

GOLDEN HILLS LEADERSHIP MODEL An Overview of the Planning/Decision-Making Process

Background

Education in Canada is for the most part seen as a provincial responsibility. Most of the provinces, including Alberta, have shared this responsibility with locally-elected school boards who have been given certain powers as set out in the School Act.

The Alberta Legislature, through the School Act, has delegated much of its authority for the governance of education to locally elected school boards. School boards are agents of the legislature and, as such, have certain obligations to perform and certain powers to carry out their tasks. In keeping with the theory that government is most effective when it is placed closest to the people being governed, local people elect trustees to act for the legislature in the local community. In this sense, the trustee is the bastion of democracy, government for the people, by the people. (Alberta School Boards Association Handbook, January 1996).

The Board and administrative staff are responsible for overseeing the overall operation of the school system. The school system leadership function includes: operating on the basis of identified key values and beliefs; establishing system goals and priorities; policy development, adoption and implementation; the development and implementation of a school system budget; the allocation of teaching and support staff; the allocation of funds to school-based budgets; developing and implementing a school facilities and maintenance plan; the provision of transportation services and the evaluation of results achieved in regard to the school system education plan.

Clearly, schools must operate within the parameters as set out by both levels of government. However, there is ample latitude for the school community (teachers, parents, students and other interested rate payers) to become meaningfully involved in school-level, decision-making. The Golden Hills School Division believes that school administrators, who are committed to working with all education stakeholders, will make decisions that are both the best possible for students being served and the most reflective of community wishes.

The chart below provides an overview of the school system and the school leadership functions:

<p>SYSTEM BASED LEADERSHIP</p> <p>Leadership at the school system level involves maintaining a visionary, outward proactive orientation and a learning focus throughout the school system. School system leadership promotes the work of each school in meeting student needs and fostering the development of schools in the system as interconnected units of learning through the active involvement of all stakeholders through collaborative enabling leadership.</p>	<p>SCHOOL BASED LEADERSHIP</p> <p>School based leadership is a decision-making process in which school staff members, parents and students are collaboratively involved in the decision making process. School based decision-making should facilitate program improvement and student learning and allow for continuous personal and professional growth. Through school based decision making, members of the school community will have opportunities to be involved in the process of assessing needs, establishing goals, developing strategies, allocating resources and being accountable to the stakeholders.</p>
<p>I. SCHOOL SYSTEM CHARTER</p>	<p>I. SCHOOL CHARTER</p>
<p>School System Function/Role</p>	<p>School Function/Role</p>
<ul style="list-style-type: none"> ▪ Developing a statement of values and beliefs in the form of a school system Charter 	<ul style="list-style-type: none"> ▪ Outlining basic values, beliefs and expectations in regard to student learning and the school's vision and mission
<p>Processes/Mechanism</p>	<p>Processes/Mechanism</p>
<ul style="list-style-type: none"> ▪ Grassroots input of stakeholder groups through Think Tank sessions, focus groups and on-going feedback 	<ul style="list-style-type: none"> ▪ Involvement of students, staff, parents, school council and community members in developing a school charter that reflects both system goals and community needs

<p>II. SCHOOL SYSTEM EDUCATION PLAN</p>	<p>II. SCHOOL EDUCATION PLAN</p>
<p>School System Function/Role</p>	<p>School Function/Role</p>
<ul style="list-style-type: none"> ▪ Adoption of a school system action plan (by April for the next school year) which articulates goals and priorities for the operation of the school system in keeping with the directions that have been established by the Department of Education and based on feedback from stakeholder groups on an on-going basis 	<ul style="list-style-type: none"> ▪ Completion of the School Education Plan (by June of each year for the next school year) based on the school system education plan, provincial directives, and the input of stakeholders

Processes/Mechanism	Processes/Mechanism
<ul style="list-style-type: none"> ▪ Implementation of the Education Plan and evaluation on an on-going basis of the degree of success that has been experienced ▪ Active involvement of stakeholders through Think Tank sessions focus groups and Action Committees in the implementation of the plan, evaluating the degree of success that is being experienced and developing recommendations for education plans in the future 	<ul style="list-style-type: none"> ▪ Implementation and on-going evaluation of the School Education Plan through the involvement of students, staff and parents utilizing school Think Tank sessions, Focus Groups and School Action Committees ▪ The amount of stakeholder involvement will vary from school to school ▪ The overriding focus will be learning and teaching

III. SCHOOL SYSTEM POLICY DEVELOPMENT	III. SCHOOL RULES AND PROCEDURES
School System Function/Role	School Function/Role
<ul style="list-style-type: none"> ▪ Policy Development Adoption and Implementation 	<ul style="list-style-type: none"> ▪ School procedures and rules
Processes/Mechanisms	Processes/Mechanisms
<ul style="list-style-type: none"> ▪ Policy recommendations are developed by the Policy Committee with the active involvement of stakeholders with the Board assuming ultimate responsibility for policy adoption ▪ The Board may need to make provisions for some schools to opt out of a policy due to particular community values and norms 	<ul style="list-style-type: none"> ▪ Adoption of school rules/procedures (in keeping with Board policy) through the involvement of community stakeholders

IV. SCHOOL SYSTEM BUDGET	IV. SCHOOL BUDGET
School System Function/Role	School Function/Role
<ul style="list-style-type: none"> ▪ Development and implementation of a school system budget (April each year for the next school year) 	<ul style="list-style-type: none"> Development and implementation of a school-based budget based on the allocations that are outlined in the school system budget (June each year for the next school year)
Processes/Mechanisms	Processes/Mechanisms
<ul style="list-style-type: none"> ▪ Development and implementation of a school system budget through the active involvement of stakeholders and consideration of input from the school system Administrators' Association and the school system Budgetary Advisory Committee 	<ul style="list-style-type: none"> ▪ Provide opportunity for input from students, staff, school Council members, parents and community members in regard to budgetary priorities based on needs that have been identified in the school education plan

IV. (a) TEACHING AND SUPPORT STAFF	
School System Function/Role	School Function/Role
<ul style="list-style-type: none"> ▪ The allocation of teaching and support staff. 	<ul style="list-style-type: none"> ▪ Deployment of teaching and support staff
Processes/Mechanisms	Processes/Mechanisms
<ul style="list-style-type: none"> ▪ Use of a staffing framework and guidelines ▪ The active involvement of school administrators and school staffs in identifying specific needs of the school community that need to be addressed in the allocation of staffing ▪ Consideration of personnel agreements and school system Action Committee recommendations 	<ul style="list-style-type: none"> ▪ Meaningful involvement of the school staff members, students, parents, School Council members and consideration of school committees ▪ Decision making in regard to the number of allocated staff members and how they will be deployed with consideration given to such factors as program organization and class size ▪ Consideration of the possibility of using funds from the staffing allocation for other budget areas or by using funds from other areas for staffing

IV. (b) BASIC BUDGETARY AND SPECIAL ALLOCATIONS (CAREER TECHNOLOGY STUDIES, SPECIAL EDUCATION AND FINE ARTS PROGRAMS)	
School System Function/Role	School Function/Role
Allocation of funds from the Instructional Component of the school system budget to schools	<ul style="list-style-type: none"> ▪ Decisions in regard to the development of a school-based budget and the allocation of resources

Processes/Mechanisms	Processes/Mechanisms
<ul style="list-style-type: none"> ▪ Approximately 90% of the instructional component of the budget will be allocated to staffing. The remainder of the funds will be allocated to schools on a per pupil basis except in those cases where there are identified, earmarked priorities, such as Educational Consultants, Professional Development, I.M.C., and Special Projects (e.g. Technology Allocation) ▪ Consideration of recommendations of the Administrators' Association and the Budgetary Advisory Committee 	<ul style="list-style-type: none"> ▪ Involvement of school staff members, school councils, students, parents and community members in considering the previous year's expenditures and components of the budget in which a deviation from the past may be warranted. ▪ Consideration of the amount of the budget that will be allocated to the purchase of textbooks and learning resources ▪ Establishment of priorities to be addressed through the Capital Fund for the purchase of office equipment, computer technology and photocopiers ▪ Determination of the amount of funding that will be allocated to each teacher for supplies and media items ▪ Determination of funds to be allocated for school administrative purposes

V. SCHOOL SYSTEM FACILITIES AND MAINTENANCE	
School System Function/Role	School Function/Role
<ul style="list-style-type: none"> ▪ Developing and implementing a school facilities and maintenance plan 	<ul style="list-style-type: none"> ▪ Identification of school facility and maintenance needs
Processes/Mechanisms	Processes/Mechanisms
<ul style="list-style-type: none"> ▪ Consideration of B.Q.R.P. approvals, Alberta School Buildings new construction approvals needs analysis, priorities, architectural studies, school staff requests (with parental involvement and input) ▪ Consideration of the staffing allocation for caretaking and maintenance services 	<ul style="list-style-type: none"> ▪ Identification of facility needs and maintenance priorities with the active involvement of school community stakeholders

VI. TRANSPORTATION	
School System Function/Role	School Function/Role
<ul style="list-style-type: none"> ▪ Developing and implementing a school system transportation plan 	<ul style="list-style-type: none"> ▪ The allocation of funding and the provision of transportation for school educational trips and school athletics

Processes/Mechanisms	Processes/Mechanisms
<ul style="list-style-type: none"> ▪ Consideration of existing contracts, bus route requirements, capital budget requirements and school bus maintenance 	<ul style="list-style-type: none"> ▪ Consideration of feedback from stakeholders in regard to transportation needs

VII. EVALUATION & ACCOUNTABILITY	
School System Function/Role	School Function/Role
<ul style="list-style-type: none"> ▪ Stakeholder input, satisfaction surveys, evaluation of the results achieved in regard to the school system education plan. 	<ul style="list-style-type: none"> ▪ Stakeholder input, satisfaction surveys - evaluation of the results achieved in regard to the school education plan.
Processes/Mechanisms	Processes/Mechanisms
<ul style="list-style-type: none"> ▪ School System Annual Report; System review; monitoring by Alberta Education 	<ul style="list-style-type: none"> ▪ Principal's Annual Report; School Evaluations