

AISH



**STANDARD #2**

# Governance

## Impact Examples (blue text)

(For goal-setting, select one or two that are most relevant for your context.)

# Governance

The Head of an International School, in partnership with the governing body, develops a culture of responsibility and accountability for the fulfillment of the school's mission.

*“... to work  
and learn at a  
higher level for  
the benefit of  
students ...”*







a) Supports the Board in the review and periodic revision of the mission, the development of school policies, and the setting of the strategic direction and priorities for the long-term sustainability of the school.

- Documentation of a process in place and utilized for the review and revision of the school's mission and other foundational documents.
- Meeting agendas and minutes, facilitation plans, slides and other relevant documentation indicate that the Head of School and Board review, and when appropriate, implement, a process for the development and revision of the mission of the school.
- Publications, Board agendas, accreditation reports and other communications indicate that strategic plans and goals are regularly reviewed for progress and communicated to the school community.
- Strategic plans, the Head of School's goals, division and department goals and budgets indicate alignment with the school's guiding statements.
- Quantitative and qualitative measures are established and championed by the Head of School related to plans, budget and goals. The Head of School reports to the Board and school community regularly regarding how well the measures are achieving the intended results.
- Policies are used by the Head of School to guide the development and implementation of procedures and operational manuals for the benefit of students.
- The Head of School's goals indicate a serious intent to accomplish priorities that result in advancing the mission.
- School financial statements indicate that the Head of School, working with the Board, exercises good stewardship and accountability of school finances.

b) Develops effective working relationships with Board members and establishes clarity of roles and responsibilities in order to have an atmosphere of trust to promote candor and transparency that honors the school's established values and leads to a positive culture of governance.

- In interviews, surveys, and end-of-the-year evaluations, the Head of School and Trustees indicate that there is an effective working relationship between them.
- Interviews and surveys with the Head, Board, faculty and school community indicate that the Head and Board honor the school's values and foster candor and transparency.
- Interviews and self-evaluations indicate that the roles and responsibilities are reviewed annually, revised as needed, and upheld.
- The Head of School and Board members can cite examples from Board and committee meetings where a clarification of roles and responsibilities guided appropriate action of a topic.
- Surveys of faculty and school community indicate that the Head of School presents the Board's decisions supportively and objectively.
- Board has written operating agreements/norms, which include the Head of School that support positive relationships and the school's values.
- Interviews and self-evaluations indicate that the agreements are reviewed annually, revised as needed, and upheld. Examples can be cited of what was done if the Board veered away from the agreements.
- The Head of School and Trustees can identify examples of when the Head has solicited and incorporated the advice and insight of Trustees.
- There is a trend for Board members and the Head of School to stay longer in their respective positions. When there is a vacancy on the Board, there is a lot of interest in joining because of the positive atmosphere.

c) Collaborates with the Board to focus the agendas, attention and discussion on the substantive, strategic and symbolically important issues for the school.

- The Head of School collaborates with the Board Chair, or appropriate person, to focus on the strategic and generative topics for the school.
- The Head of School supports the Board by identifying needs and providing information, research and recommendations.
- The Head of School's annual report to the Board and school community focuses on the results of strategic priorities.
- The Head of School's Board reports and Board meeting minutes indicate that the Head shares information on significant developments and changes within the school.
- The Head of School and Board self-evaluations indicate that the Board focuses on the important issues for the school.
- Upon review of Board agendas and meeting minutes, it is clear that the time is spent on the important issues for the school.





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Chait, Richard P., Ryan, William P., and Taylor, Barbara E.. *Governance as Leadership : Reframing the Work of Nonprofit Boards (1)*. Hoboken, US: Wiley, 2011.

Chojnacki, David, Detwiler, Richard. "International Trustee Handbook: A Guide to Effective Governance for Independent Schools, 2nd Edition." National Association of Independent Schools, Washington DC., 2018.

Eastwood, Mike, Williams, Jacqueline. "Key Guides: The Charity Trustee's Handbook." Directory of Social Change. London, England, 2015.

Gabriel, John G., Farmer, Paul C. "How to Help Your School Thrive Without Breaking the Bank." Chapter 2: Developing a Mission and Vision. Alexandria, VA. Association for Supervision and Curriculum Development, 2009.

d) Ensures that, together with the Board, there is a thorough understanding and implementation of best practices in Board governance for the long-term sustainability of the school.

- In interviews and self-evaluations, the Head of School and Board members attest to their understanding of Board governance best practices.
- Board agendas, minutes and retreat documentation indicate that the Head of School and Board participate in learning opportunities such as governance training, conferences, readings, discussions, case studies and scenarios about best practices.
- Each Board member completes a self-evaluation on their performance, comparing themselves to an agreed upon set of standards. If returning to the Board, the Trustee meets with another Board member to set goals for the following year.

e) Works in tandem with the Board to develop and implement a meaningful and relevant professional and personal growth and development plan for the Head of School that supports the successful fulfillment of the mission.

- The Head of School uses AISH's Professional Standards and Threads, or other research-based documents, to self-assess for areas of growth and development.
- Interviews and/or surveys with the Head of School and Board members indicate that the Head and Board are satisfied with the process used for the Head's growth and development.

- The Head of School's end of the year self-reflection for the Board indicates professional and personal growth that supports the School's mission.

f) Promotes the professional growth of the Board, including knowledge of educational research and emerging trends in teaching and learning so that the Board can establish the mission and fulfill its oversight responsibilities for student learning.

- Agendas, minutes, slides, presentations, reading lists and other documentation for Board meetings indicate that the Head has shared resources, organized professional learning sessions, and facilitated discussions with the Board related to teaching and learning issues.
- The Head of School and Trustees attend professional learning sessions related to teaching and learning.
- The Head and Board have an established process for making decisions re: teaching and learning while the Board remains at the strategic and generative level.



McTighe, Jay, Wiggins, Grant. "Schooling by Design." Alexandria, VA. Association for Supervision and Curriculum Development, 2007.

Ministry of Education. "Effective Governance." Wellington, New Zealand. 2010.

National School Board Association. "Key Work of School Boards." Alexandria, VA. 2015.

Ryan, William. "Governance as Leadership: a conversation with William Ryan." [www.bridgespan.org/Publications-and-Tools/Nonprofit-Boards/Resources-for-Board-Members/Governance-as-Leadership-William-Ryan.aspx#.V7n\\_kpMrJQM](http://www.bridgespan.org/Publications-and-Tools/Nonprofit-Boards/Resources-for-Board-Members/Governance-as-Leadership-William-Ryan.aspx#.V7n_kpMrJQM)

Taylor, Barbara E., Richard P. Chait, and Thomas P. Holland. "The New Work Of The Nonprofit Board." Harvard Business Review 74.5 (1996): 36-46. Health Business Elite. Web. 11 Sept. 2016.





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