

AISH



STANDARD #4

Operations and Resource Management



Impact Examples (blue text)

(For goal-setting, select one or two that are most relevant for your context.)

Operations and Resource Management

The Head of an International School ensures a safe, secure and supportive environment that is strategically resourced to achieve the mission and vision.

Dinham, Stephen and Crowther, Frank. (2011) "Sustainable school capacity building – one step back, two steps forward?", *Journal of Educational Administration*, Vol. 49 Iss: 6, pp.616 – 623. Permanent link to this document: <http://dx.doi.org/10.1108/09578231111186926>.

Keating, Iris, and Moorcroft, Ray, eds. "Managing the Business of Schools." London, GB: SAGE Publications Ltd, 2006. ProQuest ebrary. Web. 12 September 2016.

Marzano, Robert J., Waters, Timothy, and McNulty, Brian A. "School Leadership That Works." Alexandria, US: Association for Supervision & Curriculum Development (ASCD), 2005. ProQuest ebrary. Web. 12 September 2016. P42, 64, 75, 117 refers to research based practices that support effective leadership.

National Policy Board for Educational Administration (2015). "Professional Standards for Educational Leaders 2015." Reston, VA: Author. <http://www.npbea.org>. P17.



“...provide for an optimal learning environment.”



a) Strategically aligns fiscal resources to support the mission and vision.

- A financial plan exists for the future that is aligned to the mission, vision and strategic goals. Indicators that measure the impact of financial commitments (direct and indirect) on student learning are utilized.
- Budget proposals require rationale, which is grounded in the school's mission, vision and strategic goals; each application specifies how it directly or indirectly improves learning.
- Key components of the school's mission and vision appear as line items in the approved budget. There is evidence that each aspect of the budget contributes to the mission, vision and strategic goals.
- An inclusive budget process exists which enables all staff to have an understanding of the fiscal resources and limitations in order to prioritize applications.
- School performance indicators include financial and non-financial measures that are well-defined and mission-focused. They are provided consistently year-to-year.
- Budget reports that are provided regularly to the Head of School and governing body indicate that the school's resources can fulfill its mission in the near, mid and long term. Past reports/budgets indicate whether the planned impact was accomplished or not.
- Independent accountants perform an annual audit of the school's finances and recommendations are acted upon, as necessary. The audit report is provided to and reviewed by the governing body.

Gupta, Kamlesh. "School Management." Delhi, IN: Pragn Publications, 2005. ProQuest ebrary. Web. 12 September 2016. P108.

Keating, Iris, and Moorcroft, Ray, eds. "Managing the Business of Schools." London, GB: SAGE Publications Ltd, 2006. ProQuest ebrary. Web. 12 September 2016. Chapter 6.

Robinson, Viviane. Hohepa, Margie. Lloyd, Claire. "School Leadership and Student Outcomes; What works and Why? Best Evidence Synthesis Iteration (BES)." University of Auckland. Ministry of Education 2009. P111-116.

b) Seeks avenues for raising additional resources to support the mission and create opportunities for students and staff.

- A development plan, based on the school's mission, vision and strategic goals, guides fundraising activities.
- Alumni and parents are involved in devising a development plan for the school.
- Accepted donations, if restricted, show alignment with the development plan.
- Donors are appreciated; surveys show they believe their gift was spent wisely to advance the school's mission. If a gift is restricted, the planned effect and impact of the donation is documented and shared with the donor.
- School leadership develops and implements ideas of non-tuition sources of revenue.

c) Manages and monitors facilities, grounds and equipment to provide for an optimal learning environment.

- A facility maintenance plan exists, as well as evidence of compliance to it. The plan includes a commitment to and actively incorporates sustainable practices.
- Certificates of building inspections are available at the school, as well as evidence of facilities meeting local health and safety codes. There is a schedule of safety audits.

- Environmental concerns such as air, water, energy and hazardous materials are anticipated and preventative measures and interventions put into place whenever possible.
- An up-to-date emergency manual is regularly reviewed and updated, and communicated to staff; drills are conducted as scheduled to address various safety and security emergencies.
- A strategic risk analysis (assessment) of facilities, grounds and equipment as it pertains to student safety is developed and reviewed regularly.

d) Oversees the admission of students to the school, guided by integrity regarding the programs and fees to ensure alignment with the family and the school's mission.

- There is clarity regarding the criteria for admission in order to ensure alignment between the prospective student and his or her family and the school's mission.
- Annual surveys and feedback from families indicate that they were treated with respect and that procedures were in line with the admissions policy.
- The Head of School plays a significant role within the admissions process. This could be an Open House, information session, tours with the Head, etc.

e) Enforces legal requirements and regulations of the host country for the sustainable development of the school.

- Faculty and staff handbooks and orientation materials acquaint personnel with local laws and regulations as well as school policies; materials are reviewed and communicated annually; practices ensure compliance.
- Faculty and staff handbooks and orientation materials address respect for languages, cultures and customs.
- School operations (land, personnel, legal structure of land) comply with host country laws.

f) Establishes effective procedures for student behavior and school safety that ensure an environment where learning is paramount.

- Policies and procedures that address the physical, emotional and social well-being of students are implemented consistently.
- There are clear expectations for student behavior and consequences that are fair, understood and consistently applied.
- Students are exposed to and learn from social-emotional programs that are developmentally appropriate and address such issues as bullying and discrimination.
- Child protection procedures are in place and a safe learning environment is maintained.
- School climate surveys indicate that students feel emotionally and physically safe in school and that a positive climate of mutual respect and caring exists. There are processes in place to address where this is not the case.

Keating, Iris, and Moorcroft, Ray, eds. "Managing the Business of Schools." London, GB: SAGE Publications Ltd, 2006. ProQuest ebrary. Web. 12 September 2016. Chapter 6.

Keating, Iris, and Moorcroft, Ray, eds. "Managing the Business of Schools." London, GB: SAGE Publications Ltd, 2006. ProQuest ebrary. Web. 12 September 2016. Chapters 3 & 5.

Keating, Iris, and Moorcroft, Ray, eds. "Managing the Business of Schools." London, GB: SAGE Publications Ltd, 2006. ProQuest ebrary. Web. 12 September 2016. Chapter 1.

g) Supports operational functions with data and communication systems that allow for efficiency and goal attainment.

- Feedback from staff indicates that technology effectively supports school operations.
- There is a shared understanding of effective communication in the school, supported by clear and transparent processes and communication channels. This is evident in widespread division, grade level and department agreements that are created and used.
- A technology plan, which is integrated with the school's strategic direction, is reviewed annually in terms of support and impact on student learning.
- Professional development and support are available for faculty and staff for effectively using technology in classroom and offices to advance the mission and student learning.
- Protocols for the safekeeping and handling of all records and documents exist and there is evidence they are consistently implemented in divisions and department offices.



“ . . . guided by integrity regarding the programs and fees to ensure alignment with the family and the school's mission.”

Keating, Iris, and Moorcroft, Ray, eds. "Managing the Business of Schools." London, GB: SAGE Publications Ltd, 2006. ProQuest ebrary. Web. 12 September 2016. Chapters 1 & 7.

National Policy Board for Educational Administration (2015). "Professional Standards for Educational Leaders 2015." Reston, VA: Author. <http://www.npbea.org>. P13.

Keating, Iris, and Moorcroft, Ray, eds. "Managing the Business of Schools." London, GB: SAGE Publications Ltd, 2006. ProQuest ebrary. Web. 12 September 2016. Chapter 2.

Robinson, Viviane. Hohepa, Margie. Lloyd, Claire. "School Leadership and Student Outcomes; What works and Why? Best Evidence Synthesis Iteration (BES)." University of Auckland. Ministry of Education 2009. P132-139.



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