

# Welcome Supporting Effective Governance: New to a Role or New to a Context



**Red Deer Catholic  
Regional Schools**

*Inspired by Christ. Aspiring to Excellence.*

**Kathleen Finnigan**



**Dean Lindquist**



# Supporting Effective Governance: New to a Role and New to a Context

*Learning outcome ...Key takeaway*

Top 5 conditions to address in the “**first 90 days**” to support effective governance



## Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

ALBERTA EDUCATION MINISTERIAL ORDER #003/2020

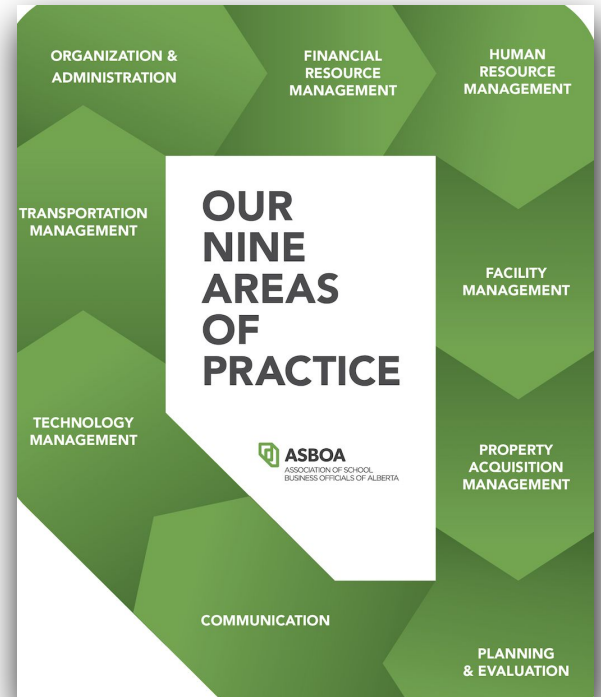
- 1 Building Effective Relationships
- 2 Modeling Commitment to Professional Learning
- 3 Visionary Leadership
- 4 Leading Learning
- 5 Ensuring First Nations, Métis and Inuit Education for All Students
- 6 School Authority Operations and Resources
- 7 Supporting Effective Governance

## Leadership Quality Standard

Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

ALBERTA EDUCATION MINISTERIAL ORDER #002/2020

- 1 Fostering Effective Relationships
- 2 Modeling Commitment to Professional Learning
- 3 Embodying Visionary Leadership
- 4 Leading a Learning Community
- 5 Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- 6 Providing Instructional Leadership
- 7 Developing Leadership Capacity
- 8 Managing School Operations and Resources
- 9 Understanding and Responding to the Larger Societal Context



# Superintendent Leadership Quality Standard

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

## Supporting Effective Governance

A superintendent of schools as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.

Achievement of this competency is demonstrated by indicators such as:



## As a result of participating in this session,

- 7(a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- 7(d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- 7(f) supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms.

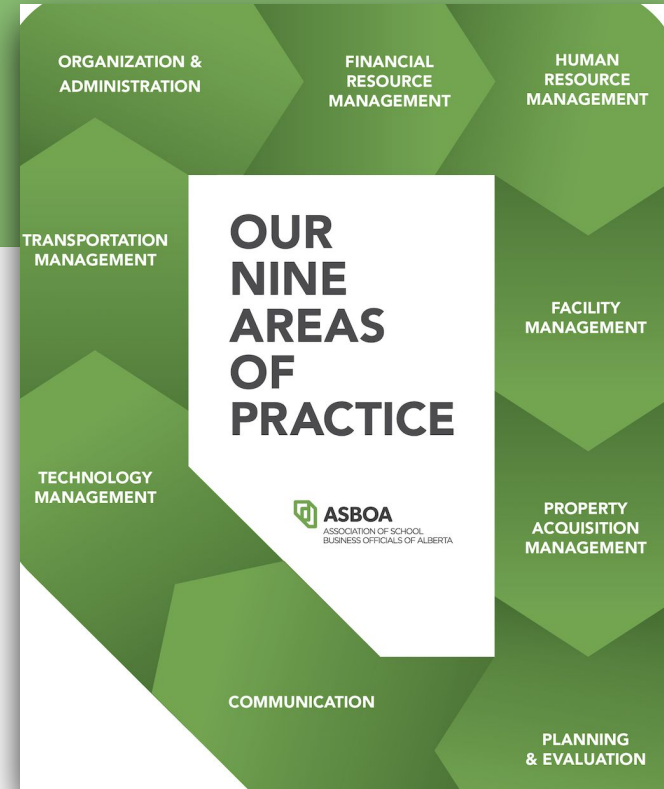




# ASBOA

ASSOCIATION OF SCHOOL  
BUSINESS OFFICIALS OF ALBERTA

- Organization and Administration
- Financial Resource Management
- Communication
- Human Resource Management
- Planning and Evaluation
- Facilities Management
- Property Acquisition Management
- Technology Management
- Transportation Management



# Education Act, Section 222

## Division 3 Non-teaching Employees

### Superintendent of schools

**222(1)** Subject to the regulations, a board shall appoint an individual as a superintendent of schools for a period of not more than 5 years with the prior approval in writing of the Minister.

**(1.1)** Unless otherwise authorized under this Act, a board must appoint as a superintendent of schools only a teacher who holds a superintendent leadership certificate prescribed by the regulations and issued under this Act.

**(1.2)** A teacher who is appointed as an acting superintendent must hold a superintendent leadership certificate prescribed by the regulations and issued under this Act.

**(2)** Where a board applies for the Minister's approval under subsection (1), it must give to the Minister, in the form and containing the information required by the Minister, notice of its intention to appoint the superintendent.

**(3)** The superintendent is the chief executive officer of the board and the chief education officer of the school division.

**(c)** ensuring that the fiscal management of the school division by the treasurer or secretary-treasurer is in accordance with the terms or conditions of any grants received by the board under this Act or any other Act;

**(6)** The superintendent shall report to the Minister with respect to the matters referred to in subsection (5)(a) to (d) at least once a year.

**The superintendent is the chief executive officer of the board and the chief education officer of the school division.**

# Education Act, Section 68

## Secretary and treasurer

**68** A board shall

- (a) appoint a secretary and a treasurer, or one person to act as secretary-treasurer,
- (b) immediately notify the Minister of the appointment, and
- (c) arrange for the bonding of the treasurer or the secretary-treasurer, as the case may be, in an amount that is reasonable in the circumstances.

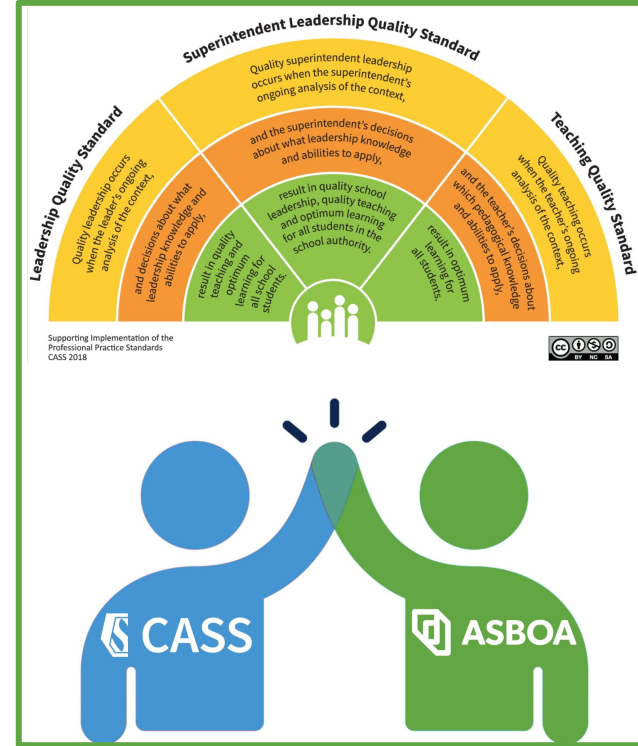




# Roles, Responsibilities and Relationships

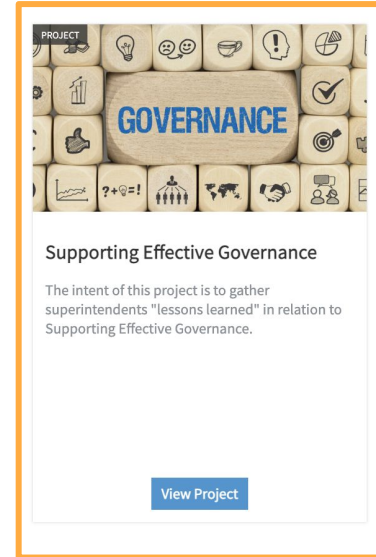
What **conditions** are in place to ensure we collectively are effective in our *roles, responsibilities and relationships* to support effective governance?

**Table conversation:** Introduce yourself and share what you feel is the most important “**condition**”.



# CASS Pro-spective

- How do you build relationships with the Board? (e.g., Board chair and/or Trustee)
- How did you address a situation when a trustee may move beyond their governance role?
- How do you support the board in developing their engagement and advocacy role?
- How do you support the board in their role modelling a culture of continuous improvement?





March 23, 2023 (10:44 am)

**Shauna Boyce says:**

We worked with the Trustees to narrow it down to only three Board priorities they felt they could impact this term (it was a...



March 23, 2023 (10:31 am)

**Natasha MacArthur-Poole says:**

Summaries made available to all board members of each school from each community. This helped in engaging the local town...



March 23, 2023 (10:27 am)

**Elizabeth (Betty) Turpin says:**

Educating Trustees on their advocacy role. Providing data to trustees so they can advocate for necessary resources. Build...



March 23, 2023 (10:46 am)

**Roger Nippard says:**

Focus on partnership and collaborative process to build trust. Help board Have an understanding of the jurisdiction...



March 23, 2023 (10:26 am)

**Annalee Nutter says:**

Experience of the board plays a part; relationships amongst the team first then you can move to the role of the board.



March 24, 2023 (09:43 am)

**Wilco Tymensen says:**

Supporting trustees by keeping them informed about rising issues and providing clarity regarding governance and...



October 27, 2022 (01:44 pm)

**Sandy McDonald says:**

Idea for future conferences: perhaps a call for 'wicked problems' could be made prior to the conference to create a...



October 27, 2022 (10:54 am)

**Scot Leys says:**

Asking why they are in the work of Trustees. Tell me your story and about your communities.



March 23, 2023 (10:45 am)

**Cindy Escott says:**

Assist trustees to find appropriate places for engagement - not just popping into schools - have a purpose for being there.



October 27, 2022 (10:58 am)

**Peter Barron says:**

Make space and time for generative conversations that tap into people's beliefs and mental models.



October 28, 2022 (08:47 am)

**Paul Corrigan says:**

Ask questions, involve the board chair, and perhaps the Secretary Treasurer.



How do you support the board in developing their engagement and advocacy role? Please share your own, or your groups, lessons learned.

Supporting trustees by **keeping them informed** about rising issues and **providing clarity regarding governance and administration** so that trustees have "go to responses" with regard to these potential issues that community members may approach them on that are more administrative in nature.

Annual development of a **board PD plan**

Development of an **evaluative process** with the board that honours the superintendent's work in regards to the SLQS.

Conducting a **common education piece** with our boards to challenge what should our education system look like.

Move trustees away from focusing on the community they were elected to **represent and focus on the division community overall** (culture, capital plans, board decisions)

**Book study** "Governance Core" allows for conversations with board and senior admin regarding governance to build a culture of team and trust.

**Share the purpose of trustees with teachers** (with trustees present) to take the mystery out of the governance role.

Have taken the role of trustees/board to **provide clarity and fine tune the expectations of the Corporate Board**. Schools provide information to the Board on Assurance model that is in alignment with the Division's Assurance Plan.

**Create assurance plans with trustees** to follow the model like we do with divisions and schools. Follow through with implementation.

Parents in the community have been reaching out to Trustees about teachers; needed to divert this back to the school - as this is operational. The tides are changing to understand the role of governance. **Meetings at each school with the Sup't and Board Chair** along with the **local trustee** to learn more about the individual schools. Trustees, as a whole, visit local schools to visit classes and end with a conversation with the principal.

Focus on **partnership and collaborative process** to build trust. Help board Have an understanding of the jurisdiction "profile." Make the data crystal clear - that your trustees have the facts. Know your role - Support the board in terms of who is speaking etc. Particularly important on critical issues - closure etc. Point out the landmines - key figures impacted. Work as a team - bureaucratically and politically. Develop policy/background materials Encourage board member training - be strategic. Take leadership of your learning - be strategic.

Principals present to the Board (Successes, Challenges and Opportunities) on a regular basis. Too many trustees are attending school council meetings but must **understand their**

14 Relationships; internal with supt;  
External with community and  
province

6 Clarity of role and expectations

4 Professional Learning



**Project Governance**

Supporting Effective Governance

The intent of this project is to gather superintendents' "lessons learned" in relation to Supporting Effective Governance.

[View Project](#)

<b>How did you address a situation when a trustee may move beyond their governance role? (e.g., Superintendent actions)</b>	How do you build relationships with the Board? (e.g., Board chair and/or Trustee)	<b>How do you support the board in their role modelling a culture of continuous improvement?</b>	How do you support the board in developing their engagement and advocacy role?
13 Clarity of role and expectations	7 Clarity of role and expectations	Engagement; mostly with external stakeholders	14 Relationships; primarily with Supt and Board
2 Relationships	7 Relationships; Board and Supt	5 Clarity of role and expectations	6 Clarity of role and expectations
		2 Professional Learning	4 Professional Learning



**CASS Members' Input Fall 2022 and Annual 2023**

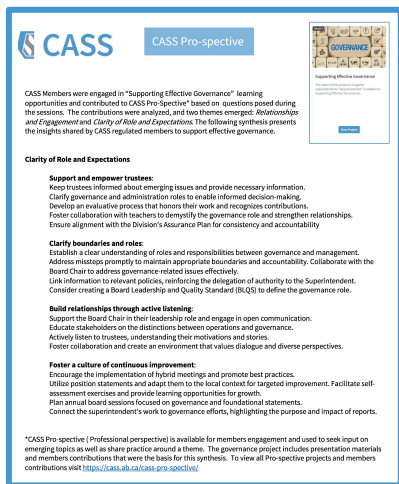


# Clarity of Role and Expectations

- Support and empower trustees
- Clarify boundaries and roles
- Build relationships through active listening
- Foster a culture of continuous improvement



# 1. Part A 20 mins



**CASS** Pro-spective

Supporting Effective Governance

CASS Members were engaged in "Supporting Effective Governance" learning opportunities and contributed to CASS Pro-Spective based on questions posed during the sessions. The contributors were analyzed, and two themes emerged: *Abandonment and Engagement and Clarity of Role and Expectations*. The following synthesis presents the insights shared by CASS-regulated members to support effective governance.

**Clarity of Role and Expectations**

**Support and empower trustees:**  
Keep trustees informed about emerging issues and provide necessary information.  
Clarify governance and administration roles to enable informed decision-making.  
Develop an evaluative process that honors their work and recognizes contributions.  
Foster collaboration with teachers to demystify the governance role and strengthen relationships.  
Ensure alignment with the Division's Assurance Plan for consistency and accountability.

**Clarify boundaries and roles:**  
Establish a clear understanding of roles and responsibilities between governance and management.  
Address missteps promptly to maintain appropriate boundaries and accountability. Collaborate with the Board Chair to address governance-related issues effectively.  
Link information to relevant policies, reinforcing the delegation of authority to the Superintendent.  
Consider creating a Board Leadership and Quality Standard (BLQS) to define the governance role.

**Build relationships through active listening:**  
Support the Board Chair in their leadership role and engage in open communication.  
Educate stakeholders on the distinctions between operations and governance.  
Actively listen to trustees, understanding their motivations and stories.  
Foster collaboration and create an environment that values dialogue and diverse perspectives.

**Foster a culture of continuous improvement:**  
Encourage the implementation of hybrid meetings and promote best practices.  
Utilize position statements and adapt them to the local context for targeted improvement. Facilitate self-assessment exercises and provide learning opportunities for growth.  
Plan annual board sessions focused on governance and foundational statements.  
Connect the superintendent's work to governance efforts, highlighting the purpose and impact of reports.

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# 2. Part B 20 mins\*\*

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one or two subthemes

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# Clarity of Role and Expectations: Part A - 20 mins

1. Read the summary individually (5 mins)
2. Facilitator, using pink cards/sub themes, collectively discuss which you would consider focusing on first, second? (5 mins)
3. Discuss what “conditions” are required to address the *sub theme* you will address first and second (10 mins)

**CASS** CASS Pro-pective

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to seek input on presentation materials objects and members

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**Support and empower trustees:**  
Keep trustees informed about emerging issues and provide necessary information.





# Clarity of Role and Expectations: Part B - 20 mins

1. Facilitator, lead table dialogue on “**how**” you will take action. Expand on conditions identified that will support you in being successful? ( **What evidence tells you that you will have been successful?** ) (15 mins)
2. [CASS Pro-spective recorder](#), please record summarized tables thoughts on CASS Prospective. (please label by sub theme)(5 mins)

#### **Foster a culture of continuous improvement:**

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# CASS Pro-spective



**CASS** College of Alberta School Superintendents

Home About Us Professional Learning Events Resources Member Information Contact Us **CASS Pro-sp**

## CASS Pro-spective

Share your pro-spective (professional perspective)

The College of Alberta School Superintendents offers a collegial network of members that provides a learned perspective on matters impacting K-12 education. Being engaged in professional dialogue creates learning and collaboration opportunities among members. Sharing research and practice, in support of the needs of public education, offers perspective and learning on leadership practices that will result in quality school leadership, quality teaching, and optimum learning for all students in the province.

This site provides engagement opportunities that are framed around current and emergent education topics.

Strategies to capture members research, practice and expertise include:

**Discussions:** Nurture discussion, dialogue and debate. **Ideas:** Offer thoughts or suggestions. **Stories:** Members share a story of professional practice.



**GOVERNANCE**

### Supporting Effective Governance

The intent of this project is to gather superintendents' "lessons learned" in relation to Supporting Effective Governance.

[View Project](#)



About **Ideas**

## Ideas

### Clarity of Role and Expectation

Colleagues identified *clarity of role and expectations* as important to address in supporting effective governance. Please share how you will address this topic, including how you will know your actions have had an impact or are successful.

🔍 Add Your Idea

Your Idea...

[Submit Idea](#)

**Break**  
**30**  
**minutes**



# Sharing




# Relationships and Engagement


- Foster Collaboration and Team Dynamics
- Provide Clear Guidance and Support
- Build Relationships
- Support Continuous Improvement
- Embedded in all - Relationships of Secretary  
Treasurer, Superintendent and Board



# 1. Part A 20 mins

 **CASS** CASS Pro-spective

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**Relationships and Engagement**

**Foster Collaboration and Team Dynamics:**  
Emphasize the importance of collaboration and partnership within the board.  
Encourage trustees to work together bureaucratically and politically, presenting a unified public voice.  
Create a safe space for discussions and disagreements to maintain a cohesive team.  
Foster a culture of collaboration, trust, and shared goals.

**Provide Clear Guidance and Support:**  
Educate trustees on their roles and responsibilities, including their advocacy role.  
Offer resources, such as policy documents and training materials, to help trustees understand and fulfill their governance duties.  
Provide guidance to trustees who may move beyond their governance role, clarifying boundaries and limitations.

**Build Relationships:**  
Initiate regular conversations with the board chair and trustees to foster understanding and engagement.  
Attend school functions and events together with the board to build relationships and publicly recognize board work.  
Understand the wishes and hopes of individual board members, aligning goals and fostering meaningful connections.  
Recognize that relationships within the board are multi-dimensional, involving the board chair, trustees, and the superintendent.

**Support Continuous Improvement:**  
Utilize frameworks, such as the Assurance Framework, to guide and enhance governance practices.  
Facilitate small town hall meetings and community conversations to engage trustees with the community and gather feedback for continuous improvement.  
Implement a hybrid engagement model that combines in-person and online opportunities to maximize participation and adapt to changing circumstances.  
Learn from the experiences and best practices discovered during the pandemic and incorporate them into ongoing operations.  
Encourage in-person school visits by board members to gain insights, observe classrooms, and connect with stakeholders.

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# Relationships and Engagement: Part A - 20 mins

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2. Facilitator, using **green** cards/sub themes, collectively discuss which you would consider focusing on first, second?
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Recognize that relationships within the board are multi-dimensional, involving the board chair, trustees, and the superintendent.

**Foster Collaboration and Team Dynamics:**  
Emphasize the importance of collaboration and partnership within the board.  
Encourage trustees to work together bureaucratically and politically, presenting a unified public voice.  
Create a safe space for discussions and disagreements to maintain a cohesive team.  
Foster a culture of collaboration, trust, and shared goals.

**Support Continuous Improvement:**  
Utilize frameworks, such as the Assurance Framework, to guide and enhance governance practices.  
Facilitate small town hall meetings and community conversations to engage trustees with the community and gather feedback for continuous improvement.

# Relationships and Engagement: Part B - 20 mins

1. Facilitator, lead table dialogue on “how” you will take action. Expand on conditions identified that will support you in being successful? (How will you know if you have been successful?)
2. CASS Prospective recorder, please record summarized tables thoughts on CASS Prospective. (label by sub theme)

## **Provide Clear Guidance and Support:**

Educate trustees on their roles and responsibilities, including their advocacy role.  
Offer resources, such as policy documents and training materials, to help trustees understand and fulfill their governance duties.  
Provide guidance to trustees who may move beyond their governance role, clarifying boundaries and limitations.

## **Build Relationships:**

Initiate regular conversations with the board chair and trustees to foster understanding and engagement.  
Attend school functions and events together with the board to build relationships and publicly recognize board work.  
Understand the wishes and hopes of individual board members, aligning goals and fostering meaningful connections.  
Recognize that relationships within the board are multi-dimensional, involving the board chair, trustees, and the superintendent.

## **Foster Collaboration and Team Dynamics:**

Emphasize the importance of collaboration and partnership within the board.  
Encourage trustees to work together bureaucratically and politically, presenting a unified public voice.  
Create a safe space for discussions and disagreements to maintain a cohesive team.  
Foster a culture of collaboration, trust, and shared goals.

## **Support Continuous Improvement:**

Utilize frameworks, such as the Assurance Framework, to guide and enhance governance practices.  
Facilitate small town hall meetings and community conversations to engage trustees with the community and gather feedback for continuous improvement.





# CASS Pro-spective



**CASS** College of Alberta School Superintendents

Home About Us Professional Learning Events Resources Member Information Contact Us **CASS Pro-sp**

## CASS Pro-spective

Share your pro-spective (professional perspective)

The College of Alberta School Superintendents offers a collegial network of members that provides a learned perspective on matters impacting K-12 education. Being engaged in professional dialogue creates learning and collaboration opportunities among members. Sharing research and practice, in support of the needs of public education, offers perspective and learning on leadership practices that will result in quality school leadership, quality teaching, and optimum learning for all students in the province.

This site provides engagement opportunities that are framed around current and emergent education topics.

Strategies to capture members research, practice and expertise include:

**Discussions:** Nurture discussion, dialogue and debate. **Ideas:** Offer thoughts or suggestions. **Stories:** Members share a story of professional practice.



**GVERNANCE**

### Supporting Effective Governance

The intent of this project is to gather superintendents' "lessons learned" in relation to Supporting Effective Governance.

[View Project](#)



About **Ideas**

## Ideas

### Clarity of Role and Expectation

Colleagues identified *clarity of role and expectations* as important to address in supporting effective governance. Please share how you will address this topic, including how you will know your actions have had an impact or are successful.

Q Add Your Idea

Your Idea...

[Submit Idea](#)

# Sharing



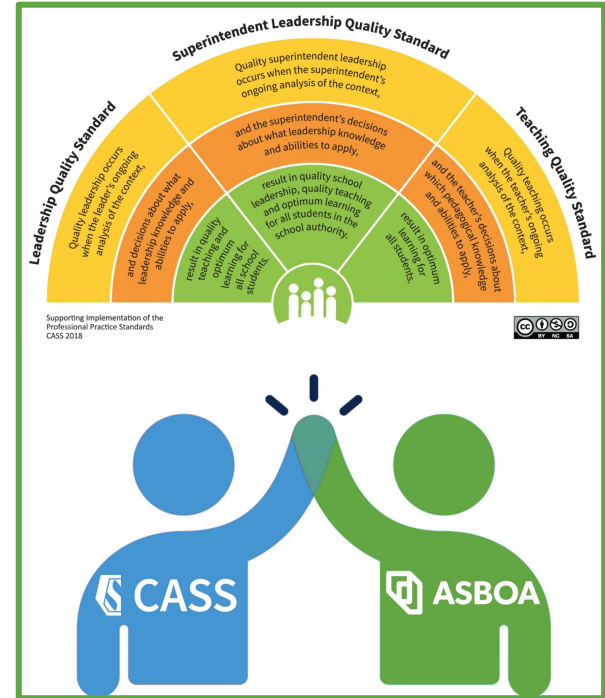
# “Other”

“Other” than *clarity of roles and expectations* and *relationships/engagement* what will you address in your first 90 days to support effective governance?



# Roles, Responsibilities and Relationships

What individual **professional knowledge, skills and capabilities** need to be in place to support effective governance?



# Roles, Responsibilities and Relationships



## Superintendent Leadership Quality Standard: PRACTICE PROFILE

The **Superintendent Leadership Quality Standard (SLQS)** is described by competencies superintendents are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice.

Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable.

This profile tool is intended to frame your reflection on your practice, based on the indicators for each competency from Alberta Education's SLQS. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

One additional construct, based on the Alberta context and members' needs, has been added to the CASS Practice Profile. This construct, following the required Alberta

Educator SLQS competencies, is framed around the conditions represented in the CASS workplace wellness framework. System leaders are more likely to meet the professional practice standard when they are well.

### Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Alberta Education Ministerial Order #002/2020



A suggested approach for using this tool:

### Evidence in Practice

- Review the indicators for each competency highlighting ones that represent practices you demonstrate.
- Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)
- If you currently demonstrate a practice that is not described in the Alberta Education indicators, consider adding it to the indicator column. A "\*" is provided at the end of the list of AE indicators to imply opportunity to add to the list.
- Additional indicators that represent your context based on examples of practice shared in the "Evidence in Practice" column may also be added.

The Practice Profile tool was developed by CASS and is based on the [Professional Practice Standards](#) content from Alberta Education. CASS workplace wellness framework, conditions and indicators were added August 2020. It is freely provided in support of improved teaching and learning under the following Creative Commons license. We appreciate any sharing of experiences to further our learning. [ap@albertacass.ca](mailto:ap@albertacass.ca)



## School Business Officials Practice Profiles



Being an effective school business professional requires proficiency in a broad variety of skill sets. The ASBOA Practice standards detail those abilities broken down into nine general areas.

The ASBOA Areas of Practice have been developed based on international standards and modified to reflect the current roles and responsibilities of members working in the business, finance, and operations in the K-12 education system in Alberta.

This profile guide is focused on the knowledge and skills required in each of the nine areas of practice:

- Organization & Administration
- Communications
- Facilities Management
- Financial Resource Management
- Human Resource Management
- Planning and Evaluation
- Property Acquisition Management
- Technology Management
- Transportation Management

This tool is intended for your personal use. You may choose to share with mentors and/or colleagues as you see fit. It is also a good tool to use when identifying areas of experience and/or specific PD/CPD required in meeting or maintaining the CSBO designation. Individual profiles sheets are available for download on the [ASBOA website](#) under Certification.

### Evidence in Practice

Review each of the statements highlighting ones that represent practices you demonstrate.

Identify those practices you demonstrate in the "Evidence of Practice" column. (Are the practices observable? Are they measurable?)

If you currently demonstrate a practice that is not described, consider adding it to the "Evidence in Practice" column.



The design for the Practice Profile Tool was developed by CASS and adapted with permission to be coherent with our collective efforts to support professional practice resulting in optimum learning for all students in Alberta.

### Areas for Growth

Reflect on your current practice and on the job behavior as they relate to the area of practice to assist you in identifying areas for growth.

You may choose to add additional indicators based on shared practices and/or emerging legislation and/or research that identify areas in which you would like to grow.

If you wish to do a more in-depth assessment of your current skill levels, you can refer to the [2021 International School Business Management Professional Standards](#)

# CASS & ASBOA Supports/Updates

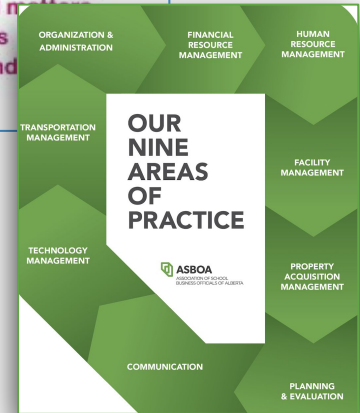
How can CASS and ASBOA best support you in your growth in relation to:

***Supporting effective governance?***

## Supporting Effective Governance

7

A superintendent of schools as referred to in the *Education Act*, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the *Education Act* and provincial legislation.



# Thank you & please thank your colleagues for the conversations!



## Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

ALBERTA EDUCATION MINISTERIAL ORDER #003/2020

- 1 Building Effective Relationships
- 2 Modeling Commitment to Professional Learning
- 3 Visionary Leadership
- 4 Leading Learning
- 5 Ensuring First Nations, Métis and Inuit Education for All Students
- 6 School Authority Operations and Resources
- 7 Supporting Effective Governance



## Leadership Quality Standard

Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

ALBERTA EDUCATION MINISTERIAL ORDER #002/2020

- 1 Fostering Effective Relationships
- 2 Modeling Commitment to Professional Learning
- 3 Embodying Visionary Leadership
- 4 Leading a Learning Community
- 5 Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- 6 Providing Instructional Leadership
- 7 Developing Leadership Capacity
- 8 Managing School Operations and Resources
- 9 Understanding and Responding to the Larger Societal Context

