

ASBA roadmap to transformation
Unlock your potential conference
 January 21, 2014
 Jim Gibbons, Senior Education Advisor

ASBA roadmap to transformation

- ASBA consultant Jim Gibbons served on the Inspiring Education Steering Committee which charted the course for the transformation of education in Alberta. This committee's recommendations served as the starting point for the rewrite of Alberta's Education Act.
- As follow-up to this work Jim is on the team reviewing Alberta's education regulations to ensure they align with the new Education Act.
- And he served as the staff support to the ASBA's Reimagining school board governance task force.
- Jim will recap the changes called for in these documents; outline what they mean for school boards and then challenge school boards to tackle a top 10 to-do list to move forward on the road to transformation.

First Year as Trustee



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Trustee as leader


Trustee is a legal term for a holder of property on behalf of a beneficiary.



Trust (ee)

- Trust is the most elusive and fragile aspect of leadership
- Trust is the glue that binds people together in groups
- Trust must be earned. It is hard to earn, easy to lose, and once lost, almost impossible to regain

~ James O'Toole



The context:

Inspiring Education suggests that board governance: ...assume a more public role, one that engages the community in an ongoing dialogue to deepen everyone's understanding of issues and trends and to generate ideas (p. 35)



Inspiring Education

Engaging Albertans in creating the future we all want



"We need to prepare kids for their future, not our past."
~ Dr. Richard Moniuszko

Inspiring Education

The three E's:

- Engaged thinker
- Ethical citizen
- Entrepreneurial spirit



Engaged thinker

- Thinks critically
- Uses technology to learn
- Life-long learner

Adapts to change
Considers multiple perspectives
Communicates ideas



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Ethical citizen



- Builds relationships
- Open-minded
- Demonstrates respect
- Works in teams
- Contributes fully as a global citizen

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Entrepreneurial spirit

- Creates opportunities
- Perseverance and discipline
- Earns success
- Explores ideas
- Challenges the status quo
- Competitive, adaptable, resilient
- Confident risk-taker

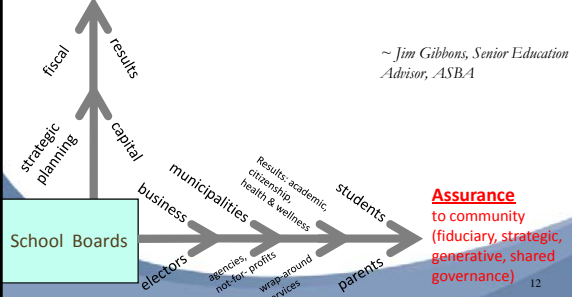


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Paradigm shift – A new way of thinking

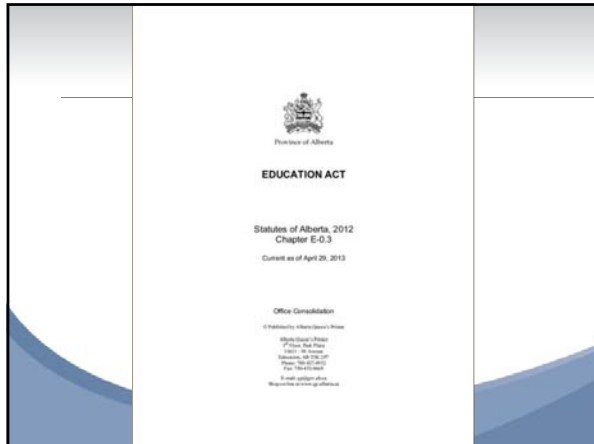
Accountability to government (fiduciary, strategic)

~ Jim Gibbons, Senior Education Advisor, ASBA




Assurance to community (fiduciary, strategic, generative, shared governance)

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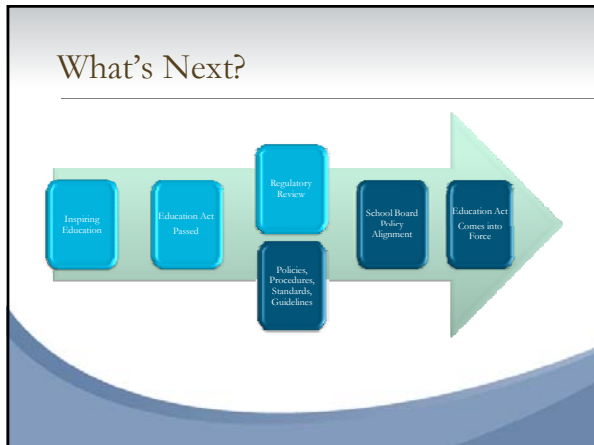


Education Act 2012

- Royal Assent: December 10, 2012
- Probable Proclamation: September 1, 2015
- Regulations Summer, 2014




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Education Act: Board responsibilities


33(1) A board, as a partner in education, has the responsibility to...

- (b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,
- (c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,




Education Act: Board responsibilities

- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (e) provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education,
- (f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources,



Education Act: Board responsibilities

- (k) develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order,
- ...
- (2) A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.



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Education Act: Board responsibilities

34. A trustee of a board, as a partner in education, has the responsibility to...
- (d) engage parents, students and the community in matters related to education.



Education Act: Board responsibilities

- Natural person powers
- 51(1) A board has the capacity and, subject to this Act and the regulations, the rights, powers and privileges of a natural person.
- ...
- (3) Notwithstanding subsection (1), a board shall not engage in or carry on any activity that is not consistent with the responsibilities of a board as set out in section 33.



Education Act Regulations

- Disposition of property
- School Fees
- Charter Schools
- Student records
- Review by Minister
- Early Childhood Services
- Delivery of specialized supports and services
- Private schools
- Home Education
- Borrowing
- Investment
- Student Transportation
- Board Procedures
- Petitions and Public Notice
- Establishment of wards
- Establishment of Separate School Districts
- Natural Persons Powers
- Francophone Education
- Instruction in French or other language
- Insurance
- Requisitions by boards
- Closure of Schools
- School & non-school building projects
- Alberta School Foundation Fund
- School Councils
- Special School Tax Levy
- Student Evaluation

Education Business Plan 2013-16

Education's mission is to ensure inclusive learning opportunities that enable students to achieve success as engaged thinkers and ethical citizens with an entrepreneurial spirit



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Table Talk...

Given the changes you see in the Education Act and its regulations, what can boards do now to be prepared and assume a leadership role for their jurisdictions?

Goal one: *An excellent start to learning*

Outcome:

- Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.



Goal two: *Success for every student*

Outcomes:

- Students achieve Alberta’s student learning outcomes and demonstrate citizenship, entrepreneurship, and proficiency in literacy and numeracy.
- The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.
- Student learning needs are supported.



Goal three:

Quality teaching and school leadership

Outcomes:

- Teacher preparation and professional growth focus on the competencies needed to help students learn.
- Effective learning and teaching is achieved through collaborative leadership.



Goal four: *Engaged and effective governance*

Outcomes:

- The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public.
- Students and communities have access to safe and healthy learning environments.



ANSERJ

*Canadian Journal of empirical and social economy research /
Revue canadienne de recherche sur les DEB et l'économie sociale*

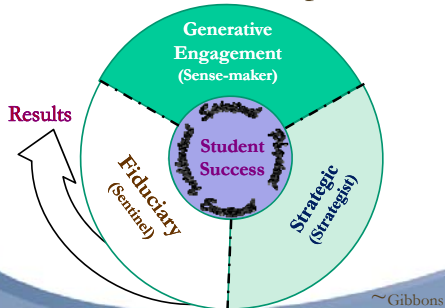


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Governance as leadership (Chait, Ryan, Taylor)

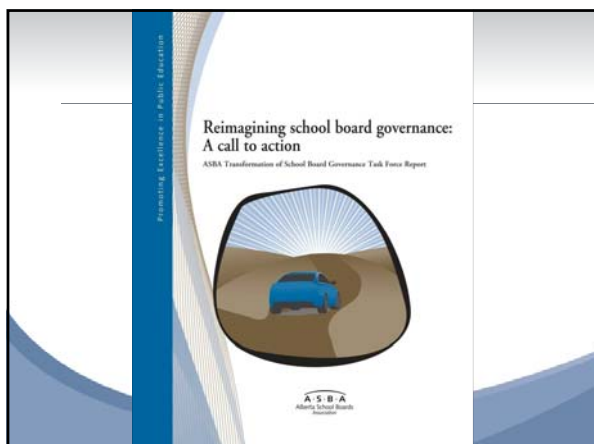


Ministerial Order 001/2013

Student Learning

- 3 E's
- Strive for engagement and personal excellence in the learning journey
- Employ literacy and numeracy
- Discover, develop and apply competencies across subject and discipline areas





Task force members

Jacque Hansen	David Anderson
Cheryl Smith	Jim Gibbons
Nan Bartlett	Suzanne Lundrigan
Mary Martin	Scott McCormack
Dave Price	
Emery Dosedall	
Bob Hawkesworth	
Mike Percy	

Task Force terms of reference

- ensure student success remains central to reform
- provide leadership to school boards about governance structures and practices which support informed transformation
- reinforce the role of school boards as local governments
- inform the Education Act regulations respecting school board governance

Transformation of governance

Themes/14 recommendations

1. School boards are local governments
2. School boards are a form of representative democracy
3. School boards are change agents
4. School board chairs are leaders
5. The CEO is the school board's one employee
6. Task force recommendations to ASBA

School Boards are Local Governments

1. Use it or lose it- natural persons powers; exercise leadership, autonomy, collaboration
2. Increase accountability/transparency to local communities
3. Reframe government/public understanding of the oversight roles of boards and trustees

Trustees as Influentials

- Their opinions are sought and respected
- They are authentic and trustworthy
- They are trend spotters/trend setters
- They have many personal networks
- They are constantly communicating
- They know that community engagement needs constant attention
- They know how to take advantage of the internet
- They plan strategically to influence the influencers



~Ken Chapman

School Boards are a Form of Representative Governance

- 4. Focus on student success, make community consultation and collaboration with various partners a priority
- 5. Encourage open public debate on issues, with trustees representing the views of their constituents while supporting decisions which benefit all students

Trustee as Leader

The **trustee model of representation** is a model of a representative democracy. Constituents elect their representatives as 'trustees' (or 'entrust' them) for their constituency. These 'trustees' have sufficient autonomy to deliberate and act in favor of the greater common good, even if it means going against the short-term interests of their own constituencies.

~ Wikipedia

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Role and Authority of Individual Trustee

- To contribute to the Board as it carries out its mandate
- No inherent individual authority
- May be given corporate authority to act on behalf of the Board
- Clear individual defined role is preferable



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School Boards are Change Agents

- 6. Reach out to those who share interest in creating safe, healthy and educated communities
- 7. Use research and data to examine programs and initiatives that may lead to student success and well-being
- 8. Commit to professional development of the board and trustees. Assess board performance

Trustee Competencies/Characteristics

- | | |
|-----------------------------------|----------------------------|
| • Forward thinking | • Empathic listener |
| • Well-informed | • Collaborator |
| • Student-focused | • Change agent |
| • Life-long learner | • Objective/non-judgmental |
| • Critical thinker/problem solver | • Decision-maker |
| • Courageous | • Political |
| • Ethical | • Responsible |
| • Communicator | • Teammate |



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Board Chairs are Leaders

- 9. Examine your role of board chair policy in terms of leadership responsibilities, term, and training
- 10. Prepare the board chair to be the key spokesperson for the board

Research- Board Chair as Leader

- Ensures each trustee has the opportunity to speak and is respectfully listened to
- Ensures that the mission/vision are at the forefront
- Is familiar with and shares provincial issues and trends
- Shares leadership with trustees
- Facilitator of change/conflict resolution
- Models the way

The CEO is the board's one employee

11. The work of the board and its CEO should be more clearly defined as to the work of the board (governance), the work of the CEO (administration) and aligned initiatives that will be shared.

Governance and System Leadership: *The First Team*

**100,000 feet
(Vision/Direction)**

- Values
- Beliefs
- Principles
- KPIs
- Monitoring
- Key Outcomes
- Assurance

**Ground level
(Implementation)**

- Research
- Data analysis
- Strategies
- Interventions
- Measures
- Reporting
- Results

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Recommendations to ASBA

12. Curriculum and voluntary certification for trustees
13. Specific leadership development and training for board chairs
14. Work with CASS and ASBOA to ensure system leaders understand and are ready to support evolving roles of boards

Table Talk...


- Considering the Task Force Report *Reimagining school board governance: A call to action*, how do you see your board moving forward in addressing the recommendations?

Board Work is Team Work

A Team is...
a small group of people playing the same game by the same rules . . .

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What is a team?
 ... and who need each other
 to accomplish a result.



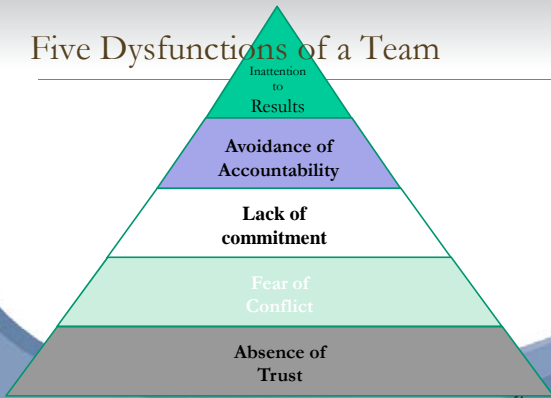
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Find ways to deal with...



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Five Dysfunctions of a Team



- Inattention to Results
- Avoidance of Accountability
- Lack of commitment
- Fear of Conflict
- Absence of Trust

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6 HANDBOOK FOR THE SCHOOL BOARD MEMBER

list of many desirable qualities of board membership.
 John C. Almack lists those qualities as follows:

1. Belief in the public school
2. Willingness to learn
3. Interest in the community
4. Ability to co-operate
5. Ability to withstand criticism
6. Ability to plan for the future
7. Loyalty to associates
8. Sense of justice
9. Knowledge of education
10. Financial ability
11. Honesty and sincerity
12. Willingness to progress
13. Sense of responsibility
14. Intelligence
15. Persistence
16. Ability to get things done
17. Open-mindedness
18. Punctuality
19. Courtesy
20. Good nature'

6. Do women make good board members?
 There is an increasing number of women members of school boards. That is evidence that women board members are considered to be successful. Women board members often are able to understand problems with children because of their own experience as mothers.

'ALMACK, J. C., "The School Board Member," p. 24, The Macmillan Company, 1927. (By permission of The Macmillan Company, publishers)

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