

Curriculum documents (e.g.IRPs) are often accepted as pre-existing structures, created somewhere else. We see our task as merely to teach them as they are written, forgetting that they came into being through *someone*, that they were created by people. When we forget the human origins of curriculum we forget our own involvement in developing curriculum for the children and young people we teach. When we see curriculum as a fixed requirement we accept or take on a powerless role, failing to see it as an invitation to join hands with someone in their involvement with developing curriculum that enlivens hearts and minds. We fail to recognize it as an invitation to establish a relationship – of duty, love, and reverence.

**How might we strengthen the 'inspirational' aspect of our curriculum?**

Inspirational curriculum, at its root, embodies the story of our lives and orients us how to live in God's story today. Every learning activity and every subject exemplifies Christian ways of living in the world or points to alternative views about life which may or may not recognize transcendent aspects of human life.

Curriculum, at its best, points beyond itself to deeper meanings and richer purposes. When curriculum inspires it lures children and young people beyond themselves to the majesty and power of God. Inspirational curriculum enables children and young people to discover truths about themselves that urge them forward to become more than they are at present.

The source of inspirational curriculum is the presence of God in us and among us. We can transcend ourselves, go beyond our present selves, and become what we are not yet because we participate in the life-giving power of the Holy Spirit who enables us to see more than meets the eye. The great commandment "love the Lord your God with all your heart and with all your soul and with all your might" is designed to shape our day-to-day experiences and actions. If we do not commit ourselves to follow, then our education comes to a dead end for we cannot get beyond ourselves and we are no longer open to that which is new.

Inspirational curriculum serves not only to equip children and young people but also to inspire and engage them to live as Christians in today's world.

- to take delight in God's creation and in human works of art and industry
- to comfort those who experience loss
- to mourn the brokenness/injustice of many human actions

- to propose and engage in acts of renewal and restoration

Inspirational curriculum shares stories about what has happened, what is happening in us and around us. These stories form the living memory of a community of people who remember God's faithfulness and reinterpret its meaning for today: "Faith brought me here and keeps me here; faith shapes my daily life and work."

Inspirational curriculum expresses a sense of longing and hope for what ought to be. It envisions something different and better because what is isn't what could be. Its vision of hope guides participants through the creative tension between celebrating what we've accomplished and the challenging vision of what ought to be; it invites and beckons those who live in the story to orient themselves toward an image of how life ought to be. Inspirational curriculum draws a younger generation into full participation in a way of life so that they can take responsibility for shaping that way of life in the future. It inspires the older generation to remain creatively involved in deepening their own knowledge for life by drawing on the younger generation's insight into the culture and benefiting from their youthful and fresh contributions.

Curriculum development is not primarily a matter of collecting information or conveying information. It is first of all discovering and learning to live in God's kingdom among us in whatever grade level or subject we teach. Our curriculum becomes more inspirational when we engage in the spiritual disciplines as these connect with teaching and learning. These disciplines help us, first of all, to be active and effective in the spiritual realm of our own heart in relation to God and God's rule over all things. Secondly, they help us withdraw from total dependence on the merely human or natural and to depend on the ultimate reality which is God and his kingdom. Some of these disciplines (e.g. solitude, frugality, sacrifice, chastity) weaken or break the power of life involvements that press against centering our life in the kingdom of God. Others, such as worship, celebration, study, prayer, service, immerse us more deeply into God's kingdom.

Does your curriculum inspire children and young people? Does it inspire you? If you and I cannot give an unequivocal YES we need to go back to the wellspring of life-giving water. There we will experience the breath of life that will enable us to once again inspire others.

*(ideas for this article were inspired by "Christian schooling: telling a world view story" by Harry Fernhout; "The Divine Conspiracy" by Dallas Willard; and "Spirituality and Knowing" and "Religious Metaphors in the Language of Education" by Dwayne E. Huebner.)*

# does our curriculum inspire?

by Robert Koole,  
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**Are children and young people moved by what they discover as they learn? Are they inspired to uncover more, to dig deeper into a topic, to search for the pearl of great price? Does the curriculum they experience inspire them to uncover more of the riches of creation, delve deeper into the mysteries of human life, to name and celebrate the gifts of classmates, to praise their Creator and Redeemer?**

When our curriculum inspires, how do children and young people respond? To inspire means to breathe in or infuse with life; to stir, enthuse, arouse. To be inspired by someone is to be encouraged to go beyond the usual; to be in touch with forces or aspects of life that make possible something new and to have hope and expectations that things could be better than they are now. When our curriculum doesn't inspire, children and young people experience learning to read and reading to learn as bland and lifeless routines and exercises that are easily forgotten after they are done.

Inspirational curriculum includes stories and symbols that life as currently experienced can be different. Stories of relationships during which something new is produced: new life, new relationships, new understandings.

**Does our curriculum convey 'knowledge' or is it engaging children/young people in coming to know?**

Generally speaking, schools are places of knowledge. Yet this knowledge can too easily be

kept separate from life: it stands by itself, removed from the vitality and dynamics of life, from the spirit. Knowledge becomes a part of life only when it is brought once again into the knowing process of an individual. Until then it is dead. To bring knowledge to life, to enliven it, it must be brought into the living form of the human being, into a form which points beyond human life, to our Creator. If the children and young people are fed with dull and lifeless content knowledge, they become deadened, alienated from the vitality that co-creates the worlds of self and others. By enlivening knowledge, a child is also given responsibility for coming to know.

If coming to know is not experienced within the fabric of a faith community, if it is separated from the pull of the Creator, and from the duty and responsibilities of love, then we risk idolatry.

Idolatry exists

- where knowledge is presented as if it is removed from those who developed it and use it;
- when knowledge is not part of the story of a particular people with their particular faith commitment but appears to be disconnected from real life;
- when interpretations and meaning are standardized by textbooks or prepared curriculum;
- when teachers present knowledge as given and unchangeable, as if interpretation and conversation are frills rather than duties informed by love and responsibility. *(adapted from D. Huebner)*

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# Celebrating our Diversity

by Marlene Bylenga, International Education Program Coordinator

[www.scsbc.ca/internationaleled/index.html](http://www.scsbc.ca/internationaleled/index.html)

## NEW RESOURCE AVAILABLE:

*Confucius Meets Piaget: An Educational Perspective on Ethnic Korean Children and Their Parents.*

Jonathan Borden. *Seoul Foreign School, 2000.*

Jonathan Borden has been working with Korean students, parents, and their teachers in an international school in Seoul for twenty years. "This book has been written in an attempt to help teachers and others who work with ethnic Korean children to better understand them by understanding their backgrounds: their values, their histories, their families, and their goals for the future."

The SCSBC has ordered copies of this book from the author. If you wish a copy for your school resource library, please contact Marlene Bylenga.

### **Increasingly, our world is becoming "smaller".**

The opportunity for overseas travel and advances in technology that enable us to interact with others of different cultures have allowed us to have increased intercultural experiences. Our schools are no longer as homogenous as they may have been as 10 years ago. As Christians from Asia and South America seek out Christian education opportunities for their children our schools are becoming a microcosm of the Global Village.

In the field of Intercultural Communication one of the pressing discussions is that, even though there is increased exposure to others of different cultures in many cases, interactions and communication between cultures can be frustrating and often result in misunderstandings. Recent world events reflect some of the breakdowns in communication. An article written by LaRay M. Barna entitled "Stumbling blocks in Intercultural Communication" addresses the issue of assuming similarity:

*"One answer to the question of why misunderstanding and/or rejection occurs is that many people naively assume there are sufficient similarities among peoples of the world to make communication easy. They expect that simply being human and having common requirements of food, shelter, security, and so on makes everyone alike. Unfortunately, they overlook the fact that the forms of adaptations to these common biological and social needs and the values, beliefs, and attitudes surrounding them are vastly different from culture to culture. The biological commonalities are not much help when it comes to communication, where we need to exchange ideas and information, find ways to live and work together, or just make the kind of impression we want to make."*

Another reason many people are lured into thinking that "people are people" is that it reduces the discomfort of dealing with difference, of not knowing. The thought that everyone is the same, deep down, is comforting. If someone acts or looks "strange" (different from them),

it is then possible to evaluate this as wrong and treat everyone ethnocentrically. (*Basic Concepts of Intercultural Communication, Selected Readings.* Edited by Milton J Bennett. Intercultural Press Inc., 1998)

As a group of Christian schools offering enrolment opportunities to individuals from overseas, our desire is to celebrate the diversity with which the Lord has created us. One of our responsibilities is to become effective in our communications by developing skills that will enable healthy interaction. The exciting challenge is to gain an understanding of the cultural norms our students and parents are coming from and not fall into the false assumption of similarity.

One of the goals of the SCSBC International Education Program is to provide resources and opportunities for discussion so that we, as individuals working in a community of Christian schools, can become more effective in our interactions. Opportunities for International Student Coordinators to network, hosting a "World at Your Door" workshop (see inset) and/or contacting me regarding support and resources for your school are just some of the ways in which we can continue the journey of intercultural understanding within our communities.

## THE WORLD AT YOUR DOOR INTERNATIONAL STUDENTS, CULTURAL DIFFERENCES AND YOUR CLASSROOM

This 1-1 1/2 hour workshop is designed to give an overview of the cultural differences encountered while working with students from overseas. The aim of this workshop is to provide a clearer understanding of the cultures of our international students and to share insight into how each of us can more effectively meet their needs.

### Topics covered will include:

- What is Culture?
- Individualism vs Collectivism
- Differences in Education Systems
- Challenges students face entering Canadian schools
- Culture Shock
- Communicating with Parents

This workshop will be helpful for all staff who are involved with International students and/or their parents. To arrange a time and date that meets the needs of your staff, please contact **Mrs. Marlene Bylenga, 604-533-4513, [ieprogram@scsbc.ca](mailto:ieprogram@scsbc.ca).**

## SCSBC Calendar

([www.scsbc.ca/calendar.html](http://www.scsbc.ca/calendar.html))

### DECEMBER, 2003

- 1 Secondary Curriculum Team Mtg.
- 2 Elementary Curriculum Team Mtg.
- 9 International Student Coordinators Meeting
- 19 Schools close for Christmas

### JANUARY, 2003

- 5 Schools reopen
- 30 Sunshine Coast CTABC Pro D Day – Powell River

### FEBRUARY, 2003

- (Jan. 30-)
- 1 Missionsfest
- 20 Island CTABC Pro D Day - Victoria

# Noteworthy

- The SCSBC welcomes two new Board members:
  - **CSI Representative - Bev Bandstra** has a long history of involvement in Christian education having served on Christian school boards in Victoria, Smithers and at Fraser Valley Christian High School in Surrey. Bev has also previously served on the SCSBC Board as well as having worked as a member of the SCSBC office staff. Currently she is employed at Regent College as the Assistant to the President. Bev and her husband John have four children, all of whom have graduated from Christian schools. Bev and John worship at the Ladner Christian Reformed Church.
  - **CPABC Representative - John Bron**, a native born Californian, is currently the principal of the Middle Campus of Surrey Christian School. He has been privileged to learn about teaching, learning and administration in British Columbia for the past 28 years. John and his wife Elizabeth have three children; one at Surrey Christian School, one at Fraser Valley Christian High School and the third at Trinity Western University. The Bron's worship at the Fleetwood Christian Reformed Church.
- **INTERNATIONAL EDUCATION PROGRAM COORDINATORS NETWORKING MEETING**  
One of the goals of the SCSBC, as a community of schools, is to learn from and support each other. On October 3, 2003, International Student Coordinators from six schools got together for a time of learning and support. Some issues discussed: the importance of ensuring that students possess all the necessary documentation to study in Canada; homestay selection criteria; discipline issues. All agreed that the opportunity to share resources and ideas will enable each school to strengthen their International Student Programs. **Next meeting: December 9, 10:30 am-1 pm** at the SCSBC office (lunch is provided). Contact Marlene Bylenga: 604-533-4513; [ieprogram@scsbc.ca](mailto:ieprogram@scsbc.ca)
- The Abbotsford Christian School community celebrated their 50th Anniversary on November 6, 7 & 8. A public program on Friday night was followed by a pancake breakfast on Saturday morning, attended by over 350 people. On Sunday the community celebrated a worship service at Seven Oaks Alliance Church.
- **SCSBC RECOMMENDS NEW LAYOFF AND RECALL POLICY TO SCHOOL BOARDS**  
One of the most crucial tasks of any School Board is the development of sound policies that assist in effective governance of the school. Supporting Boards in this important task, the SCSBC periodically develops policies that have broad applicability for its member schools. Typically SCSBC policy development is initiated through its LPG (Leadership, Policy, and Government Relations) Committee. Draft policy is then presented to the CTABC (Christian Teachers Association of BC) and the CPABC (Christian Principal's Association of BC) for further input and approval (uniquely, all SCSBC recommended policies to schools must first have the full support of both the CTABC and CPABC). SCSBC recommended policies developed with the full input of boards, teachers and principals have proven to be very helpful to individual school boards. The latest such policy the SCSBC is recommending to schools is the Layoff and Recall Policy. This policy was developed to guide School Boards in the difficult situation of having to lay off teachers due to declining enrolments.

**What's happening in your community?  
Mail, fax or email your noteworthy items to the SCSBC office.**

- Retiring SCSBC Board member Janet Hitchcock was presented with a recognition plaque and flowers by SCSBC Executive Director, Henry Contant. Speaking on behalf of the SCSBC community, he thanked Janet for her many years of service to the SCSBC community. He read the following inscription: "The SCSBC recognizes Janet Hitchcock for her years of dedication and service to the SCSBC Board for the

past seven years and to the greater Christian school community as a founding board member of Christian Schools Canada. We have been blessed by her wise leadership as chair of the SCSBC Board and her unfailing commitment to Christian education in



this province. Janet has served us well and we thank the Lord for her gifts. Our prayer is that she will continue to be used of God in her service within Abbotsford Christian School and in the larger Christian school community."

- With the retirement of a number of principals at the end of this current school year, several SCSBC schools are looking for principals for the 2004/05 school year. To date these include:
  - Delta Christian School (Pre-School – Grade 7)
  - John Knox Christian School (Burnaby) (K-7)
  - Langley Christian Elementary School (K-6)
  - Lighthouse Christian Academy (K-12)
  - Port Alberni Christian School (K- 7)
  - Penticton Christian School (K-7)

Please check out the SCSBC website for more details ([www.scsbc.ca/jobs/jobs.html](http://www.scsbc.ca/jobs/jobs.html)).

## new RESOURCES

[www.scsbc.ca/resources/curric.html](http://www.scsbc.ca/resources/curric.html)

**Classroom Management that Works: Research-Based Strategies for Every Teacher**, by Robert J. Marzano. (ASCD), 2003 - In this follow-up to **What Works in Schools**, Robert Marzano analyzes research from more than 100 studies on classroom management to discover the answers to these questions and more. He then applies these findings to a series of "Action Steps". Marzano and his coauthors provide real stories of teachers and students in classroom situations to help illustrate how the action steps can be used successfully in different situations.

**Building Shared Responsibility for Student Learning**, by Anne Conzemius and Jan O'Neill. Alexandria, VA: ASCD, 2003 - Shared responsibility is something school communities build from within. This research-based resource explains how to set powerful goals and shares inspiring stories of educators who have embarked on this journey toward high professional competency, increased staff satisfaction, rising test scores, and improved student results.

**Leadership Capacity for Lasting School Improvement**, by Linda Lambert. Alexandria, VA: ASCD, 2003 - Following the publication of **Building Leadership Capacity in Schools** in 1998, Linda Lambert visited educators around the world to see how they had applied the ideas presented in her book to their schools and districts. Lambert quotes at length from her discussions with educators and includes helpful rubrics and surveys that teachers and administrators alike can use to assess their leadership skills.

**Test Better, Teacher Better: The Instruction Role of Assessment**, by W. James Popham. Alexandria, VA: ASCD, 2003 - The right kinds of tests, correctly applied, can help every teacher become a better teacher. James Popham explores the links between assessment and instruction and provides a jargon-free look at classroom and large-scale test construction, interpretation, and application. Featuring sample items, testing tips, and recommended resources. In addition, Popham offers practical advice for dealing with today's myriad testing targets and explains how standards-based achievement tests currently don't (but could) provide both accountability evidence and useful instructional information.

**Multiple Intelligences in the Classroom, 2nd edition** by Thomas Armstrong. Alexandria, VA: ASCD, 2003 - This new edition includes information on the eighth intelligence (the naturalist), a chapter on a possible ninth intelligence (the existential), and updated information and resources throughout the text to help educators at all levels apply MI theory to curriculum development, lesson planning, assessment, special education, cognitive skills, educational technology, career development, educational policy, and more. Armstrong provides tools, resources, and ideas that educators can immediately use to help students of all ages achieve their fullest potential in life.

**BOOKS AVAILABLE FOR LOAN FROM THE SCSBC RESOURCE LIBRARY**

([www.scsbc.ca/services/finstew/finstew.html](http://www.scsbc.ca/services/finstew/finstew.html))

## DIRECTORS OF DEVELOPMENT NETWORK MEETING

Eight development directors from BC and Washington met in Mt. Vernon in October for professional development. They shared their schools' strategies for following up on new families: it appears that all schools require new parents to attend orientation meetings and new parents are also visited or telephoned to insure that they and their children are integrating into their new school setting. At the next meeting in January, the discussion will focus on retention and recruitment strategies.

A workshop was offered on the importance of establishing specific measurable goals for a development

program in the areas of recruitment, internal public relations, external public relations, fundraising and planned giving. Before a school decides what it wants to do, it needs to know what outcomes it is hoping to achieve.

Don Van Maanen from Lynden Christian School (Lynden, WA) explained their 'Friends of Lynden Christian' organization which brings together all the volunteers into specific task groups. It's an excellent model which other schools should consider.



CEDAR SPRINGS CHRISTIAN RETREAT CENTER, SUMAS, WA

## CAPITAL CAMPAIGN PRIMER

**Q: What is a 'capital campaign'?**

**A:** It is a concentrated fundraising effort to secure donations for a specific building project.

**Q: What is a 'feasibility study'?**

**A:** It is an investigation done by an outsider to determine whether or not a community is ready for a campaign. It will look for unresolved issues that could decrease the effectiveness of a campaign and it will determine what level of financial commitment a society can expect.

**Q: What is a 'case statement'?**

**A:** It is a written document which convincingly portrays the needs of the school and the plan for achieving the goals of the campaign.

**Q: What are the components of a capital campaign?**

**A:** Organization, the schedule, and the case statement are the foundation. Then the leaders in the school are asked to make a commitment to the campaign. This is followed by a public launch and the canvassing of the members of the society for their support.

**Q: What can derail a campaign?**

**A:** Poor planning, lack of awareness of unresolved issues in the community, not knowing how to present the case for support.

**Q: What will insure a successful campaign?**

**A:** Prayer, planning, and professional assistance (especially if a school has not been successful in raising funds in the past).

Contact Gerry at the SCSBC office (604-888-6366), or by email at [geraldebbers@shaw.ca](mailto:geraldebbers@shaw.ca)

## PLAN AHEAD FOR SPRING

The annual Development Conference, April 14-16, 2003, will give those board and committee members who are new to their task an excellent grounding in all facets of development work. As well, those who are repeat attenders at the conference will be able to hone their skills in a variety of areas.

Look for registration material in the new year and plan to bring a team from your school.

# Being a Christian School Board Member is a Tough Job

by Henry Contant, Executive Director  
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## School Boards:

- have the legal responsibility of operating a company, (directors liability);
- manage large amounts of money and resources (budgets run from the

thousands to the millions of dollars);

- employ a large diverse staff, with a host of personnel and employment issues;
- represent a wide range of parents with differing and sometimes conflicting ideas and values;
- are expected to be wise, visionary, servant leaders, making the right decisions so that future boards won't criticize their decision to sell off property, adopt a certain policy, offer a contract to a specific principal, or approve locking into a long term mortgage;
- are also expected to be grounded in a solid Biblical understanding of Christian education, and be on top of the latest educational issues, and Ministry of Education directives, etc.

And yet, Board Members are expected to do all this in their "spare time" while balancing their responsibilities as employees, spouses, parents, family members, and church members. Someone once described the expectation of a Christian School Board member as "Mother Teresa (saint), with an MBA, who can not only walk on water but know how to stop the water if the school roof leaks or the playground floods."

However, as Ken Dickens states in a recent article in Nurture magazine: "The primary task of Board members is to lead the partnership between parents and teachers in providing schooling that's worth all the trouble." Dickens resisted using the phrase, "providing schooling that is 'Christ-centered'" because he feared that it has become such a cliché it fails to challenge our thinking.

So what did Dickens mean by "schooling that's worth all the trouble"? He went on to state that "if we are working hard to just have a nice, safe, school where our children and teenagers can pursue - in a better environment - all the same priorities as the rest of their generation, then it's probably better to train them to be salt and light in a public school. And we may be better off investing our time and energy in some other endeavour for God's Kingdom."

I trust that:

- You are involved in Christian education because you not only want what's best for your children and teenagers, but because you believe Christian schools are strategic in God's kingdom.
- You believe Christian education is a faithful response to God and brings Him glory.
- You want more than to simply make your school a nicer, safer, alternative than the school down the street.
- You want to lead a partnership in your respective communities to build schools that are distinctive from other "good schools"; you want a school that is driven from a perspective that this entire world belongs to God, rather than a school that is driven by the worship of other gods.

Board members need to keep asking the following questions:

- Who still embraces the mission and vision of our school?
- How can we ensure that our present group of Kindergarten parents will be as committed to Christian education in 5-10 years as the current school board is? This new group of parents may be our School Board in 5-10 years.
- Are we a 'vision-driven' or 'market-driven' school?
- Are we more concerned with the right 'public image' rather than reflecting what it means to be a school that teaches kids who are created in 'God's image'?
- How are you measuring success in your school?
  - Is it the Fraser Institute Score/latest FSA result?
  - Is it having the budget in the black not the red?



## Leadership for Christian Schools: SCSBC BOARD LEADERSHIP CONFERENCE 2003

**A**ttending the annual SCSBC Leadership Conference should be made mandatory for all Christian School Board and Committee members," were the sentiments expressed by many attendees following the November 15 Leadership Conference. By all accounts the 4th Annual Board Leadership Conference was an immense success. Over 160 Christian School Board and Committee Members and Principals, representing 44 schools, participated in a total of 26 different workshops designed to better equip those in leadership within our Christian schools.

A popular and well attended new addition to this year's conference was Dr. Michael Goheen's mini-course on "Biblical worldview" for School Board members. For the past several years Goheen's Biblical Worldview course has been one of the most sought after TWU/SCSBC sponsored summer courses for teachers. It is one of the Christian perspective courses that most Christian School Boards require of teachers who have not had any undergraduate teacher training at a Christian college/university.

In planning the 2003 conference, it seemed appropriate to provide opportunity for Board members to take a "condensed" version of the same perspective course they encourage their own teachers to take. Conference evaluation comments affirmed the intent of SCSBC staff:

- "Now I know why it's important that our teachers take these courses.
- "How can our teachers teach differently, without such a biblical grounding?"

The only real complaint voiced at the conference was over the difficulty in choosing which workshop to attend. With the variety of topics available, this seemed valid: *Help, I've just been elected to the school board?; What is Secondary Schooling Really for?; The Emerging Role of Development Directors in our Christian Schools; Re-thinking Admissions Policies; Restorative Justice and School Discipline; Middle-Level Schooling; Multi-year Budgeting; Could your school survive a law suit?; An Open Discussion with the Inspector of Independent Schools; Promoting High Quality Teaching*, to name just a few.

Perhaps the most encouraging response to the conference was one Board member's comment, "I'm going to make a motion at next week's board meeting that all Board members are required to attend this conference next year".

- Is it having 'state of the art' facilities, most informative website, best basketball team, biggest endowment fund, smallest mortgage, or most provincial scholarship winners?

While all of these are good things, in and of themselves, what really would a school look like that's "worth all the trouble"? Hopefully it's a school where students are molded with:

- a heart for **service**, not simply **success** as the world defines it;

- an understanding of **grace**, not just **good grades**;
- experiencing the **peace of God**, not simply the **popularity of peers**;
- **commitment** before **competition**;
- **reverence** for God, before **recognition** of coaches;
- **wisdom** before **winning**, and;
- an understanding of God's truth before mastering some technique.

**Board members, are you giving leadership for that kind of school?**

## Reducing the Most Frequent Board Meeting Frustrations

-taken from *Increasing Your Board Room Confidence*  
by Bobb Biehl and Ted Engstrom

1. Digressing from the Agenda
2. Not doing the necessary homework
3. Failing to adequately plan the agenda
4. Interfering with staff operations
5. Unqualified board members who are lacking in vision and motivation
6. Focusing most of the meeting on money
7. Making decisions without seeing the big picture
8. Not having available a record of previous decisions
9. Poor Chairmanship

What are your board members saying about your meetings? Perhaps your Board/Administration would benefit from "Effective Board & Committee Leadership", a workshop with SCSBC Executive Director Henry Contant.

4 Contact the SCSBC for more details.