>• Individualistic Solutions</li> <li>• Autonomous</li> </ul>	<ul style="list-style-type: none"> <li>• Empathetic,</li> <li>• Team-oriented</li> <li>• Values Team Generated Goals</li> <li>• Joyful &amp; Celebratory</li> <li>• Collective Responsibility</li> <li>• Growth Mindset</li> </ul>
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Comments/Evidence					

## The Six Boundaries of a School System

### BOUNDARY FOUR

The information system

ATTRIBUTES	NEGATIVE	ABSENT	MINIMAL	HEALTHY/FUNCTIONAL	ROBUST/EMBEDDED
Relationships	<ul style="list-style-type: none"> <li>Imposed and resented, possibly sabotaged</li> <li>Undermine the priorities and efforts of other stakeholder groups</li> </ul>	<ul style="list-style-type: none"> <li>Non-existent</li> <li>On paper</li> <li>No effect on direction or strategy</li> <li>Culture of isolation</li> </ul>	<ul style="list-style-type: none"> <li>Known but vaguely</li> <li>Compliance</li> <li>Without any reality</li> <li>No internal acceptance</li> <li>Unintegrated</li> </ul>	<ul style="list-style-type: none"> <li>Efforts are being made</li> <li>Talked about occasionally</li> <li>Mainly at the site level</li> <li>Goodwill demonstrated of the professional, but little information on impact</li> <li>Accepted but not powerful</li> </ul>	<ul style="list-style-type: none"> <li>It is "owned"</li> <li>Input is asked for and given</li> <li>It drives the internal motivation and the results</li> <li>It is in each team and on everyone's lips</li> <li>The belief system hooks to the intellectual system</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Imposed</li> <li>Punitive</li> <li>Threatening</li> <li>Done with contempt</li> </ul>	<ul style="list-style-type: none"> <li>Non-existent</li> <li>Written is meaningless - on the shelf</li> <li>No day to day reality to it</li> </ul>	<ul style="list-style-type: none"> <li>Owned by those who made it up</li> <li>Meaningless at the point of delivery</li> <li>Real except to those who "do the work"</li> <li>No energy goes into this</li> <li>Processes to communicate or get responses to it don't exist</li> </ul>	<ul style="list-style-type: none"> <li>People are aware</li> <li>They are able to talk about it easily</li> <li>Mainly at the site level Updated regularly</li> <li>Seldom linked to results</li> <li>More philosophical than real</li> </ul>	<ul style="list-style-type: none"> <li>On the walls, on the lips and in the hearts of individuals and teams</li> <li>It drives the work and the reflection on impact</li> </ul>
Attitudes	<ul style="list-style-type: none"> <li>Resented</li> <li>Angry about the way it was done</li> <li>The wrong thing done in the wrong way</li> <li>Insulting</li> <li>Not respectful</li> </ul>	<ul style="list-style-type: none"> <li>Every teacher and school for himself or herself</li> <li>Lack of coherent mission</li> <li>So many, none are real</li> <li>Almost no talk or influence at the point of delivery in schools</li> </ul>	<ul style="list-style-type: none"> <li>It exists but doesn't mean anything</li> <li>Theirs not ours</li> <li>Not important</li> <li>Theoretical but not real</li> </ul>	<ul style="list-style-type: none"> <li>I'll try</li> <li>Occasionally discussed and thought about at the sites</li> <li>We'll do it if it is easy and fits</li> <li>Intense early but diminishes through the year</li> <li>Try to stay focused but tough with reality</li> <li>We'll pick one or two</li> </ul>	<ul style="list-style-type: none"> <li>Aspirational and real</li> <li>Simple and deep</li> <li>Few and focused</li> <li>People are excited and proud of them</li> <li>Create a culture of growth and continuous improvement</li> </ul>
Behavior	<ul style="list-style-type: none"> <li>Passive-Aggressive</li> <li>Minimal</li> <li>Sabotaging</li> </ul>	<ul style="list-style-type: none"> <li>No influence on behavior</li> <li>Has no relationship to behavior</li> </ul>	<ul style="list-style-type: none"> <li>Curtails negative behavior but not strong enough to influence positive</li> <li>It does not affect my work internally</li> <li>Not positive or negative</li> </ul>	<ul style="list-style-type: none"> <li>Keeps us focused</li> <li>Helps with resource allocation</li> <li>Influenced many decisions, but seldom day-to-day decisions</li> <li>Applauded by not embraced</li> </ul>	<ul style="list-style-type: none"> <li>Informs "our" work</li> <li>Drives our accountable work and its direction</li> <li>It can be seen throughout the organization's behavior, direction and pace</li> </ul>
Comments/Evidence					



## The Six Boundaries of a School System

### BOUNDARY FIVE

The central office and specialists

ATTRIBUTES	NEGATIVE	ABSENT	MINIMAL	HEALTHY/ FUNCTIONAL	ROBUST/EMBEDDED
Relationships	<ul style="list-style-type: none"> <li>• Distrustful</li> <li>• Suspicious</li> <li>• Antagonistic</li> <li>• Self-Serving</li> </ul>	<ul style="list-style-type: none"> <li>• Almost non-existent</li> <li>• Surface level only</li> <li>• Hollow</li> </ul>	<ul style="list-style-type: none"> <li>• Dispassionate</li> <li>• Unimportant</li> <li>• Content without conviction</li> <li>• Compliance driven</li> </ul>	<ul style="list-style-type: none"> <li>• Professional</li> <li>• Clear</li> <li>• Straight</li> <li>• Non-Judgmental</li> <li>• Balanced</li> <li>• Benefit of the doubt</li> <li>• Goal oriented</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual Trust</li> <li>• Supportive</li> <li>• Open &amp; Honest</li> <li>• Teamness</li> <li>• Collaborative</li> <li>• Shared goals</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Threatening</li> <li>• Judgmental</li> <li>• Caustic</li> <li>• Destructive</li> <li>• Accusatory</li> </ul>	<ul style="list-style-type: none"> <li>• Not important</li> <li>• Formulaic</li> <li>• Antiquated</li> <li>• Meaningless</li> </ul>	<ul style="list-style-type: none"> <li>• Only when necessary</li> <li>• Uneven</li> <li>• Purely compliant</li> <li>• Automatic</li> <li>• Isolated</li> </ul>	<ul style="list-style-type: none"> <li>• Open &amp; Frank</li> <li>• Truthful</li> <li>• Emerging teamwork</li> <li>• Informing</li> </ul>	<ul style="list-style-type: none"> <li>• Transparent</li> <li>• Proactive</li> <li>• Ongoing</li> <li>• Constant use of "we"</li> <li>• Shared reflections</li> <li>• Jointly constructed</li> </ul>
Attitudes	<ul style="list-style-type: none"> <li>• Contempt</li> <li>• Disrespectful</li> <li>• Oppositional</li> <li>• Competitive</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of consideration for others</li> <li>• Others are insignificant</li> <li>• Barely civil</li> </ul>	<ul style="list-style-type: none"> <li>• Neutrality</li> <li>• Work is siloed</li> <li>• Disconnected</li> <li>• Isolated</li> <li>• Lack of Ownership</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful</li> <li>• Honest &amp; Open</li> <li>• Beyond compliance</li> <li>• Individualistic Solutions</li> <li>• Autonomous</li> </ul>	<ul style="list-style-type: none"> <li>• Empathetic,</li> <li>• Team-oriented</li> <li>• Values Team Generated Goals</li> <li>• Joyful &amp; Celebratory</li> <li>• Collective Responsibility</li> <li>• Growth Mindset</li> </ul>
Behavior	<ul style="list-style-type: none"> <li>• The other's work is seen without value</li> <li>• Sabotaged</li> <li>• Competitive about resources</li> <li>• Jealous</li> <li>• Isolated</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no interest in the work of the others</li> <li>• Common work and shared values are seen as unimportant</li> <li>• Lack of follow-through</li> </ul>	<ul style="list-style-type: none"> <li>• Compliant</li> <li>• The work itself has little value</li> <li>• Little energy for the work</li> <li>• Going through the paces</li> <li>• Work in silos</li> <li>• Unfocused</li> </ul>	<ul style="list-style-type: none"> <li>• Steady</li> <li>• Dependable</li> <li>• Positive work ethic</li> <li>• Goal-oriented and productive</li> <li>• Autonomous but open to cooperative, collaborative work</li> <li>• Reasonable professional effort</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes collaboration, teamwork and innovation</li> <li>• Focuses on shared goals and continuous improvement</li> <li>• Capitalizes on the strengths of team members</li> <li>• Celebrates each other's work</li> <li>• "Other oriented" vs "Self-Oriented"</li> <li>• Good work is done together</li> </ul>
Comments/Evidence					

## The Six Boundaries of a School System

### BOUNDARY SIX

Parents and community

ATTRIBUTES	NEGATIVE	ABSENT	MINIMAL	HEALTHY/ FUNCTIONAL	ROBUST/EMBEDDED
Relationships	<ul style="list-style-type: none"> <li>• Distrustful</li> <li>• Suspicious</li> <li>• Antagonistic</li> <li>• Self-Serving</li> </ul>	<ul style="list-style-type: none"> <li>• Almost non-existent</li> <li>• Surface level only</li> <li>• Hollow</li> </ul>	<ul style="list-style-type: none"> <li>• Dispassionate</li> <li>• Unimportant</li> <li>• Content without conviction</li> <li>• Compliance driven</li> </ul>	<ul style="list-style-type: none"> <li>• Professional</li> <li>• Clear</li> <li>• Straight</li> <li>• Non-Judgmental</li> <li>• Balanced</li> <li>• Benefit of the doubt</li> <li>• Goal oriented</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual Trust</li> <li>• Supportive</li> <li>• Open &amp; Honest</li> <li>• Teamness</li> <li>• Collaborative</li> <li>• Shared goals</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Threatening</li> <li>• Judgmental</li> <li>• Caustic</li> <li>• Destructive</li> <li>• Accusatory</li> </ul>	<ul style="list-style-type: none"> <li>• Not important</li> <li>• Formulaic</li> <li>• Antiquated</li> <li>• Meaningless</li> </ul>	<ul style="list-style-type: none"> <li>• Only when necessary</li> <li>• Uneven</li> <li>• Purely compliant</li> <li>• Automatic</li> <li>• Isolated</li> </ul>	<ul style="list-style-type: none"> <li>• Open &amp; Frank</li> <li>• Truthful</li> <li>• Emerging teamwork</li> <li>• Informing</li> </ul>	<ul style="list-style-type: none"> <li>• Transparent</li> <li>• Proactive</li> <li>• Ongoing</li> <li>• Constant use of "we"</li> <li>• Shared reflections</li> <li>• Jointly constructed</li> </ul>
Attitudes	<ul style="list-style-type: none"> <li>• Contempt</li> <li>• Disrespectful</li> <li>• Oppositional</li> <li>• Competitive</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of consideration for others</li> <li>• Others are insignificant</li> <li>• Barely civil</li> </ul>	<ul style="list-style-type: none"> <li>• Neutrality</li> <li>• Work is siloed</li> <li>• Disconnected</li> <li>• Isolated</li> <li>• Lack of Ownership</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful</li> <li>• Honest &amp; Open</li> <li>• Beyond compliance</li> <li>• Individualistic Solutions</li> <li>• Autonomous</li> </ul>	<ul style="list-style-type: none"> <li>• Empathetic,</li> <li>• Team-oriented</li> <li>• Values Team Generated Goals</li> <li>• Joyful &amp; Celebratory</li> <li>• Collective Responsibility</li> <li>• Growth Mindset</li> </ul>
Behavior	<ul style="list-style-type: none"> <li>• The other's work is seen without value</li> <li>• Sabotaged</li> <li>• Competitive about resources</li> <li>• Jealous</li> <li>• Isolated</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no interest in the work of the others</li> <li>• Common work and shared values are seen as unimportant</li> <li>• Lack of follow-through</li> </ul>	<ul style="list-style-type: none"> <li>• Compliant</li> <li>• The work itself has little value</li> <li>• Little energy for the work</li> <li>• Going through the paces</li> <li>• Work in silos</li> <li>• Unfocused</li> </ul>	<ul style="list-style-type: none"> <li>• Steady</li> <li>• Dependable</li> <li>• Positive work ethic</li> <li>• Goal-oriented and productive</li> <li>• Autonomous but open to cooperative, collaborative work</li> <li>• Reasonable professional effort</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes collaboration, teamwork and innovation</li> <li>• Focuses on shared goals and continuous improvement</li> <li>• Capitalizes on the strengths of team members</li> <li>• Celebrates each other's work</li> <li>• "Other oriented" vs "Self-Oriented"</li> <li>• Good work is done together</li> </ul>
Comments/Evidence					

## The Six Boundaries of a School System

### SUMMARY

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Strengths:

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Challenges:

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Opportunities for Improvement:

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