

SIMON FRASER UNIVERSITY

OFFICE OF THE VICE-PRESIDENT, ACADEMIC

MEMORANDUM

To: Senate

From: D. Gagan, Chair *[Signature]* for DFG
Senate Committee on Academic Planning

Subject: Proposed Non-Credit Certificate Program:
Effective Public Governance in Education

Date: March 14, 1996

Action undertaken at the meeting of the Senate Committee on Academic Planning on March 13, 1996 gives rise to the following motion:

Motion:

"That Senate approve and recommend to the Board of Governors as set forth in S.96 - 30 , the proposed Non-Credit Certificate Program: Effective Public Governance in Education."

SIMON FRASER UNIVERSITY

Memorandum


To: Alison Watt, Secretary
Senate Committee on Academic
Planning

From: Jack Blaney, Chair
Senate Committee on
Continuing Studies

Re: Proposal for Certification of
Non-Credit Program

Date: February 14, 1996

Enclosed is a proposal for a Non-Credit Certificate Program: *Effective Public Governance in Education*. The Senate Committee on Continuing Studies has recommended that this proposal go forward to SCAP for consideration, approval and forwarding to Senate. Please place this proposal on the agenda for the Senate Committee on Academic Planning.



Jack Blaney

/encl.

**SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION
FIELD RELATIONS AND TEACHER IN-SERVICE EDUCATION**

**PROPOSED
NON-CREDIT CERTIFICATE PROGRAM
developed in conjunction with the
BRITISH COLUMBIA SCHOOL TRUSTEES ASSOCIATION**

**EFFECTIVE PUBLIC
GOVERNANCE
IN EDUCATION**

**Dr. Milt McClaren,
Director,
Field Relations & Teacher In-Service Education**

**Tony Rainbow,
Research Associate,
Field Relations & Teacher In-Service Education**

**Karen Hawkins,
Board Development,
British Columbia School Trustees Association**

December 6th, 1995.

**Simon Fraser University
and the
British Columbia School Trustees Association
Non-credit Certificate Program:**

**EFFECTIVE
PUBLIC GOVERNANCE
IN EDUCATION**

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Executive Summary

Background

This non-credit Certificate in Effective Public Governance in Education has been developed in response to needs expressed by school trustees, through the British Columbia Schools Trustees Association (BCSTA). It is intended to be of particular value to trustees and others (parents and members of other public boards) interested in the lay governance of education.

Clientele

School trustees are drawn from a wide variety of occupational and educational backgrounds. Many of them feel a strong need to develop a better understanding of their work and the educational process. This document proposes a non-credit certificate program with open-entry requirements.

Objective

The program focuses on the knowledge and skills required to be an effective school trustee. Board members will examine the nature of trusteeship and explore the roles of the major participants in the education system. It will also provide a coherent set of experiences for persons who want to make a considerable commitment to their own education.

Structure

Eight important themes in public governance form the components of the program. A seminar (designated as a discrete-program element), will integrate all the other components. It will consider issues of leadership, ethics and evaluation of the core themes.

Operation

Recognising the geographic and fiscal realities of B.C., we will use a wide range of technologies to deliver the program. However, there will still be some traditional meetings and seminars. These will be co-ordinated with the other business of the BCSTA.

Instruction

Instructors will include faculty from SFU and other universities. They will be joined by qualified professionals and practitioners from the public and private sectors. A list of potential resource people may be found in the last section of this document.

Evaluation

Participant evaluation will be an integral part of each component of the program in accordance with the usual practices of the university. The program will also be evaluated by the participants and the instructors as it progresses. Recommendations for improvement will be made to the Program Advisory Committee.

Governance

The program will be governed by an Academic Advisory Committee established by the Field Relations and Teacher In-Service Education Committee of the Faculty of Education. A broader representational Program Advisory Committee will support the Academic Advisory Committee.

Management

The proposed program will be administered by the BCSTA under the direction of the Program Advisory Committee. The BCSTA and SFU will name a mutually acceptable person to serve as Certificate Program Co-ordinator for the duration of a program cycle.

Budget

The program will operate on a cost recovery basis supported by registration fees.

Consultations

A number of prominent individuals from SFU and the educational community were consulted about this program. The Education Committee and the Executive of the BCSTA have vetted the proposal and give it their support.

Content

The program components will include a *minimum* of 120 contact hours of instruction. Experts in each area will develop the individual components. They will also be given an overview of the program for guidance. All course outlines will be submitted to the Academic Advisory Committee for final approval.

Curriculum

The program consists of ten components that cover policy, organisation, development, budgeting and finance, communication, contexts, teaching and learning, human resources and law.

Potential Resource People

Judith Anderson	Dr. Robin Brayne	Brendan Croskery
Wayne Desharnais	John (Jack) R. Fleming	Dr. Elmer Froese
Tarrance Grieve	Wendy J. Devine Harris	Eric Harris
Dr. Mat Hassen	Dr. Graham Kelsey	Dr. Art Kratzmann
Dr. Linda LaRocque	Dr. Michael E. Manley-Casimir	Dr. Milton McClaren
Graham Mckinnon	Donna Michaels	Dr. Janet Mort
Dr. Terri Sussel	Dr. Alan J.H. Newberry	Dr. Larry Thomas
Dr. Rod A. Wickstrom		

Overview of the Program

Background

This non-credit Certificate in Effective Public Governance in Education has been developed in response to needs expressed by school trustees, through the BCSTA. School trustees have expressed the need for a coherent program of in-service education to enhance the highly successful BCSTA Trustees Academy series. Specifically, they require a program which would:

- allow formal recognition for participants
- provide a formal sequential curriculum with defined elements to encourage the development of supportive cohort groups and to nurture on-going participation
- utilise a broad range of delivery options, particularly through the use of distance education formats
- encourage exploration of public governance in greater depth -- more than is currently available through workshops offered by the BCSTA (as part of the New Trustees Academies or special short courses and seminars).

The program is intended to be of particular value to trustees and others (such as parents), who are interested in the lay governance of education. However, many of the themes explored are relevant to other public boards making the program attractive to these individuals as well.

The Nature of the Program Clientele

School trustees are drawn from a wide variety of occupational and educational backgrounds. Some are members of professions who possess advanced degrees, while others have not completed high school. Those who are elected and serve as trustees have made considerable commitments to the governance of public schools. They have also been successful in securing the support of a sufficient number of members from their communities.

Many trustees feel a strong need to better understand the nature of their work, of schools and of the educational process. Other people, including many members of the newly mandated Parent Advisory Committees, are also eager to learn more about educational issues, legislation, finance and programs. Again, this is a group with a wide range of experience and education. We therefore propose a non-credit certificate program with open-entry requirements -- this is not a post-baccalaureate certificate, or part of a degree program. The program will be open to any elected trustee, would-be trustee, parent or any individual who is interested in the public governance of education.

Objective

As co-governors in an evolving system of public education, trustees provide their districts with policy direction, guidance and support. This proposed program focuses on the knowledge and skills required by an effective school trustee. Participants should understand provincial, district and board-level issues and operations. Board members will become familiar with the meaning of trusteeship and the challenges to understand the nature and impact of education governance.

The program explores the roles of (as well as the interactions among) the major participants in the education system: district and school-based administrators, teachers, trustees, parents and students. The program is not intended to be the only vehicle for in-service training. Also, it is not intended to become a requirement for election to the office of school trustee; its intention, however, is to provide a coherent set of experiences for persons who want to make a considerable commitment to their own education.

Structure

The program is built around eight important themes in public governance: policy, organisational development, budgeting and finance, communication, contexts, education programs, human resources and education law. These themes form the required components of the program. Because the themes continually interact with the work of public trusteeship, the program also includes an integrating seminar which (while designated as a discrete program element) will operate throughout the student's period of participation. In addition, the seminar will integrate leadership, ethics, and evaluation with the core themes.

Program Operations

Due to the geographical dispersion of the program's clientele, the certificate will be offered in a variety of time formats, locations and various media. Because trustees regularly attend provincial and regional conferences some course components will be offered as pre-session or post-session courses at these meetings. At these short courses, follow-up activities will be introduced. These activities will encourage participants to apply their learning in their local situations and to reflect upon the significance of information gathered from the sessions with their trusteeships. This approach is similar to the Comet model which was developed in our faculty for the delivery of teacher in-service programs.

Other program components will be offered in a variety of formats: print, fax, audio and video teleconferencing and computer-based technology. Every effort will be made to establish local study groups that will work through the program, meet at key provincial events and remain in contact at other times through e-mail, telephone, fax and other means of communication. All B.C. school districts are now connected to the Provincial Learning Network (this replaced the Community Learning Network - CLN) enabling school trustees access to the Internet, e-mail, on-line library, research databases, electronic conferences and subscription list servers.

Instruction will include regular classroom and seminar sessions using lectures, discussions, case studies, simulations and group work. Assignments will include readings, individual projects, written work and demonstrations which allow participants to relate course theory to actual situations with their local boards.

Instruction

Instructors will include faculty from SFU and other universities, as well as qualified professionals and practitioners from the public and private sectors. These experts will provide information on the theoretical and practical aspects of the program.

An alphabetical list of resource people who may be potential instructors is included in the last section of this report. Many of these people have been involved with the BCSTA as resources to Trustees Academies, Short Courses and Seminars and in the orientation of newly-elected trustees.

Evaluation

Students will be evaluated in accordance with the usual practices of the university. Assignments will focus on theory as well as requiring participants to apply theory to current practical situations within their experience. Students will be required to present written and oral reports.

The program will also be evaluated by the participants and the instructors as it progresses. Recommendations for improvement will be made to the Program Advisory Committee.

Governance

The program will be governed by an Academic Advisory Committee established by the Field Relations and Teacher In-Service Education Committee of the Faculty of Education. The committee will include representation from the FRTISE committee, BCSTA and members of the faculty at large. Its function will be to ensure that the best methods of instruction are demonstrated and that the evaluation of participants' work is consistent with university standards.

There will also be a more widely representational Program Advisory Committee. This committee will support the Academic Advisory Committee and assist with the development and evaluation of the program. It will include representation from FRTISE, the faculty at large, the program development staff of the BCSTA and from the BCSTA Education committee.

SFU faculty who have indicated a willingness to participate in this are:

Dr. Michael Manley-Casimir (Director of Graduate Programs, Faculty of Education) and Dr. Linda LaRocque (Associate Professor, Educational Leadership, Faculty of Education).

Program Management

The proposed program will be administered by the BCSTA under the direction of a joint SFU/BCSTA Steering Committee. The BCSTA and SFU will name a mutually acceptable person to serve as Certificate Program Co-ordinator for the duration of a program cycle. This person (who may be a staff member of SFU or the BCSTA), will have day-to-day oversight of program operations and will provide direct contact for the participants.

Responsibility for ensuring that applicants have met the University's requirements will rest with the Field Relations and Teacher in-Service Education Committee.

Budgetary Implications

The program will operate on a cost-recovery basis. It is anticipated that participants' fees will cover the costs of instruction, resources and management. Grants will be sought to fund initial program development costs.

Consultations

The following individuals have participated in the development of the program proposal:

Dr. Robin Barrow, Dean, Faculty of Education, SFU.
Dr. Milton McClaren, Director, FRTISE, Faculty of Education, SFU.
Dr. Mark Selman, Director, Extension Credit; Assoc. Prof., Humanities, SFU.
Tony Rainbow, Research Associate, FRTISE, Faculty of Education, SFU.
Peter Boyle, B.C. School District Secretary-Treasurers' Association
Joan Collins, Executive Director, B.C. School Superintendents' Association
Jan Eastman, Executive member, B.C. Teachers' Federation
Stanley French, Manager, Communications and Policy Dev't., B.C.P.V.P.A.
George Matthews, Field Services, Ministry of Education
Dr. Alan Newberry, Executive Director, B.C. School Trustees Association
Karen Hawkins, Director, Board Development, BCSTA.
Nancy Lagana, Assistant Director, Board Development, BCSTA.

In addition, the Education Committee and the Executive of the BCSTA have vetted the program proposal and are in enthusiastic support of its offering.

Program Content

The program components will include a *minimum* of 120 contact hours of instruction:

GOV 10	Seminar in Effective Public Governance:	15	contact hours
GOV 11	Policy:	15	contact hours
GOV 12	Organisation Development:	10	contact hours
GOV 13	Budgeting and Finance:	10	contact hours
GOV 14	Communication:	15	contact hours
GOV 15	Contexts:	10	contact hours
GOV 16	Teaching and Learning in Today's Schools	15	contact hours
	Part 1: 8 hrs		
	Part 2: 7 hours		
GOV 17	Human Resources:	5	contact hours
GOV 18	Education Law:	5	contact hours
GOV 19	Extended Studies	20	contact hours
Total:	(Required)	120	minimum.

Note re GOV 10: Seminar in Effective Public Governance.

This will be conducted as a seminar/tutorial for the entire duration of a program cycle with each cohort group of registrants.

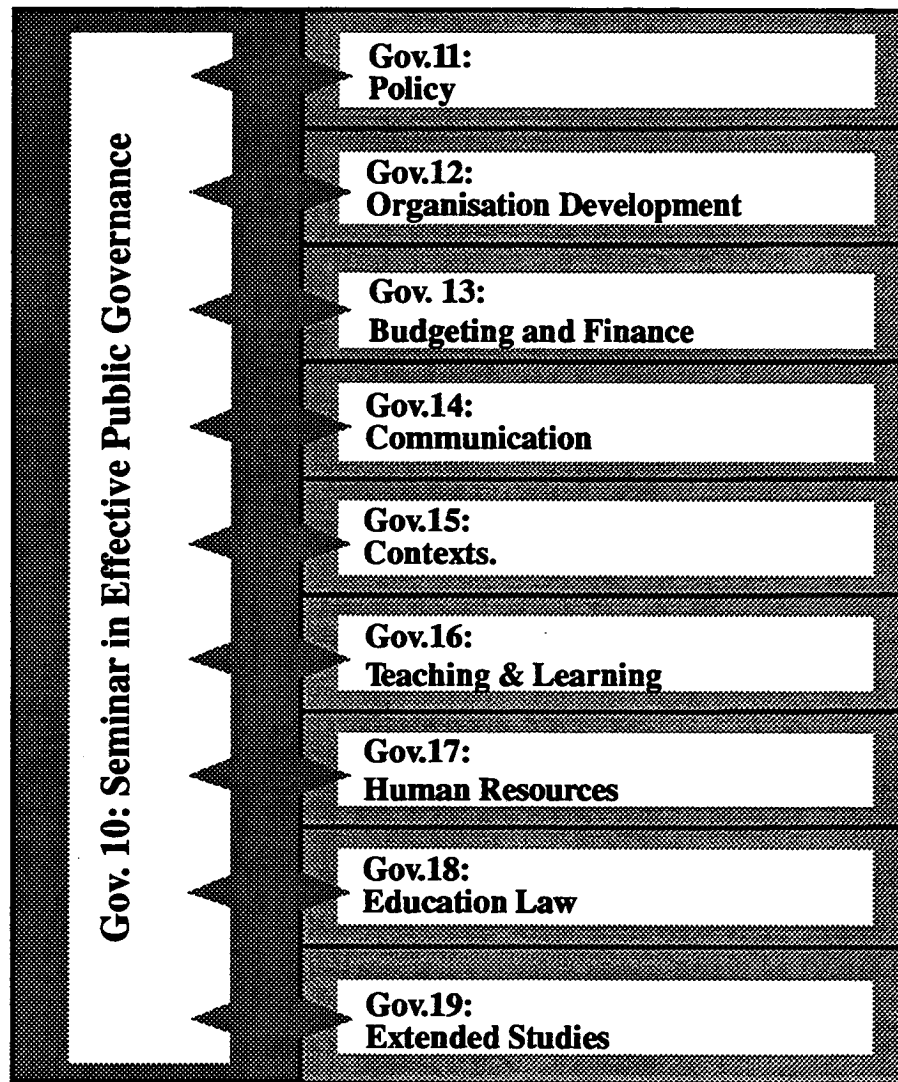
Program Development

The Steering Committee will invite resource people to develop curriculum for the various components of the program. These individuals will be from the Faculty of Education and other faculties at SFU, instructors or resource people in programs and projects offered by the BCSTA and from other stakeholder organisations addressing topics of significance for trustees. In the latter group, some are current members of university faculties. Others are school administrators, teachers, private consultants or retired faculty. Members of professions which have significant roles within the education system will also be considered.

Developers of the program components will be given:

- an overview of the program
- a description of the program's purposes
- information about the intended audience
- details about where their component fits into the program
- a possible outline for the course indicating a number of key questions to be addressed

Upon completion, a detailed course outline will be submitted to the Academic Advisory Committee for final approval.



Overview of the Elements of the Certificate in Effective Public Governance in Education.

Curriculum Outline

GOV 10 Seminars in Effective Governance

[15 hours]

A key component of the Certificate program is the on-going seminar on effective public governance. This will help students link the program's component themes with the overarching themes of leadership, ethics and evaluation. The seminar (with the use of distance education methods), will be conducted for the duration of the program. In addition, the seminar groups will meet in face-to-face sessions with any of the core components.

It is our intention to support the seminar with group e-mail, and by establishing an on-line conference. The provincial Community Learning Network provides support for these activities. A special closed-conference group will be established for the members of this program and its resource people and instructors.

The seminar component will:

- collectively integrate aspects of all core course themes
- pay specific attention to language, gender, ethnicity, and ability (special needs) in all program elements
- develop relevance by connecting core topics to current educational developments and use issues from the participants' experiences in course discussions
- demonstrate the application of theoretical concepts to actual situations through the use of case studies, scenarios, role playing and issue-focused discussions
- apply a variety of instructional models and approaches including case studies, action research and co-operative learning so participants can gain students' perspectives on current teaching methods
- foster reflective practice by trustees.

GOV 11 Policy

[15 hours]

To be part of an effective school board, trustees must understand the function and importance of policy as well as how policy affects the operations of a district. Participants in this component will examine how policy is developed, structured, implemented, evaluated and adapted (including their role in the process).

The following topics will be addressed:

- the philosophical bases of school board policies
- contextual and historical influences on policy
- the relationship and differences between policy development and policy administration
- the relationship between policy development and other board functions.

The course will also relate policies to current legal contexts including:

- the Canadian Charter of Rights and Freedoms
- the B.C. School Act
- the Employment Equity Act
- the Canadian Multiculturalism Act
- the Industrial Relations Act
- the B.C. Multiculturalism Policy
- the Royal Commission on Bilingualism and Biculturalism.

The processes of policy development, implementation and evaluation will also be reviewed within this course component.

GOV 12 Organisational Development

[10 hours]

School districts are extremely complex organisations. Trustees need an understanding of the workings of the public education system, both provincially and locally, as well as an awareness of the factors which enhance or inhibit the system's ability to function effectively and respond to changing needs and conditions. In addressing this need, participants will explore the following topics:

- the nature and application of systems thinking in the educational arena
- planning and evaluation in systemic contexts
- the relationships between form and function in terms of the unique governance requirements of different institutions
- the need for cross-fertilisation between sectors.

Students will examine the social nature of organisations, roles and responsibilities and the nature of leadership and membership. The course will also introduce participants to some concepts of organisational change.

GOV 13 Budgeting and Finance

[10 hours]

The setting of district budgets within the provincial education finance framework is a crucial part of the trustee's job. Effective stewardship of a district's budget requires planning, monitoring, an understanding of education finance and the principles of fiscal control and management.

Completion of this component will provide participants with an overview of the following:

- how monies flow in the B.C. education system
- operating and capital grants to school districts
- the impact of grants on the budget process
- the significance and nature of targeted funds, such as funds for Special Education or First Nations education
- the legislative requirements of budget preparation.

Participants will also examine different models of budget construction including short, medium and long range planning, goal and priority setting, and public input. The course will provide an introduction to fiscal management.

GOV 14 Communication

[15 hours]

As representatives of the public and trustees of the public education system, school trustees must be effective communicators and advocates for education. They must work constructively with constituent and employee groups as well as with members of the board and district team. In addressing this topic, participants will consider the following topics:

- interpersonal communications
- conflict resolution
- internal organisational communications including team-building
- board-staff communication
- board-advisory body communications
- communications with district employee groups and bargaining units.

The course will also examine external communications including media relations, advocacy, and general public relations. The topic of communications planning will be introduced.

GOV 15 Contexts

[10 hours]

While the work of school trustees is centred in board and committee rooms, it cannot be successful if it is confined to these areas. Effective public governance requires an understanding of the contexts wherein schools and school boards function in B.C. and beyond. Topics in this component will include:

- the sociological context of school boards
- cultural and societal trends and developments
- demographics.

The course will also examine the involvement of federal, provincial, regional and local governments. It will explore the roles of Parent Advisory Committees and the expectations of different community sectors regarding schools, teachers, administrators and trustees.

GOV 16 Teaching and Learning in Today's Schools

[15 hours]

Trustees aren't normally professional educators. However, to carry out their duties, it is important that they have a sound understanding of educational philosophy and the curriculum mandated by the province. Trustees also need an awareness of how provincial and locally-developed programs are created and delivered. This course component will be divided into two parts:

Part 1 (8 hours) will address schools, teachers and teaching:

- the problems created for teachers as a result of demands placed on them by governments and their communities
- the nature of children and families in the nineties
- how new educational developments affect teachers
- conflicting conceptions of teaching.

This last sub-section will explore ethical issues in educational programming and its organisation including:

- equity
- inclusion
- diversity
- individual versus social values.

GOV 16 Teaching and Learning in Today's Schools (continued)

The section will introduce participants to the nature of:

- educational theory
- the roles which theories play in shaping practices in assessment
- evaluation and reporting
- creating learning environments
- translating curriculum documents into classroom practices.

Part 2 (7 hours) will develop an overview of:

- the provincially mandated curriculum (including the Ministry of Education's stated principles of learning)
- the K-12 policy framework and graduation requirements.

This segment will also review a variety of educational programs including:

- First Nations education
- locally-developed courses
- Programme Cadre
- alternate educational programs
- Bilingual / Heritage language programs.

Participants will also be introduced to the field of student support services incorporating:

- ESL
- Special Education
- programs for the gifted and talented
- Inter-Ministerial protocol agreements.

The course will consider the nature of continuing education, adult basic education, the International Baccalaureate (IB), Advanced Placement (AP) and Skills Now initiatives. The course concludes with a consideration of the nature of and need for teacher continuing education.

GOV 17. Human Resources

[5 hours]

School Boards are often one of the largest employers in a community. Their employees include teaching and other professional staff, trades people, bus drivers, custodial staff, secretaries, and paraprofessionals. Trustees need a good working knowledge of the factors that shape human resource management in their district. Participants in this course will consider the following topics:

- the workplace environment
- employee wellness
- connections between boards and staff, and staff and students.

The course will also examine the roles that boards play as employers, specifically:

- hiring practices
- equity issues in hiring
- relations with provincial and local unions and associations
- negotiations
- relations with contract staff and their professional organisations
- contracting out
- basic labour law
- staff evaluation practices.

GOV 18. Education Law

[5 hours]

Policy development, employee relations and most other board functions occur within a variety of legislative frameworks. This component ensures that board members understand the basic principles, parameters and obligations created by legal environments where school boards function. Topics to be considered will include:

- the B.C. School Act
- relevant labour laws
- human rights legislation
- freedom of information and protection of privacy legislation
- WCB regulations.

GOV 19. Extended Studies

[20 hours]

Participants are required to accumulate a combination of 20 approved contact hours from offerings associated with the above themes or from approved independent studies. It is expected that the BCSTA, Ministry of Education and other stakeholders will continue to develop and offer short courses. These may form part of this component with the advance approval of the Certificate Program Co-ordinator. This component will permit students to develop special competence in areas of particular interest or to extend the topics covered above.

Potential Resource People

Judith Anderson

Judith is a partner in the law firm of Harris & Company having previously held the position of Director of Legal Services for the Alberta School Trustees' Association. She has given workshops and presentations across Canada on legal issues and is currently a member of the editorial board of the Education and Law Journal. Judith has been an instructor for several Local Government Studies programs provided by the Faculty of Extension, University of Alberta, and is currently an adjunct professor at Simon Fraser University. Judith is also a member of the National Organisation of Legal Problems in Education.

Dr. Robin Brayne

Robin is currently superintendent of schools for SD #44 (North Vancouver) and president of the B.C. School Superintendents' Association. He has also held positions such as assistant superintendent for North Vancouver, director of instruction in SD #61 (Greater Victoria), assistant professor at the University of Manitoba and senior researcher with the British Columbia Royal Commission on Education.

Dr. Brendan Croskery

Brendan has worked in education for 22 years in England, Newfoundland, Massachusetts and most recently British Columbia, where he is currently superintendent of schools in SD #72 (Campbell River). He has been a classroom teacher, a department head, a curriculum supervisor, a high school principal and a teaching fellow at Harvard University. His professional and research interests focus on educational leadership. Brendan holds a BA (Hon.) from the University of Birmingham, a PGCE from St. Martin's College, an MA from Lancaster University, a BEd from Memorial University of Newfoundland and an EdM from Harvard University. His Harvard doctorate is in Administration, Planning and Social Policy.

Wayne Desharnais

Wayne is currently a private consultant. He has served as a Deputy Minister of Education, Executive Director of Field Services and Assistant Deputy Minister of Finance and Administration. As ADM - Management Operations and Education Systems Finance, he was responsible for schools finance, school facilities, ministry finance, ministry personnel, administrative services, policy, planning and legislative services and systems services.

John (Jack) R. Fleming

Jack became a private consultant after serving with the B.C. Ministry of Education in a variety of capacities including ADM -- Educational Programs Department. In this post his responsibilities included educational liaison, program and curriculum

development, First Nations education, program effectiveness, special education and professional relations. He has also held posts as Deputy Minister and ADM - Educational Finances and Schools Department. Jack has served B.C. education as a teacher, head teacher, principal, trustee and university lecturer.

Dr. Elmer Froese

Elmer is superintendent of schools in SD #41 (Burnaby). He is a strong advocate for public education and served on the Sullivan Royal Commission on Education. His interest in education governance structures includes study visits to Germany, the USA, the United Kingdom, Israel and Russia where he worked with the Russian Ministry of Education to plan education reform. He has taught Educational Administration at the University of Houston, the University of Saskatchewan and the University of Victoria.

Tarrance Grieve

Tarry is superintendent of SD #24 (Kamloops). He has also been an elementary and secondary school teacher, assistant university professor, school consultant and assistant superintendent. As a researcher for the Royal Commission on Education, he prepared a special report on the learner.

Eric Harris

Eric practices labour, employment and education law. He represents clients in a number of industries including breweries, grain, airlines, health care, government and other public sector employers. He is a presenter at many Continuing Legal Education seminars as well as other seminars for the legal profession. Eric is a member of the Labour Law Section of the B.C. Branch of the Canadian Bar Association.

Wendy J. Devine Harris

Wendy was called to the B.C. Bar in 1980 and has since been actively engaged in advising school boards and BCSTA on a full range of educational law matters. She has acted as counsel before review commissions, boards of reference, arbitration boards, human rights boards of inquiry, the Labour Relations Board, the Industrial Relations Council Employment Standards Board and in-trial and appellate courts.

Wendy has presented at numerous seminars and conferences including: those hosted by the Minister of Education, UBC, the University of Victoria, the Continuing Legal Education Society, the National Organisation of Legal Problems in Education, the Canadian Association of Practical Studies in Law and Education and various school boards and BCSTA.

Dr. Mat Hassen

Mat is director of Personnel Services in SD #41 (Burnaby). Prior to joining the Burnaby school district staff, he spent seven years working as an education consultant. He has also been a teacher, department head, executive assistant to a deputy minister, director of administration with the B.C. School Trustees Association and executive director of the B.C. Council for Leadership in Educational Administration.

Dr. Graham Kelsey

Graham is an Associate Professor of Education at UBC. He teaches organisational analysis and administrative problem-solving in the graduate program for educational administration. Graham has studied administrator evaluation in B.C. and administrator mobility across Canada. His interest in policy development is complemented by service both as a board member and as a consultant. Currently a member of the UBC Senate Committee on Academic Policy, Graham has served as vice-president of the Social Science Federation of Canada, the Canadian Society for the Study of Education and on the board of directors of a private school and a community organisation.

Dr. Arthur Kratzmann

Arthur has long served B.C. school trustees by sharing his expertise and experience at provincial BCSTA seminars and branch programs. He has also worked with individual boards on policy development and the selection of senior staff.

An experienced chairperson, Arthur is in demand as a leader for provincial education committees and as a consultant for school districts. Formerly the executive director of the Alberta School Trustees Association and Dean of Education of the Universities of Victoria and Saskatchewan, Arthur was also professor of communications and social foundations with the Faculty of Education at the University of Victoria.

Dr. Linda LaRocque

Linda is an associate professor at Simon Fraser University's Faculty of Education having moved recently from the University of Alberta. She has general interests in leadership, district-school relations, educational policy, and school reform with specific interest in schools as learning communities, transformational and shared leadership.

Dr. Michael E. Manley-Casimir

Mike is a professor at Simon Fraser University's Faculty of Education. A student of educational policy, he is editor of several collections that examine different issues in the socio-political context of education. Mike's particular

interests, however, lie in the intersection of law and educational policy. He has created the Centre for Education, Law & Society at Simon Fraser.

Dr. Milton McClaren

Milt is an associate professor of education at Simon Fraser University and an associate member of the Faculty of Science. He has been SFU's director of the Professional Development Program for Teachers and dean of Continuing Education. Milt is responsible for the University's Tele-Learning Centre in Kelowna, a site for research and development on the educational application of computers for distance education.

Milt is involved in the Aspen Global Change Institute, where he co-chaired this summer's session on bio-diversity. A member of the Man and Biosphere program committee of UNESCO Canada, Milt has also been on the U.S. Steering Committee for Project Wild, a major international conservation education program.

A former B.C. public school teacher, Milt has worked extensively in the fields of educational technology, science education and environmental education and has actively contributed to Year 2000 initiatives. He has a PhD in botany, with an emphasis in genetics and microbiology. A consultant in the field of biotechnology, Milt helped develop and implement B.C.'s new Science and Technology 11 course. In 1987 he received the Distinguished Service Award from the Association for Educational Media and Technology in Canada.

Graham McKinnon

Graham is BCSTA's associate executive director. Before joining the Association in 1980, he was a senior administrator at Niagara College in Welland, Ontario, where he had extensive dealings with government in educational matters. Graham's academic background is in chemistry and education, with teaching experience at the high school and college levels. Previous duties with the BCSTA include co-ordinator of Education and Government Relations and director of administration.

Donna Michaels

Donna is superintendent of SD #61 (Greater Victoria). She has also been superintendent, Educational Leadership Centre, High Schools for the Calgary Board of Education and a principal, vice-principal and teacher. Her professional involvement includes memberships on the Professional Conduct Committee (Manitoba Teachers' Society), a post as sessional professor (Faculty of Education, Brandon University) and chairperson, (Thompson Association of Principals).

Donna has an MEd (Administration) and Bachelor of Pedagogy from the University of Manitoba.

Dr. Janet Mort

Janet owns two companies, Janet Mort: In The Business of Change and Quality Seminars Inc. She serves as a consultant for organisations and corporations and sponsors seminars on topical areas of interest to the public and private sectors. Janet's expertise is in leadership and organisational change. Her experience includes a three-year government contract to lead an innovations division as well as contracts with IBM, Apple, Xerox, and AT & T to develop innovative communication projects. She has won awards from the National Public Relations Association for innovative marketing strategies (the only Canadian award), and BCTF for Innovations in Education.

Janet has given keynote addresses and workshops throughout North America on organisational change and societal change and their ramifications for our culture and way of life. The author of a book and numerous articles, Janet has been an administrator, principal, assistant superintendent, and superintendent in the public education system.

Dr. Alan J.H. Newberry

Alan is BCSTA's executive director, a post he has held since 1990. Prior to this he was chief superintendent of school in Calgary, an executive director for the B.C. Ministry of Education, superintendent of schools in Fort Nelson, Stikine and Peace River South, a supervisor of instruction, principal and teacher in other B.C. school districts. In addition to his current duties, Alan recently completed the book *Strategic Planning in Education: Unleashing Our Schools' Potential*, and acted as a summer session instructor in the faculty of education of the University of Victoria.

Alan's has also been a broadcaster, chair of the Greater Victoria Library Board, councilor for the Municipality of Saanich, director of a Chamber of Commerce and the B.C. Council for Leadership in Educational Administration. He has been president of Phi Delta Kappa and held membership on a parent advisory group. Alan received his Teacher Training and his BA (Psychology/Sociology) from the University of Victoria, his MEd from the University of Portland, and his EdD (Administration) from Indiana University.

Dr. Terri Sussel

Terri is a lawyer with Lidstone Young Anderson, a Vancouver law firm that provides legal services to school boards throughout British Columbia. She is the author of three books on school law. Terri's most recent book, *Canada's Legal Revolution: Public Education, the Charter and Human Rights* was published by Emond Montgomery in March 1995. She writes a monthly column on education law for BCSTA's *Education Leader* and is an associate editor of *Education Law: News and Commentary for Educators About Legal Issues in Canada*. Terri has taught several different school law courses in the Faculties of Education at both Simon Fraser University and Western Washington University.

Dr. Larry Thomas

First appointed as superintendent to SD #59 (Peace River South) in 1979, Larry is now in his eleventh year as superintendent in SD #77 (Summerland). Since completing a doctoral degree in education leadership in 1991, he has been active in the development of leadership training programs. He is the author of *It's Just a Matter of Time*, a personal effectiveness program focusing on the development of time management skills, and the *School Board Member Handbook: A Guide to School Board Effectiveness*. Both programs are available through EduServ. Larry frequently presents on topics relating to school board effectiveness, leadership, time management and team building.

Dr. Rod A. Wickstrom

Rod, currently superintendent of schools in SD #37 (Delta), has also held positions as superintendent in SD #44 (North Vancouver) and deputy minister of education in Saskatchewan. He is a frequent presenter of addresses and workshops provincially and nationally on topics such as supervision, leadership, effective schools and organisational climate. Rod holds bachelors and masters degrees from the University of Saskatchewan, and a doctorate in educational administration from the University of Oregon.