



THE ASSOCIATION OF
INDEPENDENT SCHOOLS
OF THE ACT

AISACT GOVERNANCE SEMINAR:

MAKING THE SCHOOLS GOVERNANCE GUIDE REAL

FACILITATORS GUIDE

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INTRODUCTION

ABOUT THIS GUIDE

Who is this guide for?	<p>This guide has been developed for people facilitating the <i>Making the Schools Governance Guide Real</i> seminar.</p> <p>It is to be used in conjunction with the AISACT guide, <i>School Governance Guiding Principles: A Guide to Promote Good Governance</i> (AISACT Governance Guide).</p>
Why do I need to use this guide?	This guide provides you with the information and activities required for you to facilitate the seminar.
What is contained in this guide?	<p>This guide is divided into 2 sections, including:</p> <p>Section 1</p> <ul style="list-style-type: none"> ▪ A facilitator’s introduction to the Making the Schools Governance Guide Real seminar. ▪ An introduction to facilitation. ▪ Information on preparing for the Making the Schools Governance Guide Real seminar. <p>Section 2</p> <ul style="list-style-type: none"> ▪ Session content and activities.

SECTION 1

Facilitator’s Introduction

What is the purpose of this seminar?	<p>This module is to help the school board, board members and the school executive gain a greater understanding of the role of the board and executive in the governance of your school.</p> <p>This will enable them to understand how to apply the 8 Guiding Principles contained in the AISACT Governance Guide in a way that drives responsibility, accountability, fairness and transparency.</p>
Seminar duration	2.5 hours (approximately)
What are the learning outcomes for this seminar?	<p>By participating in this program, participants will build their knowledge, develop skills and identify behaviours, enabling them to:</p> <ul style="list-style-type: none"> ▪ Understand the competitive external market and key school organisational drivers. ▪ Create and foster a truly governance focused board with a culture of openness and transparency. ▪ Interpret relevant management reports and use these to guide evidence based decision making. ▪ Coach governance focused behaviours in the board and the executive to drive high levels of conformance and performance.

What is the delivery model?	<p>This session has been designed around the 4MAT Model i.e.:</p> <p>Why? Generate interest (motivate)</p> <p>What? Pass on information to learners (educate)</p> <p>How? Do it, practice (coach)</p> <p>What next? Apply to the real world (consolidate)</p>
What is the delivery mode?	<p>This program is designed to be facilitator led. Delivery modes in the session include:</p> <ul style="list-style-type: none"> ▪ individual and group activities ▪ presentation ▪ discussion ▪ skills practice ▪ self reflection.

Facilitation Skills

The Cambridge Dictionary defines facilitation as:

The act of helping other people to deal with a process or reach an agreement or solution without getting directly involved in the process, discussion, etc. yourself.

Inherent in this definition is the recognition that facilitation is not teaching, rather creating an environment where participants work on and develop their own knowledge and skills in a learning environment with appropriate guidance and support from the facilitator.

The competencies that ensure strong facilitation are:

Communicating Effectively	<p>Behavioural Indicators:</p> <ul style="list-style-type: none"> ▪ Creates structure in communication. ▪ Matches content and delivery style to the audience. ▪ Confirms understanding. ▪ Thinks ahead, anticipates reactions and prepares in advance. ▪ Persuades others directly. ▪ Has personal impact and displays a positive persona.
Coaching and Developing Capability	<p>Behavioural Indicators:</p> <ul style="list-style-type: none"> ▪ Uses effective relationship skills. ▪ Clarifies the persons concerns and needs. ▪ Provides specific feedback to reinforce effective behaviours/skills. ▪ Provides specific feedback for improvement and development. ▪ Demonstrates how the behaviour/skill is used. ▪ Celebrates success.
Helping Others Learn	<p>Behavioural Indicators:</p> <ul style="list-style-type: none"> ▪ Creates and maintains a learning atmosphere. ▪ Uses effective relationship skills. ▪ Establishes and maintains a coherent structure to the learning process.









	<ul style="list-style-type: none"> ▪ Checks for understanding. ▪ Demonstrates belief in the learning course/method. ▪ Describes the benefits of the new skills/behaviours.
Listens Effectively	<p>Behavioural Indicators:</p> <ul style="list-style-type: none"> ▪ Removes distractions. ▪ Encourages communication. ▪ Uses appropriate body-language (alert posture, eye contact, gestures, postures, facial expression and mannerisms). ▪ Observes body language. ▪ Seeks to understand. ▪ Checks for understanding. ▪ Considers response to others before speaking.
Builds Successful Working Relationships	<p>Behavioural Indicators:</p> <ul style="list-style-type: none"> ▪ Uses effective relationship skills. ▪ Co-operates and volunteers support and assistance. ▪ Recognises and uses others' contributions. ▪ Supports group decisions and objectives. ▪ Shares information freely.

Facilitator's Preparation

What resources do I need for this session?	<p>You require the following resources to run this program:</p> <ul style="list-style-type: none"> ▪ copies of the AISACT Governance Seminar Participant Workbook (AISACT website), one for each participant ▪ copies of the scenarios (see Appendix, p. 20), one for each participant ▪ pens ▪ flipchart paper and markers ▪ Blu-Tac ▪ copies (one per table) of the AISACT Governance Guide (AISACT website) ▪ Data Projector and Laptop
Participant Prework	<p>Prior to attending the workshop, facilitators should encourage participants to familiarise themselves with the AISACT Governance Guide and for their school to conduct the AISACT Governance Checklist (AISACT website).</p> <p>Participants would also be asked to bring their school's checklist results with them.</p>

Icons

The following icons are used in this guide:

			
Facilitator Notes	Refer to the Participant Workbook	Conduct an activity	Show flipchart
			
Group Discussion	Key Learning Point	PowerPoint	Question

Course Structure

Section	Duration
SECTION 1: Welcome and Introductions	15 minutes
SECTION 2: Who's Responsibility is it?	10 minutes
SECTION 3: Example Scenario	15 minutes
SECTION 4: Scenarios	75 minutes
SECTION 5: Action Planning	15 minutes
SECTION 6: Module Close	15 minutes








NOTE:





The schedule has been developed as a guide only. You should be guided by participants where they are getting most value from the seminar and adjust your timings accordingly.

If this means that the group needs to reconvene at another time to finish the seminar this is a very positive outcome if it reflects participants engagement and desire to learn.






Please also provide breaks for the participants when appropriate for coffee, tea or a chance to stretch their legs.


SECTION 1: Welcome and Introductions

	<i>15 minutes</i>
	Show Slide 1 Welcome
	<p>Welcome participants to the Governance Seminar and introduce yourself.</p> <p>Check to see if participants know each other. If not allow 5 minutes for table introductions.</p> <p>As a way of starting the conversation Ask each participant to share one thing they want to get out of the seminar.</p> <p>Explain safety and housekeeping - i.e. mobile phones, facilities, breaks and safety, i.e. fire exits, evacuation plan, etc.</p>
	<p>Explain:</p> <p>This seminar is designed to help you gain a greater understanding of the AISACT Governance Guide and an increased knowledge of how to ensure strong governance in your school, and in so doing reduce the risks to the school, the board and individual board members.</p> <p>The seminar is based on the following:</p> <ul style="list-style-type: none"> • Content links directly to the AISACT Governance Guide, i.e. It shows you how the Governance Guide can be used in a practical sense to uplift governance in your school. • To enhance practical understanding rather than lectures on content, the seminar focuses on scenarios based on key challenges/issues of relevance to ACT independent schools. • Scenarios include questions connected to each of the eight principles. You are encouraged draw on the Governance Guide, your colleagues and your own experience to explore options and identify the best way forward.
	Show Slide 2 Module Purpose – Specific Learning Objectives
 	<p>Explain:</p> <p>Direct participants to page 2 of their workbook and ask them to read the section on the seminar’s purpose, in particular the specific learning objectives shown there.</p>
	Ask:




	<p>These are the formal objectives of the seminar, however we want to ensure that we deal with all your issues, concerns and personal learning objectives.</p> <p>Thinking about the seminar learning outcomes, I would now like you to think about what you hope to gain from attending this seminar today.</p> <p>With this in mind can I ask you to spend a moment reviewing the objectives to see if there is anything you would want to add? Please make any notes on page 3 in your workbook.</p> <p>Then group discussion and flipchart any additional objectives.</p>
	<p>Show Slide 3 Agenda</p>
	<p>Explain and Discuss: To achieve these objectives we will undertake the following journey.</p>
	<p>Ask: What questions do you have at this stage? Discuss OK then, let's turn our attention to the actual contents of the Governance Seminar.</p>

SECTION 2: Who's responsibility is it?

<i>10 minutes</i>	
	Show Slide 4 Our School
 	<p>Explain:</p> <p>Ask “Can we make a difference?”, and whether we really “own our school”, because if we don’t then there is a big disconnect between what others’ want us to do, and what we want to do!</p> <p><i>(Follow up questions if necessary - What happens if we don’t achieve this? What could happen to the school?)</i></p> <p>Group Discussion leading to general agreement on commitment to excellent Governance in their schools.</p> <ul style="list-style-type: none"> ▪ I’d like to raise the issue of what we can control, and what we can influence as this is an important distinction! ▪ Stephen Covey, a renowned business thinker came up with the concept of Circles of Concern/Influence. ▪ The circle of concern/influence, in a school and business sense (because that is what the school is), encompasses all of those issues which have impact on your performance as a board member/executive and the performance of your school. ▪ Ask and discuss what the circle of influence mean to them and how it translates in a school and board sense?
 	<p>ACTIVITY: WHAT THIS MEANS TO ME</p> <p>Now that we have signed on to “It’s up to me”, so let’s explore “What” is up to me.</p> <p>This is a time for quiet reflection and I would ask that you complete your personal commitment to “Owning” Governance in your school, <u>and</u> also any barriers to this you perceive (personal and organisational).</p> <p>Timing:</p> <p>5 minutes.</p> <p>Intended Outcome of Activity:</p> <p>Participants will articulate the impact of School Governance rules and expectations on them and their role.</p>

	<p>Materials: Participant Workbook (pages 4)</p> <p>Group Discussion Debrief through a group discussion with emphasis on accountability, a real capacity to act and the understanding that what participants do does effect in a real way their schools well being and success.</p>
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SECTION 3: Example Scenario

	15 minutes
	Show Slide 5 Example Scenario
	<p>Explain:</p> <p>As discussed during the opening this seminar is designed to help you gain a greater understanding of the AISACT Governance Guide and an increased knowledge of how to ensure strong governance in your school.</p> <p>Learnings that are directly relevant to your school will have greater impact and therefore transportability back to your school.</p> <p>Further, creating an environment where you work on and develop your own knowledge and skills in a learning environment with appropriate guidance and support from the facilitator is much more impactful and has higher learning retention than falling asleep in a boring lecture.</p> <p>With this in mind we now move into the “Learning by doing” section of the seminar, and we will work through a number of real life scenarios together.</p> <p>Remember:</p> <ul style="list-style-type: none"> ▪ Content links directly to the AISACT School Governance Guiding Principles document, i.e. it shows you how the Governance Guide can be used in a practical sense to uplift governance in your school. ▪ Scenarios include questions connected to each of the eight principles. You are encouraged draw on the Governance Guide, your colleagues and your own experience to explore options and identify the best way forward.
	<p>Explain:</p> <p>Before we get started on the actual scenarios let’s look at an example and work through it together.</p> <p>In this instance we have chosen “Financial and other census reports are not readily available to the Board”.</p> <p>This seems a reasonably straight forward problem, but is it important enough that you need to act on it?</p> <p><i>(Follow up questions if necessary - What happens if we don’t act? What could happen to the school?)</i></p>

Shortly I will ask you to please have a read of the example scenario and then we can discuss it as a group, however before that can I ask if you are familiar with the concept of Root Cause Analysis?

If the general consensus is “No”, explain:

Root Cause Analysis is a technique that helps to identify what, how and why something has happened, or is happening, to enable management to prevent that event happening again. The Root Cause Analysis technique explores all the possible causes of the problem under investigation to facilitate detailed and accurate analysis and development of the best solution of the problem.

Root Cause Analysis starts with the event, or problem that needs to be resolved and then moves through a series of questions, asking “why” to enable the chart to be plotted backwards from the event to one or a number of originating events. The analysis process is completed when each event or cause is reduced to the lowest possible level. That is, to one or a number of root causes or originating events rather than causes or events that are the result of another cause.

As useful way of also getting to the bottom of things, as Root Cause does, is to ask ‘Why’ as many times as is necessary to get to the genuine causes. As you can see in the diagram below this could be 5 or more times before the real cause is identified.



Please now have a read of the Example Scenario.

Group Discussion Debrief through a group discussion with emphasis on the significant potential impact of this scenario.

- The implications are varied and significant. Did anyone think of anything to add to this list?
- 3 of the 8 Guiding Principles are breached in this one issue/problem.






Show Slide 6 Root Cause Analysis

- We don’t know the cause yet, so a Root Cause Analysis may be required. This is best facilitated in a collaborative way with the Finance and Audit Committee, and the school Executive, but ultimately remember the “It’s up to me” commitment we made earlier.

Example Scenario: Financial and other census reports are not readily available to the Board.

Implications of this?	How does this relate to the Guiding Principles?	What should you do?
<p>Implications include:</p> <ol style="list-style-type: none"> The board and the school have a policy of timely and open communications that is not being adhered to. The board is unable to monitor the financial and operating health of the school in a timely manner. This is a major risk factor for the board. The board may be making decisions based on incorrect or incomplete data or understanding of the issues. A breach of openness between the board and the executive may adversely impact trust and the way we work together. 	<p>Principle 4: Risk recognized and managed.</p> <ul style="list-style-type: none"> 4.3 Have processes to review and monitor risk framework <p>Principle 5: Organisational capability to deliver purpose.</p> <ul style="list-style-type: none"> 5.1: Have an effective financial governance framework 5.2: Identify appropriate performance indicators 5.4: Understand and assess capacity and capability <p>Principle 6: Integrity and accountability</p> <ul style="list-style-type: none"> 6.1: Ensure board has access to current and relevant reports 	<p>At this stage the cause of the delay is not known. For example it could be systems related, a lack of urgency or simply poor communications methods.</p> <p>Therefore in conjunction with the Finance and Audit Committee we need to undertake a Root Cause Analysis to identify the reason and then take the appropriate action.</p> <p>Root Cause Analysis</p>
<p>Private Reflection: Notes for my school</p>	<p>In the first instance despite not being on it I need to consult with the Finance and Audit Committee. To do this I will contact xxxxxxxx the Chair of the committee to see what their understanding of the situation is and discuss next steps.</p> <p>I anticipate we will need to the engage yyyyyyyyy the Principal to understand their position in relation to board reporting. If the cause of the problem is not evident we will then encourage the Finance and Audit Committee to undertake a more formal Root Cause Analysis in conjunction with the school Executive.</p>	





SECTION 4: Scenarios

75 minutes	
	Show Slide 7 List of Scenarios
	<p>Explain:</p> <p>It is now time to “Learn by Doing”.</p> <p>I would like you to move into groups of 3, where you will work together to complete the top sections and then have a few minutes of private reflection to each complete notes specific to yourself.</p> <p><i>Facilitator note: There are 8 scenarios shown in the scenarios handout. It will take about 15 minutes to complete each scenario (including a few minutes of self reflection), therefore not all scenarios will be able to be covered by all participants.</i></p> <p><i>However as each in its own right is a complete learning exercise and the Governance Checklist provides more detailed information specific to participants schools this is not a significant issue. Therefore you will need to divide the scenarios across the groups.</i></p> <p><i>You can either allocate specific scenarios to each group or ask them to nominate which ones they would like to address. The recommendation is to provide each group with 4 scenarios to work on.</i></p>
 	<p>ACTIVITY: SCENARIOS</p> <p>You have 60 minutes to address the 4 issues assigned to your group, including time for private reflection on each issue.</p> <p>I ask you to self manage timings and also how the group works together. Also, we are working collegiately so please remember each person’s opinion is valued and desired.</p> <p>Timing:</p> <p>60 minutes.</p> <p>Intended Outcome of Activity:</p> <p>Participants in groups of 3 will address 4 scenarios each.</p> <p>Materials:</p> <p>Participant Workbook (pages 6 - 9)</p> <p><i>Facilitator note: Please ensure you circulate amongst the work groups to ensure they are working effectively towards solutions for their chosen scenarios.</i></p> <p><i>To assist you, if any group is struggling the relevant Guiding Principles for each of the 8 scenarios are shown below, however the best learning outcome is achieved if you</i></p>
	

help the group to work through to these conclusions themselves rather than just give them the answers.

Debrief through a group discussion with emphasis on accountability, a real capacity to act and the understanding that what participants do does effect in a real way their schools well being and success.

SECTION 5: Action Planning

<i>15 minutes</i>	
	Show Slide 8 SMART Goals
	<p>Explain:</p> <p>A critical step in developing action plans for governance issues is to develop the goals for actions. These goals are the “What’s” that must be delivered.</p> <p>Similarly the key behaviours involved in delivering the What’s, must be defined. These are the “How’s” and these are the key competencies that the organisation has defined that will deliver the target culture and the business vision,</p> <p>The goals should be specific, quantifiable and measurable.</p> <p>Remember that: <i>“If things get measured they get done”</i></p> <p>For many years people and organisations have been using the SMART acronym to establish goals for projects, pieces of work and for action plans. The acronym stands for:</p> <p style="text-align: center;"> S - Specific M – Measurable A - Achievable R – Relevant T - Time-based </p> <p>Occasionally “agreed” has been substituted for “achievable”, however both are somewhat incomplete. A more complete definition of each element is shown on the screen. For example S becomes specific, significant, stretching.</p> <p>This extends the reach of SMART Goals and also reinforces their importance.</p> <p>Using the SMART acronym will enable people to see specifically what it is that they must deliver and to understand how that it is to be achieved.</p>
 	<p>ACTIVITY: WHAT THIS MEANS TO ME</p> <p>From our scenario analysis we have identified a number of actions that need to be addressed.</p> <p>Could you now please choose one of these that resonates with you and turn it into a SMART Goal.</p> <p>Timing: 5 minutes.</p>

Intended Outcome of Activity:

Participants will develop 1 SMART Goal.









Materials:



Participant Workbook (page 10)

Group Discussion Debrief through a group discussion with emphasis on accountability, a real capacity to act and the understanding that what participants do does effect in a real way their schools well being and success.



SECTION 6: Module Wrap Up and Close

	15 minutes
	Show Slide 9 Revisiting Personal Learning Objectives
 	<p>Explain:</p> <p>Thinking about the personal learning outcomes you identified earlier in the day, I would now like you to think about these and whether they have been achieved.</p> <p>With this in mind can I ask you to spend a moment reviewing the objectives you wrote out. Please make any notes on page 11 of your workbook, and in particular address any future actions you intend to take to really get on top of these personal objectives.</p>
 	<p>Discuss:</p> <p>Discuss and flipchart any actions that resonate for the group.</p>
 	<p>Explain:</p> <p>In addition to the specific actions linked to personal learning objectives we've just discussed, there are a range of other activities we need to have a think about to:</p> <ol style="list-style-type: none"> In conjunction with the board and school executive update the risk management plan of the school. Consider the board structure (including committees, and board members) for diversity of members, depth of skills, succession plans and induction methodologies. Consider your level of financial acumen and that of the board and whether more formal training is required. Any barriers to implementing governance change and how to overcome them. <p>With this in mind can I ask you to spend a moment reviewing the objectives you wrote out. Please make any notes on page 36 of your workbook, and in particular address any future actions you intend to take to really get on top of these personal objectives.</p>
	<p>Discuss:</p> <p>Discuss and flipchart any actions that resonate for the group.</p>

	
	<p>Module close: Thank participants for attending and supporting each other throughout the day.</p>

ATTACHMENT: SEMINAR SCENARIOS

In reviewing your nominated scenarios you are asked to answer the following questions:

- What are the implications of this?
- How does this relate to the Guiding Principles?
- What should you do?

In preparing your answers you should consider the specific question asked in *italics*.

SCENARIO 1: LOW FINANCIAL ACUMEN

There are various financial skill levels on the board but overall there appears to be low financial acumen. This was highlighted during recent board discussions on:

- Board financial responsibilities.
- The changes to government funding for schools. There appeared to be a low level of understanding on how funding works e.g. directors were not clear on:
 - i. the difference between federal and territory government funding
 - ii. the impact cuts to federal and territory government grants will have on the bottom line in the medium and long term
 - iii. the relationship between enrollments, census days and funding
 - iv. how much the school receives from government grants versus school fees
 - v. the key levers and drivers of profit in a school setting
 - vi. how to interpret financial reports.

Consider:

- *What can individual directors do to improve their financial acumen?*
- *What can boards do to improve boardroom financial literacy?*

Relevant Guiding Principles:

5. Organisational capability to deliver purpose

Build and maintain organisation capability through sound financial management, appropriate resourcing and protection of assets

- Recommendations 5.1, 5.2, and 5.4

2. Board structured to be effective and add value

Ensure the board is the appropriate size and has the skills, commitment and knowledge to fulfil its role effectively and add value

- Recommendations 2.1 and 2.2

6. Integrity and accountability

Act in good faith in the best interests of the school and for a proper purpose and be able to justify decisions and actions to stakeholders

- Recommendations 6.1 and 6.3

SCENARIO 2: THINKING LIKE PARENTS

The board seems to be too focused on day-to-day school issues and activities. This includes directors raising questions related specifically to their children who are students at the school (i.e. thinking like parents rather than board members).

Consider:

- *What are the key roles and responsibilities of school board directors?*
- *What are the key roles and responsibilities of the principal and school executive?*
- *What can boards do to ensure clarity in roles and responsibilities between the board and school executive?*

Relevant Guiding Principles:

1. Clarity in roles and responsibilities

Delineate the respective roles and responsibilities of board and management and regularly review performance

- Recommendations 1.1, 1.2 and 1.3

6. Integrity and accountability

Act in good faith in the best interests of the school and for a proper purpose and be able to justify decisions and actions to stakeholders

- Recommendation 6.2

2. Board structured to be effective and add value

Ensure the board is the appropriate size and has the skills, commitment and knowledge to fulfil its role effectively and add value

- Recommendation 2.1

SCENARIO 3: POOR DECISION MAKING

We have recently made some decisions that have backfired on us. No one seemed to see the risk of things going wrong.

Consider:

- *What do we really mean by “risk” in the context of the school?*
- *What is the role of the board in risk?*
- *What can boards do to recognise and manage risk?*

Relevant Guiding Principles:

4. Risk recognised and managed

Establish a sound risk management framework and review regularly

- Recommendations 4.1, 4.2 and 4.3

5. Organisational capability to deliver purpose

Build and maintain organisation capability through sound financial management, appropriate resourcing and protection of assets

- Recommendations 5.1 and 5.2

2. Board structured to be effective and add value

Ensure the board is the appropriate size and has the skills, commitment and knowledge to fulfil its role effectively and add value

- Recommendations 2.1, 2.2 and 2.4

SCENARIO 4: BOARD INFIGHTING

Board members seem to be fighting with each other and appear to have their own agendas. There have been incidents of directors shouting, table thumping and using aggressive language towards fellow directors and school executives.

The chair appears not to be concerned and to view this behaviour as a demonstration of frank and fearless debate. Alternatively, it may be just that the chair doesn't know what to do.

Consider:

- *Is it your role to challenge board room behaviour you are concerned about?*
- *How might you do this?*
- *How can boards ensure they operate effectively, add value and are working to a shared mission?*
- *How might you influence the culture of the board and the school?*

Relevant Guiding Principles:

8. Culture that supports the school's vision and mission

Model and work to instil a culture that supports the school's vision and mission and aligns with its purpose and strategy

- Recommendations 8.1 and 8.2

2. Board structured to be effective and add value

Ensure the board is the appropriate size and has the skills, commitment and knowledge to fulfil its role effectively and add value

- Recommendations 2.1, 2.2 and 2.4

SCENARIO 5: LACK OF ACCOUNTABILITY

The board's ability to deliver on its purpose and meet its fiduciary responsibilities appears to be compromised. Neither the board members nor the executive seem accountable for their actions. There is no clear definition of roles and responsibility and no processes in place to ensure accountability or measure performance.

Consider:

- *What are the implications of this if it is allowed to continue?*
- *What can boards do to ensure organisational capability to deliver on purpose?*
- *How can boards support integrity and accountability within their school?*

Relevant Guiding Principles:

6. Integrity and accountability

Act in good faith in the best interests of the school and for a proper purpose and be able to justify decisions and actions to stakeholders

- Recommendation 6.2

2. Board structured to be effective and add value

Ensure the board is the appropriate size and has the skills, commitment and knowledge to fulfil its role effectively and add value

- Recommendations 2.1, 2.2 and 2.4

SCENARIO 6: BULLYING AND POOR BEHAVIOUR

Your school promotes strong positive values and ethics in its vision and mission. However, as a director for this very successful and well regarded school, you have been troubled by the latest results from parent and student surveys which show a trend of increasing reports of bullying behaviour.

When you raised it at the last board meeting your fellow directors seem unconcerned about this trend. The chair noted that the school was performing well, had a good reputation and advised that if the principal and staff had any concerns they would manage it internally.

Consider:

- *Are you satisfied with this approach from the board?*
- *Is it your role to question a culture and process that your board colleagues seem happy with?*
- *What can boards do to ensure a culture that supports the school's vision and mission?*

Relevant Guiding Principles:

8. Culture that supports the school's vision and mission

Model and work to instil a culture that supports the school's vision and mission and aligns with its purpose and strategy

- Recommendations 8.1, 8.2 and 8.3

3. Clear purpose and strategy

Have a clear mission and set of strategies aligned to the school's vision

- Recommendations 3.1 and 3.2

SCENARIO 7: CHAIR/PRINCIPAL RELATIONSHIP

The chair/principal relationship seems to be challenging and interfering with the smooth operation of the board and the school and our culture.

It's not uncommon for the chair to assert their authority over the principal in board meetings or to go directly to other staff to request information on operational matters. The principal is often quiet in board meetings, speaking only to the principal's report or when responding to direct questions.

Consider:

- *What are the risks to a school of a poor relationship between the chair and principal?*
- *Is it your role to raise concerns about the relationship between the chair and principal? If so, how might you do this?*
- *What can boards do to help support an effective chair and principal relationship?*

Relevant Guiding Principles:

8. Culture that supports the school's vision and mission

Model and work to instil a culture that supports the school's vision and mission and aligns with its purpose and strategy

- Recommendations 8.1 and 8.2

6. Integrity and accountability

Act in good faith in the best interests of the school and for a proper purpose and be able to justify decisions and actions to stakeholders

- Recommendation 6.2

1. Clarity in roles and responsibilities

Delineate the respective roles and responsibilities of board and management and regularly review performance

- Recommendations 1.1, 1.3 and 1.4

5. Organisational capability to deliver purpose

Build and maintain organisation capability through sound financial management, appropriate resourcing and protection of assets

- Recommendation 5.3

SCENARIO 8: BOARD LACKS UNDERSTANDING OF THE WORLD AROUND US

The board doesn't seem to understand the environment the school is operating in. There is low

understanding on the board of:

- who our stakeholders are and what they require of us
- changing demographics and societal issues
- competition
- evolving educational issues and trends.

Consider:

- *Why is it important for boards to understand their operating environment?*
- *How can boards build and maintain effective stakeholder engagement?*
- *How can boards ensure their decision making is based on a sound understanding of the environment you operate in?*

Relevant Guiding Principles:

7. Effective stakeholder engagement

Ensure meaningful engagement of all stakeholders and fair consideration is given to their legitimate interests and expectations

- Recommendations 7.1 and 7.2

2. Board structured to be effective and add value

Ensure the board is the appropriate size and has the skills, commitment and knowledge to fulfil its role effectively and add value

- Recommendations 2.1 and 2.2

6. Integrity and accountability

Act in good faith in the best interests of the school and for a proper purpose and be able to justify decisions and actions to stakeholders

- Recommendation 6.1
