

# Role of a Trustee Governance

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# Agenda

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- Role of the trustee
  - Complimentary roles of the board and administration
  - Trustee's role as part of the board
  - Serving your public: trustee and board responsibilities
- Governance
  - MNP recommendations – consider the possibilities!
  - Current governance structure
  - “*Policy governance*”
  - Other options

# Shared Leadership

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- ...a **dynamic, interactive influence process** among individuals and groups
- ...to lead one another to the **achievement of group or organizational goals** or both
- ...involves **peer or lateral influence** and at other times **upward or downward hierarchical influence**

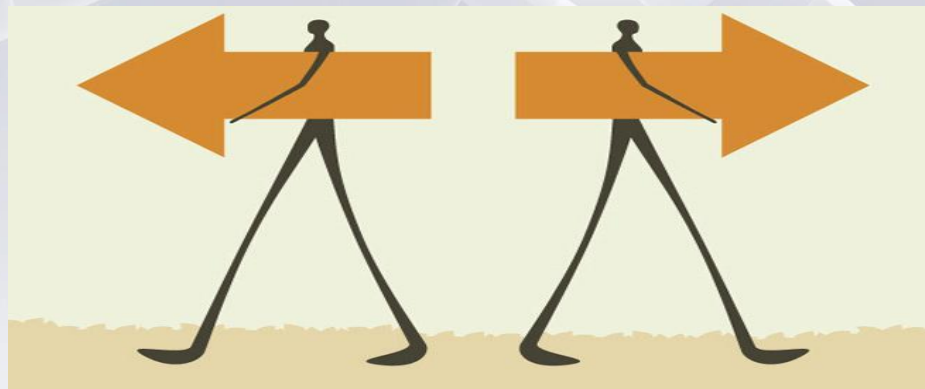
Carson, Tesluk & Marrone (2007)



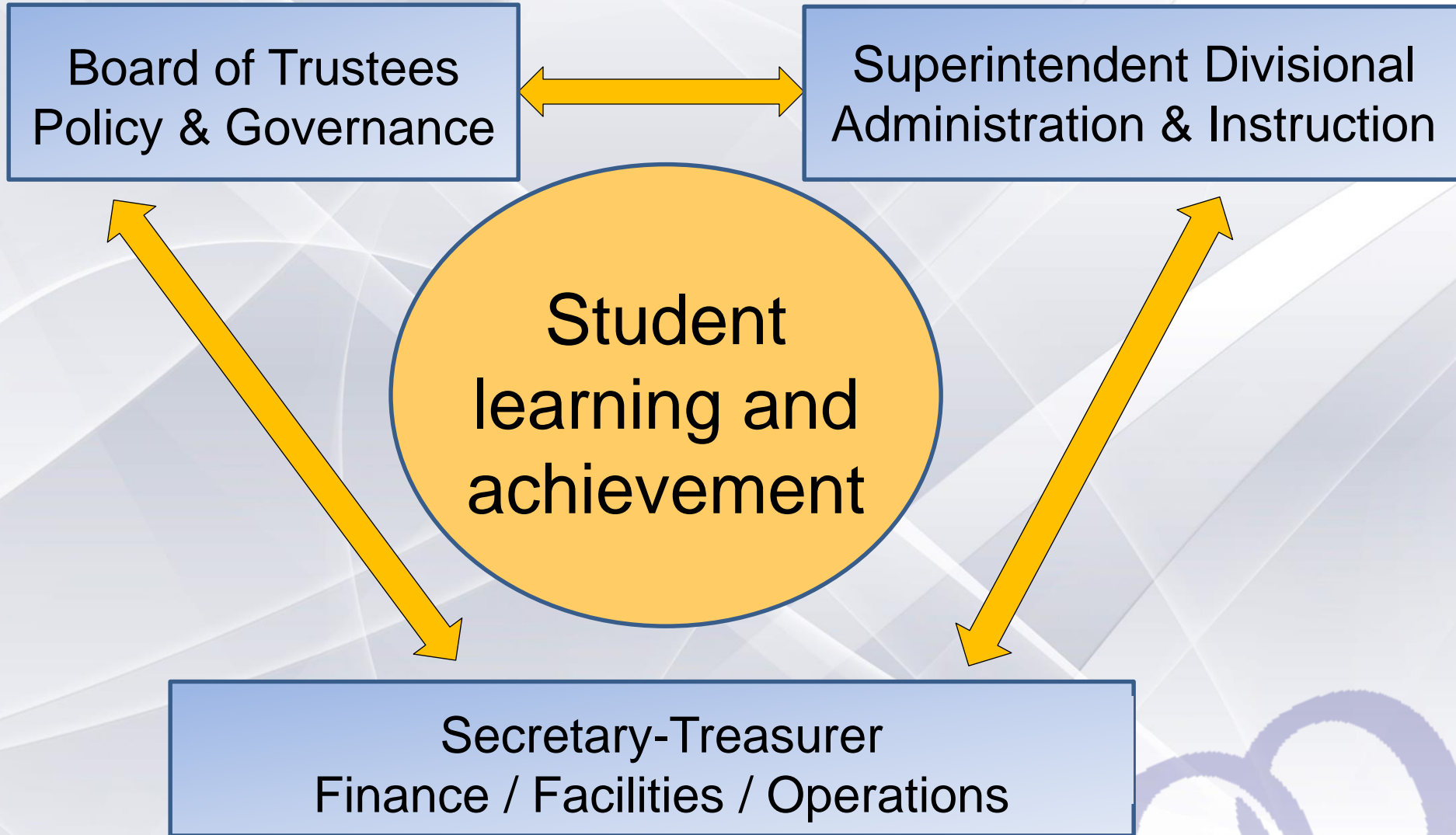
# Mutuality of Leadership

The issue is not so much about who will lead and who will follow, but about who will carry primary responsibility for each aspect of the work, and how the tasks will be shared and distributed.

Storey (1994)



# The Divisional Senior Leadership Team



# The Great Divide...

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Governance

Administration

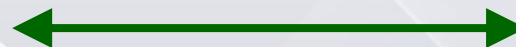




# A Partnership Framework

## *Governance*

- Purpose and goals
- Operational frameworks
- Resource allocations
- Monitoring/evaluation
- Reporting to Government
- Community connections



- Divisional philosophy and priorities
- Environmental considerations
- Research and information needs
- Data analysis
- Alternatives and implications

## *Administration*

- Implementation of policy directions
- Organization and coordination of the work
- Monitoring/evaluation
- Reporting to the Board

**Defining the desired partnership between the board and the superintendent and sustaining a positive working relationship is the mutual obligation of both. It requires close liaison, on-going dialogue and reciprocal influence around the primary responsibilities of each.**

# Governance vs Operations

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*Governance = WHAT*

*Operations = HOW*





# The teamwork challenge

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*“E pluribus unum”*

**I to We**

(Without losing me!)

1. Lose 8/9's of time or ALL the time
2. No individual authority (by policy & PSA)
3. Teamwork or public running the board

# Effective school boards

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- Learning and achievement for all students
- Engage all in vision / direction
- Maintain accountability
- Govern in a professional and respectful manner
- Demonstrate integrity and fairness
- Take collective responsibility for performance
- Provide community leadership on educational issues



# Effective trustees

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- Serve interests of all
- Respect the authority of the board
- Participate actively and constructively
- Demonstrate openness to diverse perspectives
- Ask critical questions and carefully consider all available information
- Act with integrity and comply with all policies



# Red Flags & Bullets

- Complaints
- Parent Council links
- Trustee-staff links
- School visits
- Information needs and flow
- Surprises
- Confidentiality
- Conflict of interest
- Parking lot meetings
- Coffee shop talk
- Online communications
- Crisis and controversy



# As a leadership team...

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- help each other be right...not wrong
- look for ways to make new ideas work
- if in doubt...check it out
- help each other win
- speak positively about each other and your organization
- maintain a positive mental attitude
- have fun

From 11 Commandments of an Enthusiastic Team, Ian Perry, 2003



# Governance

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- MNP recommendations – consider the possibilities!
- “*Policy governance*”
- Other options



# Governance

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## **MNP recommendations**

1. Adopt a governance model
6. Consolidated policy manual

# Governance

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## **MNP recommendations**

2. Strategic planning

5. Governance training on 1 & 2



# Priorities Plan - example

GOAL / PRIORITY	STRATEGIES	STATUS	SUCCESS INDICATORS
<b>IMPROVE STUDENT LEARNING</b>	Provide resources for literacy and numeracy improvement at all levels	▪	<input type="checkbox"/> use provincial testing process, primarily measure against ourselves to always exceed provincial average <input type="checkbox"/> the board will have received and analyzed the Skills Improvement Chart (Tell Them From Me) and sees improvement <input type="checkbox"/> improved attendance <input type="checkbox"/> increased enrollment in non-core classes <input type="checkbox"/> student success or Individual Education Plans <input type="checkbox"/> fewer outliers underachieving and more outliers overachieving <input type="checkbox"/> the board sees evidence of fair and equitable assessment practices
	Provide relevant learning opportunities	•	
	Review programming division wide	•	
	Offer relevant programming to set up students for success after school completion	•	
<b>PROVIDE AN INVITATIONAL SCHOOL CULTURE</b>	Support hiring practices that put the right people in the right areas	•	<input type="checkbox"/> Improvement in the Tell them From Me results from parents, students and staff <input type="checkbox"/> The board has received anecdotal feedback from staff, students and parents and are speaking up to uphold the invitational schools culture <input type="checkbox"/> Percentage of students non-participation in school connection has decreased
	Provide training in the customer service approach	•	
	Model invitational behaviour	•	
	Ignite the potential for innovative invitational ideas	•	

# Priorities Plan - example

PRIORITY	STRATEGIES	SUCCESS INDICATORS	STATUS
Quality Learning Opportunities and Experiences	To implement quality learning tools for all students within the division	<ul style="list-style-type: none"> <li>The board has approved a short and long term plan for vocational / apprenticeship programming</li> <li>Report received on feasibility of on-line learning</li> <li>Assessment reports at three-year intervals indicate that a minimum of 85% of students are at grade level</li> <li>WDYDIST data tracked over three years and summary reports received by board</li> <li>Number of out-of-school learning environments / field trips are provided to board and they show a positive uptake of these opportunities</li> </ul>	<ul style="list-style-type: none"> <li>May 2015 received short term plan</li> <li>June 2015 Board to review long term plan</li> <li>Student participation under quality learning tools has gone from 67% to 83%</li> <li>Board to receive assessment reports in August 2015</li> </ul>
	To develop a comprehensive HR Management Strategies for all staff	<ul style="list-style-type: none"> <li>The board develops a strategy that includes policies on board expectations around staff retention, staff professional development, hiring, termination, accountability, evaluations, reporting and reporting structure.</li> <li>Evidence is shown of adherence to new HR policies</li> <li>Implementation of a self-assessment tool on annual evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Ad hoc committee has been struck to develop HR strategy</li> </ul>
Literacy & Numeracy	To do a needs assessment and analyze the literacy and numeracy standards of students in grades 3, 7 and 12.	<ul style="list-style-type: none"> <li>The board has been provided data to validate whether 90% of students are achieving 65% on the report cards, in the areas of literacy and numeracy</li> <li>Receive quantitative data to validate whether the existing literacy and numeracy resources are working</li> <li>The board has received presentations from and assessed whether teachers and clinicians are up-to-date with and capable of using current resources in a way that students can read by age 9.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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