



THE AAIE LEADING TOGETHER PROJECT: The Head of School/Board Chair Partnership

ANCHOR CURRICULUM

v.3 March 4, 2020

LEADERSHIP RESPONSIBILITY... THE CHAIR/HEAD SHALL LEAD THE BOARD IN...

1. BUILDING AND SUSTAINING TRUSTING AND PRODUCTIVE RELATIONSHIPS

The Chair and Head develop and sustain a trusting and productive relationship with each other, with and among the Trustees and across the community. The Chair and Head enhance Board effectiveness by skillfully facilitating discussions, resolving conflicts, and building consensus.

<i>Knowledge and Understandings</i> The Chair/Head need to understand the following:	<i>Skills and Competencies</i> The Chair/Head need to be able to:
<ul style="list-style-type: none">• The Chair and the Head are responsible for building a common understanding of and commitment to the school's foundation documents (e.g., mission, vision, core values, beliefs)• Mutual trust requires communicating in a way that is candid, consistent, continuous, and respectful• A trusting and productive Board culture (among the Chair, Head and individual Trustees) requires clearly articulated performance expectations, a commitment to agreed-upon norms, and deliberate, ongoing guidance from the Chair/Head team.• A strong, productive relationship between the Chair and the Head is <u>the</u> critical factor in effective board governance.	<ul style="list-style-type: none">• employ strategies for building trust between each other and among the Trustees• develop an understanding of the strengths of each other and individual Trustees• guide the Trustees to listen for understanding; not to respond• prioritize issues• effectively facilitate meetings/discussions• guide the board toward consensus• manage differences/conflict between each other and among Trustees

2. UNDERSTANDING AND RESPECTING THEIR COMPLEMENTARY ROLES

The Chair and Head ensure that the roles and responsibilities of the Board and those of the Head are both understood in theory and respected in practice.

<i>Knowledge and Understandings</i> The Chair/Head need to understand the following:	<i>Skills and Competencies</i> The Chair/Head need to be able to:
<ul style="list-style-type: none">• The Board must consistently maintain a strategic focus, balancing taking care of routine matters (including fiduciary oversight) with long-term thinking and strategic decision making.• The Board adds the most value when it focuses on the medium to long term• The Board focuses on strategic policy issues, leaving the day-to-day management of the schools, in line with board policy, to the Head”• “Staying in one's lane” is not always clearly defined; it requires flexing with the context and situation.	<ul style="list-style-type: none">• build a common understanding on the Board of their responsibility vis-à-vis that of the Head• discern when situational flexibility is needed and effectively ‘navigate’ those areas where the Board’s and the Head’s responsibilities overlap

3. DISTINGUISHING BETWEEN POLICY AND PROCEDURE

The Chair and Head ensure that the Board understands the difference between Policy and Procedure, recognizing that policy is the Board’s work, delegating procedures to the administration.

<i>Knowledge and Understandings</i> The Chair/Head need to understand the following:	<i>Skills and Competencies</i> The Chair/Head need to be able to:
<ul style="list-style-type: none">• Policy states the “what, why, and to what extent” while procedures describe the “how, when, and who” of policy implementation• There must be alignment among the school’s “foundation documents,” e.g., mission, vision, board policies, and administrative procedures• Policy development is generally done jointly between the board and the administration; policy adoption is done by the board; policy implementation is the role of the Head	<ul style="list-style-type: none">• craft good policies, done jointly by the Chair/Board and the Head/administration• ensure administrative procedures are aligned with policy• maintain policy-procedure discipline on the Board

4. EXERCISING FIDUCIARY OVERSIGHT

The Chair and the Head guide the Board in fulfilling its fiduciary responsibilities and confronting, clarifying, and solving problems.

<p><i>Knowledge and Understandings</i> The Chair/Head need to understand the following:</p> <ul style="list-style-type: none">• Fiduciary oversight requires knowledge about a broad array of elements, e.g., crisis preparedness, risk management, fiscal sustainability.• Fiduciary oversight involves deliberate planning, appropriate policy development, and regular monitoring.• Fiduciary oversight is a shared responsibility, with clear agreement regarding who does what.	<p><i>Skills and Competencies</i> The Chair/Head need to be able to:</p> <ul style="list-style-type: none">• jointly develop a calendar of fiduciary tasks and reports to the Board• employ effective risk-management strategies to mitigate exposure to and impact of potential risks
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5. BEING A STRATEGIC BOARD

The Chair and Head appropriately involve the Board in the development, implementation, and monitoring of the school's various plans, e.g., strategic, financial, facilities.

<p><i>Knowledge and Understandings</i> The Chair/Head need to understand the following:</p> <ul style="list-style-type: none">• The school's foundation documents, e.g., mission, vision, values, should be explicitly affirmed by the Board annually, revised as appropriate, and used as a basis for strategic decisions.• “Being strategic” means the Board focuses primarily on strategic issues in its work.• It is the responsibility of the Board to approve and regularly update mid- to long-term plans in three areas: finances, strategy, and facilities.	<p><i>Skills and Competencies</i> The Chair/Head need to be able:</p> <ul style="list-style-type: none">• ensure that mid- to long-term plans are up-to-date and implemented• facilitate strategic <u>thinking</u> as well as strategic <u>planning</u>• lead generative discussions when needed• employ change-management strategies
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6. ASSESSING FOR IMPACT AND EFFECTIVENESS

The Chair and Head lead the board in identifying appropriate metrics and using them to measure success, fidelity to mission, and the effectiveness of the Board, the Chair, the Head, and the School.

<p><i>Knowledge and Understandings</i> The Chair/Head need to understand the following:</p> <ul style="list-style-type: none"> • Assessments (of personnel, board effectiveness, program success, student progress, etc.) should be “formative” in nature, focusing on growth and improvement, as well as summative, acknowledging goal achievement. • In measuring school success, performance indicators should be aligned with the school’s foundation documents, e.g., mission, vision, etc. 	<p><i>Skills and Competencies</i> The Chair/Head need to be able to:</p> <ul style="list-style-type: none"> • identify appropriate “indicators” for each assessment, maintaining a focus on impact. • select, gather, and interpret appropriate data, drawing relevant conclusions (incl. alumni, recently departed families)
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7. EMPLOYING EXEMPLARY BOARD PRACTICES AND HONORING OPERATIONAL AGREEMENTS

The Chair and Head guide the board in using effective and efficient practices and in abiding by clearly articulated and agreed-upon operational norms in doing its work.

<p><i>Knowledge and Understandings</i> The Chair/Head need to understand the following:</p> <ul style="list-style-type: none"> • There should be established protocols for the full range of effective Board operations, stated clearly in the Policy Manual (broad expectations) and the Board Handbook (procedures and processes) which the Chair and Head monitor • It is absolutely critical that all Trustees understand, sign, and abide by the Board’s Conflict of Interest Policy and Code of Ethics/Conduct. • Explicit common agreements regarding norms of operation complement established policies and principles in promoting effective board operations • The role of committees and task forces is to develop recommendations for the Board, as designated in their Terms of Reference. Committees and Task Forces do not “decide;” that authority rests with the full Board. 	<p><i>Skills and Competencies</i> The Chair/Head need to be able:</p> <ul style="list-style-type: none"> • devise an annual calendar of board work and strategic agendas, including reports to the board on matters of importance • plan and lead productive and efficient meetings • oversee the work of the Board’s committees and task forces • enforce agreed-upon Board norms • intervene or confront Trustees who “wander” from the norms
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8. COMMUNICATING EFFECTIVELY

The Chair and Head support the Board by communicating effectively, providing appropriate information/reports, practicing the "no surprises" principle, and guiding the Board in appropriately engaging with the wider community.

<p style="text-align: center;"><i>Knowledge and Understandings</i> The Chair/Head need to understand the following:</p> <ul style="list-style-type: none"> • The Board must have sufficient information to support decision-making, however, the nature and amount of reports, presentations, and references must be thoughtfully determined. • While the primary “face” of the school is the Head and her/his staff, the Board does have a role in ensuring appropriate engagement with stakeholders, a role that must be carefully and deliberately planned and performed, balancing “transparency” with the need for confidentiality. • Channels of communication must be clearly articulated and adhered to by all parties. 	<p style="text-align: center;"><i>Skills and Competencies</i> The Chair/Head need to be able</p> <ul style="list-style-type: none"> • manage the scope and flow of communication – finding the balance: not too much, not too little • communicate to the Board and to stakeholders in writing and orally, always in a clear, concise, timely, and appropriate manner. • effectively employ listening and facilitation skills.
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9. BUILDING THE BOARD'S AND HEAD'S CAPACITIES

The Chair and Head sustain the Board through thoughtful succession planning, high-quality, ongoing professional development, and periodic self-assessment.

<p style="text-align: center;"><i>Knowledge and Understandings</i> The Chair/Head need to understand the following:</p> <ul style="list-style-type: none"> • Board composition plays a major role in Board effectiveness • Trustee succession planning must be deliberate, based on established protocols, and result in getting “the right people on the bus” and preparing them to assume full responsibilities of a Trustee. • Board goal-setting and professional learning should be based on the results of the Board's self-appraisal • While the Board hires and evaluates the Head, both parties are responsible for supporting and nurturing each other. 	<p style="text-align: center;"><i>Skills and Competencies</i> The Chair/Head need to be able to:</p> <ul style="list-style-type: none"> • ascertain the needs of the Board and guide the recruiting/selection of Trustees accordingly • translate the results of Board and Head appraisals into planned professional learning activities
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*Based on review of:
 AAIE Leadership Challenge Survey 2018
 NESAs Governance Initiative
 NAIS *Principles of Good Practice; School Boards of Trustees*

NAIS 2018 presentation by Donna Orem; *Strategies for New Heads*
BoardSource *Twelve Principles of Governance That Power Exceptional Boards*
BoardSource *Ten Basic Responsibilities of Nonprofit Boards*
Accreditation Standards (CIS: MSA; NEASC; WASC; AdvancEd/Cognia)
AISH *A Leadership Tapestry: Threads of Leadership & Standards of Excellence*
AASA *Professional Standards for the Superintendency*
McKinsey *The CEO Guide to Boards*
The Council of Chief State School Officers *Educational Leadership Policy Standards: ISLLC 2008*
National Policy Board for Educational Administration *Professional Standards for Educational Leaders 2015*



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