

Welcome a-Board

What it Means to Govern

December 1, 2022

Janis Arnold

Director, Governance & PD Services



K-12 Education in Manitoba



- The structure of Manitoba's education system
- What it means to govern



The public school system

The School Community

Teachers, Principals, Support Staff, PACs, Volunteers

Student Achievement

Students/Parents

School Community

Public Education Governance

Partners, Advocates and Interest Groups

Manitoba Citizens

Public Education Governance

- School boards and divisional staff
- Manitoba Education and Training
- Other government

Partners, Advocates and Interest Groups

- Professional associations
- Unions
- Lobbyists
- Service clubs
- Community groups
- Media

School boards are

- education program and services providers
- voice for and of communities in education matters
- leaders and advocates for students and for public education
- employers



Education legislation in Manitoba

Provincial legislation that specifically impacts on public schools includes:

- *The Public Schools Act* and regulations
- *The Education Administration Act* and regulations
- *The Public Schools Finance Board Act*
- *The Teachers' Pension Act*
- *The Municipal Councils and School Boards Elections Act*



The Public Schools Act and The Education Administration Act

- broad parameters of public school operations
- legally binding upon all public school boards
- authorize the Minister of Educ. to make regulations

Regulations

- provide detail about particular aspects of school division operations
- may be developed or modified by the government of the day
- an administrative function not requiring public participation

Federal and provincial statutes impacting public education

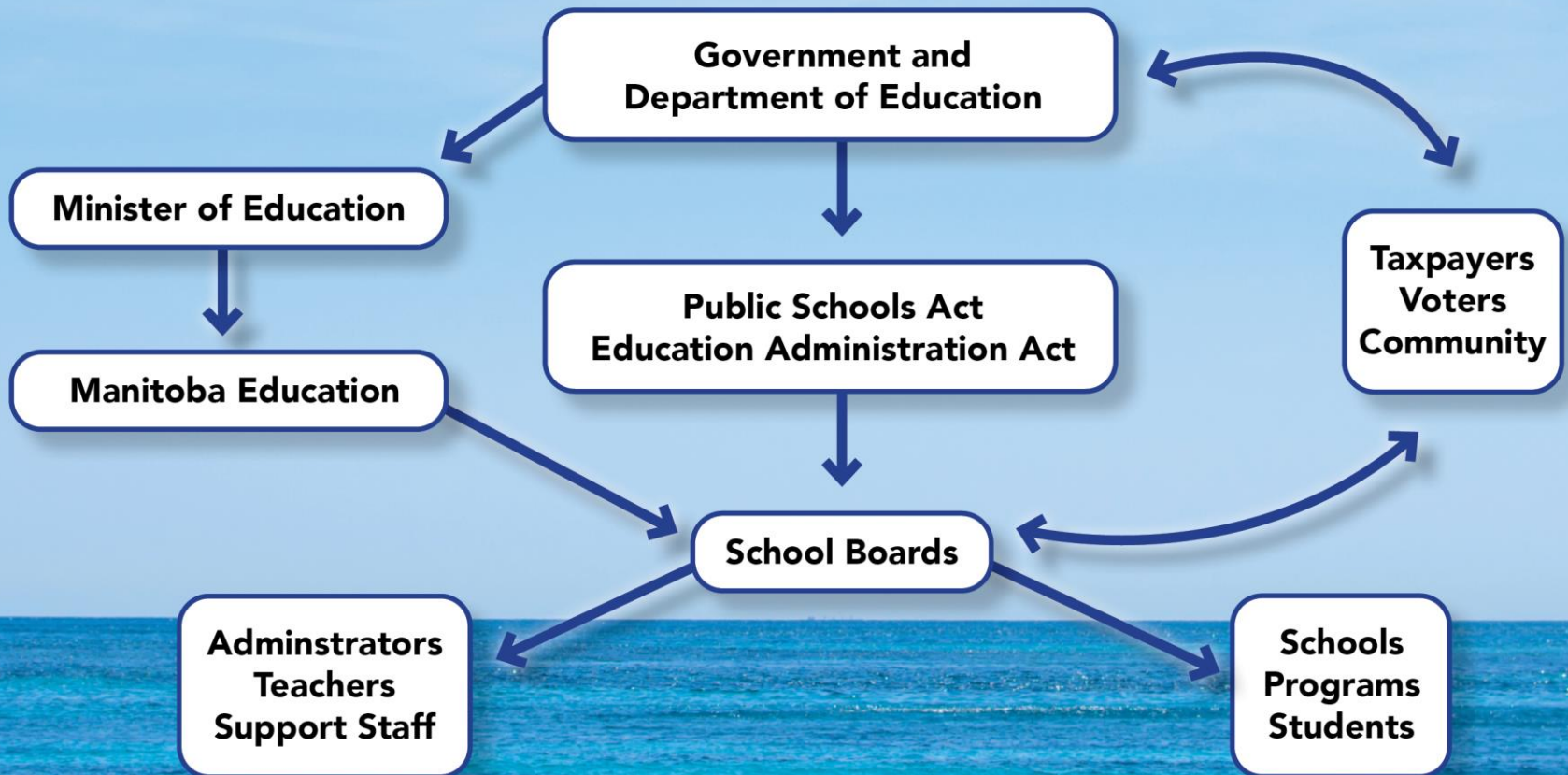
➤ Must comply with laws of higher levels

➤ Legislation not on education specifically, but impacts, includes:

- *The Charter of Rights and Freedoms and The Human Rights Code*
- *The Youth Criminal Justice Act*
- *The Workplace Safety and Health Act*
- *The Labour Relations Act and The Employment Standards Code*
- *The Smoking and Vapour Products Control Act*
- *The Freedom of Information and Protection of Privacy Act*
- *The Personal Health Information Act*
- *The Protecting Children (Information Sharing) Act*
- *The Personal Information Protection and Electronic Documents Act*

No School Board is an Island

Authoritative Links



What it means to govern

To rule is easy – to govern, difficult.

Goethe

The will to govern well is fundamentally about two things – what governance chooses to focus on and how governance chooses to get its work done.

Glenn H. Tecker et al. 2002



The key work of school boards

Leadership

Vision/mission/values
Policy development
Planning & decision-making
Advocacy

Stewardship

Financial responsibility
Monitoring and evaluation
Reporting

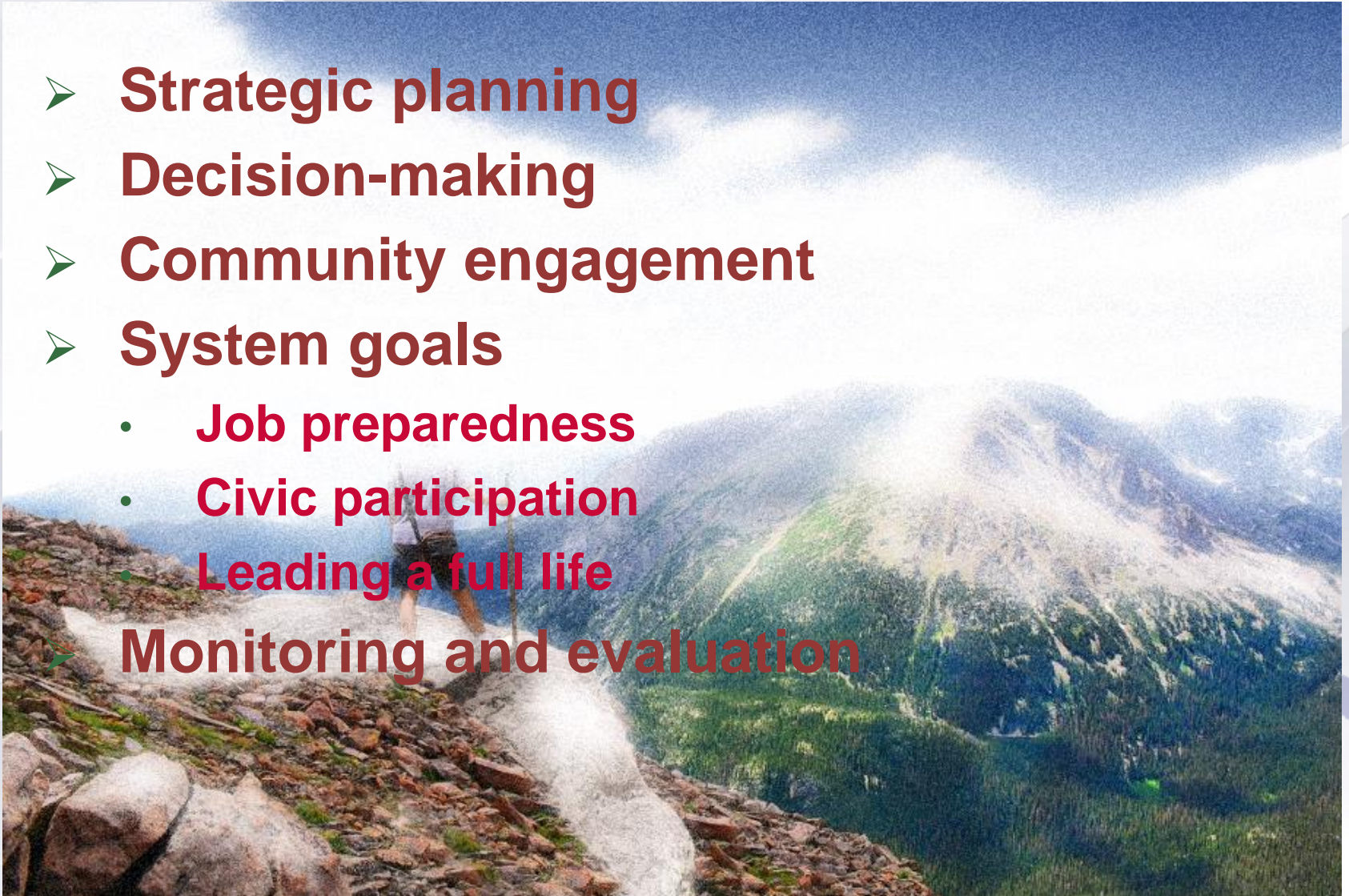
**Student
Learning &
Achievement**

Relationship

Organizational culture
Community engagement
Partnerships & collaboration

Core Responsibilities

- **Strategic planning**
- **Decision-making**
- **Community engagement**
- **System goals**
 - **Job preparedness**
 - **Civic participation**
 - **Leading a full life**
- **Monitoring and evaluation**



Core Responsibilities

- 
- A photograph of a hiker in a purple shirt and dark shorts, using a trekking pole, walking on a rocky mountain trail. The background shows a vast mountain range under a blue sky with some clouds.
- **Strategic planning**
 - **Future focus and trickle down**
 - **Decision-making**
 - **Big picture, risk-taking, innovative**
 - **Community engagement**
 - **Leaders in understanding the future**
 - **System goals**
 - **Lead for:**
 - **Jobs that don't yet exist**
 - **Prepare to lead community**
 - **Happy & well-adjusted**

Legislated powers and duties

Key legislation — *The Public Schools Act (PSA)*



Two small words, one big difference


“Shall” versus “May”



Some key “shalls” (or duties)

- Provide school accommodations and appropriate educational programming in a safe and caring school environment
- Authorize the disbursement of monies, arrange for the payment of salaries, and publish an annual financial report
- Employ a secretary-treasurer, teachers and other personnel that may be required
- Comply with the directives of the Minister

Some key “mays” (or powers)

- Provide nursery or kindergarten programs for children 3-6 years old
 - Conduct evening or summer schools
 - Decide who gets to be a school visitor
 - Enter into agreements with other school boards, municipalities, or the provincial or federal governments
 - Appoint a superintendent
- 

Meeting procedures



The 3 (procedural) laws to abide by

1. *The Public Schools Act*
2. Your own procedural by-laws and policies
3. Your named parliamentary authority (e.g. Robert's Rules of Order)

The PSA

The “have to” procedural source for:

- Inaugural meetings
- Election of chair/vice-chair
- Notice requirements for meetings
- Voting privileges of chair
- Conducting business in public

Your own by-laws and policies

The “want to” procedural source, as in this is:

- what we *want* our agenda to look like
- how often we *want* to speak to a question
- how long we *want* to speak to a question
- the method we *want* to use to vote on a question

Your parliamentary authority

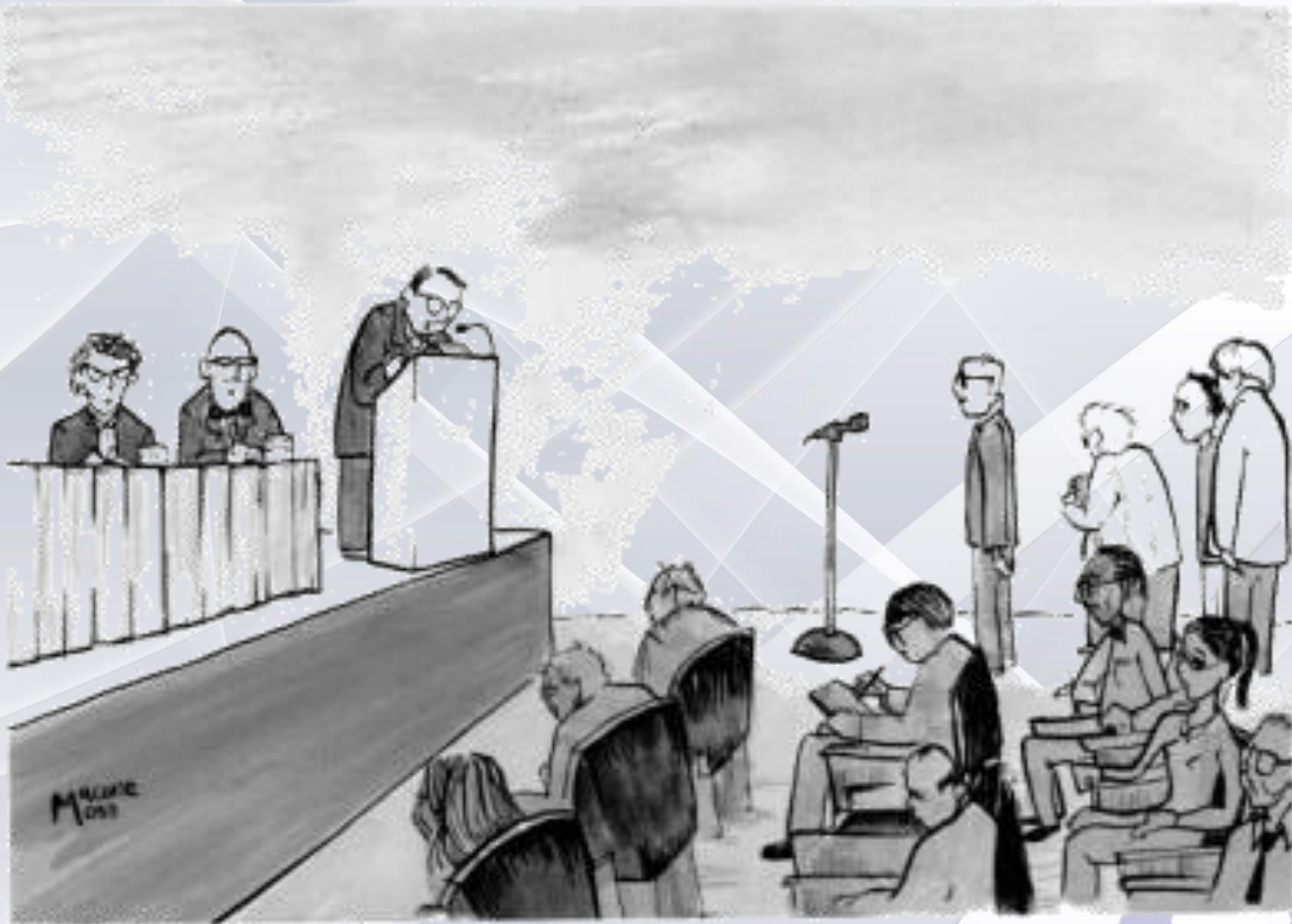
Used for

....“this situation rarely arises”

.... “we never saw that one coming”



Short speeches disguised as questions!



"We'd now like to open the floor to shorter speeches disguised as questions."

Who does what?

School boards hold all legal authority and power within the school division.

Individual trustees have a voice and a vote at the board table but no individual authority to act on behalf of the school division.

The Board, Superintendent and Secretary-Treasurer work together as a leadership team.



A Partnership Framework

Governance

- Purposes and goals
- Operational frameworks
- Resource allocations
- Monitoring/evaluation
- Reporting to Government
- Community connections

- Divisional philosophy and priorities
- Environmental considerations
- Research and information needs
- Data analysis
- Alternatives and implications

Administration

- Implementation of policy directions
- Organization and co-ordination of the work
- Monitoring/evaluation
- Reporting to the Board

Defining the desired partnership between the board and the superintendent and sustaining a positive working relationship is the mutual obligation of both. It requires close liaison, on-going dialogue and reciprocal influence around the primary responsibilities of each.

Good information for effective governance

- looks forward
- explains options
- compares intentions with results
- recognizes appropriate time frames
- facilitates comparisons
- promotes understanding
- informs policy and administration

NEED TO KNOW VS NICE TO KNOW

What are the RIGHT questions?

MAKE SURE YOU ASK!

10 trustee truths

1. You can't always get what you want
2. You are representing the whole community
3. You are not the superintendent
4. There will be difficult decisions to make
5. Board work requires good procedures
6. The board-senior admin relationship is key
7. Operations/administration is not board work
8. There will never be enough money
9. Trusteeship can be difficult and time demanding
10. Take heart, have courage—you are not in this alone

--adapted from 10 Trustee Truths by Stephen Hansen at BoardworkCA

MANITOBA
School Boards
ASSOCIATION

www.mbschoolboards.ca

