

Traditionally, schools were designed to resemble business entities: they were based on organizational divisions, functional areas, command and control, top-down emphasis, and layers of bureaucracy. The new organization in a learning environment needs to reverse the model to become bottom-up and layer-free. Teachers engage each other to create professional communities of practice – functional silos are eliminated and interdisciplinary or multidisciplinary programs are instituted to share knowledge. Schools should not be thought of primarily as places of learning, but rather as arenas where individuals engage in knowledge construction (Schlechty, 1991).

The challenges facing school systems require community efforts to be combined with government to create a focus on the student.

The importance of restructuring may have less to do with the impact on curriculum and teacher demands, and more to do with creating opportunities for teachers to work together and support each other on a continuing basis (Hargreaves, 1994).