



## **LAMPLIGHT**

**Newsletter of the Governance Review and FSDM\***

**at**

***Castlemaine Steiner School and Kindergarten***

**Vol 2 Term 1 Week 8**

**16 March 2009.**

\*(FSDM stands for "Facilitated Shared Decision Making")

This news sheet is designed to provide a flow of information to school community members about the *content* of the new governance and management arrangements and about the *progress of the process* towards implementing it.

### **The difference between "Governance" and "Management" - Modern Understandings and Expectations**

Management refers to the process of managing the day to day affairs of the organisation in all its detail.

Governance has two duties:

- i. to look 'inwards' to monitor the performance of the management and
- ii. to look 'outward' to set the strategic planning for the future work of the organisation.

In a healthy organisation there is always a separation between governance and management. Management duties are undertaken by paid employees who are bound by employment contracts.

The whole of our schools governance review has been underpinned by a maxim that is central to all modern understandings of best practice in company organisational structure, that is: *Governance and management are two crucially interrelated but separate functions and that problems always arise when governors try to manage or when managers try to govern.*

This is expressed in the document "Across The Board", produced by the Association of Independent Schools of Victoria (AISV) to assist schools in establishing and maintaining best practice in school organisation.

A useful reference is:

<http://www.ais.vic.edu.au/schools/governance>

In this picture "governance" refers to the role and responsibilities of the Board of Directors of the company, Castlemaine Steiner School Ltd, who act on behalf of the members of the company. As governors they are responsible for:

1. Monitoring the processes of management to ensure that it is being carried at with the highest degree of professionalism. This means:
  - a. Appointing the school managers. In our case this will mean appointing the School Facilitator and Business Manager and approving the appointment of all Educational Managers. (More of that later.)
  - b. Approving all school policies as these are the documents that define the expectation of management in a range of areas.
  - c. Approving and monitoring the yearly budget.

- d. Reviewing the performance of the School Facilitator and Business Manager.
  - e. Approving the audited accounts for the Annual General Meeting.
2. Setting the strategic direction of the school in response to input from the school's management and local and world events.

In our Governance Review we are addressing this important distinction by reviewing the constitution of the Company (Castlemaine Steiner School Ltd.) and by reviewing the management structures of the school.

### **Constitution Changes**

The governance review subcommittee has been reviewing the draft constitution as sent by Ian Stehlik (the consultant engaged to assist the school through the review process) in early January.

To date a summary of the major changes to the Constitution are;

- i. The Memorandum of Association makes clear reference to the new and revised Vision and Mission of the school. The membership clauses require that company members and hence Board members work to support the Vision and Mission of the school.
- ii. Company membership has been widened to include all current parents and friends to a maximum of 250 members.
- iii. The membership of the Board of Directors has been altered to comprise:
  - 2 elected parent reps
  - 2 nominated teacher reps
  - 3-5 nominated community members
- iv. The powers and procedures of the Board of Directors have been clarified and specified. This includes the capacity to form sub-committees on specific tasks;
- v. The role and membership of the College of Teachers has been defined.

- vi. Roles and responsibilities of school management are defined.
- vii. Other clauses are pretty standard for a small school company in terms of meeting procedures, audit, reporting requirements and the in relation to the school library.

*This revised constitution will be put to the Castlemaine Steiner School Ltd. AGM for endorsement in late April and the existing Board members will begin the processes of implementing the changes over Term 2, 2009. Significantly this will entail calling for parents and friends to sign up as members and to nominate for the two parent positions on the Board of Directors. It is anticipated that all going well that the new Board of Directors will be meeting before the end of Term 2. A copy of the revised constitution is available for anyone to see from Deb Wardle.*

### **Shared Leadership and Management: Facilitated Shared Decision Making (FSDM)**

The school is working to establish a system of educational and administrative management where responsibilities are clearly mandated and authority is delegated to specific positions. Firstly, to explain a little more the importance of "mandates".

A useful resource on mandated responsibility is the book "Vision In Action" by Christopher Schaefer and Tijno Voors published in 1986 by Hawthorn (Anthroposophic) Press. The authors are both involved with the 'Centre for Social Development' at Emerson College in England.

This contemporary, cutting-edge management system we intend to implement is a distributed leadership model, managed from the centre by a facilitator. 'FSDM' – which means 'facilitated shared decision making' - is the system's name. The main parts of the FSDM system are outlined below.

The facilitator

The facilitator is a school manager who leads the school from the centre (rather than from the apex) fostering teams to address specific issues, creating, maintaining, and improving policies, procedures and systems and responding to the unexpected. S/he oversees three systems within the school: administration managers, teacher groups, and task groups – to promote improvement and to ensure day-to-day matters are dealt with expeditiously. All managers, in the distributed leadership model the facilitator organises, report to the facilitator. Thus the facilitator needs to be an expert manager rather than an expert educator and must exercise authority through, rather than authority over the team. However, the facilitator has the right to veto and act unilaterally as an emergency power but will be expected to exercise very careful judgement before using this authority – and, after its use, must report to the Board. The following paragraphs elaborate the three systems managed by the facilitator. The facilitator is appointed by, and reports to, the school Board.

### **The Managers**

There are two types of managers: *administrative managers* and *teacher managers*.

1. The *administrative managers* are *employed* as administrators – they do not teach.
2. *Teacher managers* are *employed* as teachers and are allocated time away from teaching duties to administer specific educational portfolios. Teacher managers hold a mandate for 3 years and, in the 3<sup>rd</sup> year, are expected to train a colleague to take over the role. Thus, all teachers are trained to lead.

The table below names the management positions currently proposed for the school.

Managers are *authentic leaders* within their field of operations. Each manager has a detailed mandate, written in two sections: a general duties section and a set of key tasks. The general section outlines those matters the managers must administer on a day-to-day basis – as they arise, and the key tasks section names operational areas the manager must *improve* - every year. These mandates define the managers' responsibilities.

### **Some advantages of this distributed leadership model are:**

- It keeps the organisation in a constant state of improvement
- It promotes leadership qualities in all participants
- It has built in succession planning since the teacher managers must train a new person in the third year
- It fulfils the requirement of the Victorian Government that teachers are required to demonstrate leadership qualities
- It is efficient
- It gives all stakeholders a chance to feed into the development of the school
- It gives stakeholders, via the task groups, opportunities to assist the school in authentic development.
- It promotes pride and responsibility in the managers by treating them as leaders
- It deals with issues efficiently
- Managers can be held accountable

The following table indicates the mandates the Castlemaine Steiner School and Kindergarten is developing.

The **School Facilitator** coordinates the following management mandates;

<b>Administrative Managers</b>	<b>General areas of responsibility</b>
Business Manager	Responsible for the fiscal and business affairs of the school.
Frontline Manager	Responsible for all front office matters including enrolment, sick bay, student records and efficient management of the school office.
Site Manager	Responsible for Establishing and maintaining the school grounds, school security, caretaking and cleaning, WPHS Officer, school furniture.
<b>Teacher Managers</b>	<b>General areas of responsibility</b>
Curriculum Manager	Responsible for the progress and development of the school curriculum.
Teacher Development Manager	Responsible for the continued learning and development of the teaching faculty.
Student Discipline Manager	Responsible for all discipline matters at the school.
Student Assessment Manager	Responsible for student reports and academic records.
Learning Manager	Responsible for research and development in pedagogy.
Early Childhood Manager	Responsible for early childhood programmes

Please do not hesitate to contact any member of the College of Teachers, Sue Bruce the Caretaker College Facilitator or Deb Wardle, Business Manager, with any questions about this management model the school is developing.

