

Understanding our Structures

Education in BC

Presentation to Surrey DPAC
Jordan Tinney, September 2014

The role of trustees

Locally Elected

A grey downward-pointing arrow indicating a flow from the first box to the second.

District Governance

A grey downward-pointing arrow indicating a flow from the second box to the third.

Provincial Voice

Locally Elected – Trustees and Boards

- In some cases, represent an “area” or “ward” – in most cases not.
- No individual trustee can exercise any power.
- The Board is a corporate entity (typically 7 members) and makes decisions by formal recorded motions.
- Meet in public (governance in general).
- Meet in private (personnel and legal matters).
- Govern the district by making policy or oversight decisions that guide our direction.
- Are the “employer” of all staff.
- New legislation means a 4 year term – past history has been 3 years

Provincial Voice

- Boards big (Surrey – 73,000 students)
- Boards small (Stikine – 200 students)
- Represented by the British Columbia School Trustees Association
- BCSTA advocates on behalf of all boards of education in BC
- BCSTA – democratically elected Board of Directors
- BCSTA – direction established by members at Annual General Meeting

Who/What is a superintendent?

- Staff position
- Hired by a Board of Education – The Chief Executive Officer
- Responsible for oversight of all matters in the district
- Works extremely closely with the Secretary-Treasurer (Chief Financial Officer)
- Carries out the direction of the Board
- Provides assistance to the Minister of Education as required

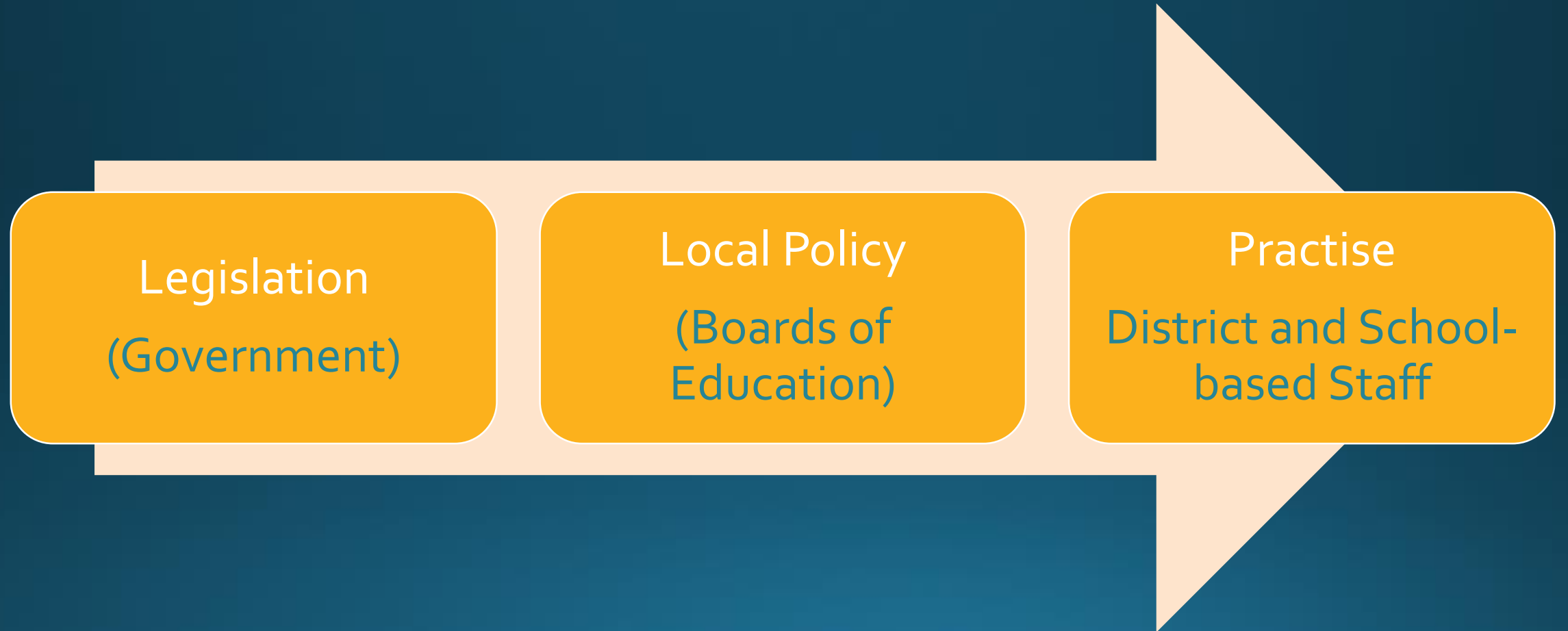
The Ministry of Education

- Sets provincial direction and policy
- Sets provincial funding for all educational programs
- Sets provincial funding for all capital (building) programs
- Through legislation, defines the direction of education in the province of BC.
- Boards of Education then are responsible to put legislative requirements into practice at the local level.

One example – Instructional Time

- The school calendar is established in legislation
- It spells out exactly the minutes that every child must be in school
- Boards must develop local policy and engage with the public in the establishment of a “local” calendar (e.g. 2 week spring break)
- Boards cannot alter the minutes in a year, only the Ministry can
- Boards have local collective agreements which dictate large parts of our calendar (e.g. the number of Non-Instructional Days)
- Provincial legislation and then local governance to ensure compliance

The overall structure



A parallel for parental organizations

Provincial
Representation

BCCPAC

District
representation

DPAC

School Practise

PAC

The ongoing question

- *In a system that really is designed to be co-governed between Boards of Education and the Provincial Government, what is the nature of the co-governance relationship and how does it unfold in the operation of a district and its schools?*