Supporting Effective Governance Curriculum Map and Scope of Learning (DRAFT)

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Explore - Who/What: Board Culture (What is it? What are your trustees passionate about?; Relationships (Working effectively with your board chair/board); Understanding the Work of Board (Deep understanding of roles (i.e., policy, committee work, structure of board meetings)	Engagement - How: Board Engagement - How to demonstrate a united front; give board the language to determine you are a team; developing confidence to develop their own voice; how to ensure they have the information they need; how to help them build their knowledge and make connections to the why; all the time/just in time learning; communication tools for the Board members when they are in their communities (communication back to the community - shared communication); Systemic approach to gathering voice, analyzing voice, monitoring, retelling - authentic gathering of voice and sharing back	Experience: Why - Models for long range planning and how to handle the transitions, shifting priorities, flexibility; crisis management (building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;)	Reflection/Evaluation: Build common understandings about student success/achievement with board; Examining self - personal beliefs, values, attitudes, your moral imperative, your bias, how you connect with the boarder community of the school community, how to listen (listening to elders), your approachability, your reception to other ideas - e.g. Diversity, inclusion, TRC (nothing about us, without us); Issue Management
Budgeting/Operations (ASBOA potentially to develop in partnership with CASS)	Preparing for a Successful Superintendent Evaluation (ASBOA potentially to develop in partnership with CASS)	Team structures/system organization - stories of example (Fiduciary, strategic, generative)	Issues Management (Research, develop, implement, evaluate) - How to help your board with decision making in a political forum. (i.e., school closure, boundary changes, number of trustees on a board)
Board Orientations - Alberta Stories of Practice	How to work effectively with your board chair/board - stories of practice	Continuous Improvement - Stories of Practice, data informed decision making; evidence informed; assurance framework	Issues Management (Research, develop, implement, evaluate) - How to help your board with decision making in a political forum.
Communication: How do you tell your community and beyond the story of your district? Communication examples and how they are used (District Communications/Board Communications)	ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;		

CASS — College of Alberta School Superintendents