

Optimal School Governance

A Handbook for School Boards and
Heads who value effective governance



Stephen Codrington

Would you like
your board to be
more effective?

OPTIMAL SCHOOL GOVERNANCE

THE BOOK

This new handbook provides school boards and Heads of Schools with a comprehensive manual of best practice in all areas of school governance.

It can be used to amplify board training workshops and consultancy services conducted by Stephen Codrington, or as a board orientation manual in its own right.

‘Optimal School Governance’ is a comprehensive 208-page handbook for school trustees who care about serving their boards as effectively as possible. The book covers such important areas as:

- What is a school board?
- Board effectiveness – Governance and Management
- Dysfunctional boards
- Healthy boards - the 4-D model of optimal governance
- Ethos – mission, strategic vision, school policies, sustainability
- Strategic planning
- Recruiting a new Head
- The Board-Head relationship
- Oversight of the school – engagement, program oversight, school demographics
- Board meetings and dynamics
- Board composition and succession
- Other board processes – board policies, change leadership and innovation
- Board duties – legal compliance, finances and resources, risk management, reputation
- Evaluating the board

www.optimalschool.com

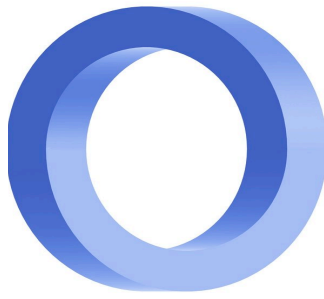
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OPTIMAL SCHOOL GOVERNANCE

The importance of school board effectiveness cannot be over-emphasised.

Although the structures of boards vary from school to school, there are common factors that characterise highly effective boards, just as there are easily identifiable characteristics of dysfunctional boards. This book examines these factors and presents a clear practical pathway towards improving board effectiveness.

The book is designed to support school boards and Heads who value effective governance.

View sample pages and learn more about Stephen's support for school boards at
www.optimalschool.com

The author, Dr Stephen Codrington is an experienced board member and board evaluator who served as Head of five schools over 25 years. He has worked as a Head in four countries – Australia, the United States, Hong Kong and New Zealand – and has deep knowledge and experience of boards at their best and at their worst. He visits schools to advise boards and train trustees, to conduct full board evaluations, to help develop strategic plans and to assist with the search for and recruitment of new Heads.



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