This thesis arises in order to investigate how public the primary schools of the City of Buenos Aires carry out the institutional management in relation to the normative prescriptions that regulate them. Part of the assumption that in the daily reality certain patterns of conduct or particular forms stay to make decisions, not always fit of strict way to the prescribed prescriptions. This within the framework of a system catalogued like "hyperregulated" and as well with a great bureaucratic component whose impact in the state schools is greater than in the private ones. What one will be to see is what happens indeed with the norm, if one is fulfilled or not and to what obey certain types of behaviors rooted in the own system, that privileges the double speeches and the simulations. From this the question of if arises it will not be perhaps a this one new form of exercise of institutional autonomy ("the scholastic autonomy to the margin of the law"); or because not to also think, that one was mere acts transgressors. The thesis leaned in a qualitative investigation directed to an intentional sample of directors of public primary schools - at the moment in exercise -, along with the documentary analysis of the effective norm.