



“How to” Leadership Workshop

Leadership Training for Parent Groups in Schools

Leadership is the art of getting someone else to do something you want done because he wants to do it.

Dwight D. Eisenhower

Your Home and School Federation

The **Prince Edward Island Home and School Federation** is an organization of Associations with parents and teachers working together to achieve the best possible education for children and youth on Prince Edward Island.

We are a volunteer, non-profit, non-partisan organization.

Today's How-to Workshop

- * Getting started and the executive leadership roles
Plus choice of (2):
- * Understanding the power of “resolutions” and how to write one
- * Improving communications with school administration
- * Recruiting volunteers and delegating tasks
- * Using the internet - blogs & website

Getting Started

Your new “Best Friends”:

- * Shirley and the office resources
- * www.edu.pe.ca/peihsf
- * *Home and School Handbook*
- * *Home and School Objectives*



If you don't know where you're going, how will you know when you've arrived?

- Make your first meeting a *planning meeting*
- Gather information before the meeting
 - What did you do last year
 - What resources does the Federation offer
 - What resolutions did the Federation pass



Planning Your Year

- To create your Association's calendar
 - * Start with www.edu.pe.ca/peihsf
 - * Check the "[Home and School Time Line](#)"
 - * Add in what your Association traditionally does every year
 - * Brainstorm what your new group would like to see done this year

<http://www.edu.pe.ca/peihsf/timeline.html>

The screenshot shows the website for the Prince Edward Island Home and School Federation. The main heading is "Home and School Time Line for the 2011 - 2012 School Year". The page is organized into sections by month, listing key dates and events for each month from September to April. On the left side, there are links for "News & Events", "Home & School Update", "Current News Articles", "Western School Board Meeting", and "Eastern School District Board Meeting".

Home and School Time Line for the 2011 - 2012 School Year

September

- 5 First Instructional day
- 21 Leadership Training Workshop - West Royalty Elementary, Charlottetown
- 22 Leadership Training Workshop - Afferra Cove School, Summerside

October

- 19 Thanksgiving
- 19 50th SCHE ANNUAL MEETING, Harmony House, Hunter River, PEI
- 20-21 PEI Teachers' Federation Annual Convention

November

- 30 Call for Extra Mile Award nominations
- 30 Membership Fees Due - Send to Federation Office

December

- 30 Last day of classes 2011

January

- 5 First Instructional Day 2012
- 14 Extra Mile Award Nominations Due - Send to Federation office
- 31 Resolutions from Member Associations Due

February

- 13-19 National Teacher/Staff Appreciation Week / Extra Mile Award Presentations
- 29 Winter Day

March

- 1 Local President's Reports Due
- 18 Nominations due for: Volunteer of the Year / Life Membership Awards
- 18-23 March Break
- 25 Pre-Register AGM Delegates

April

Finances and Feedback

- * Create the money plan (budget)
- * A word about fundraising
 - * fundraising is a "means" to get your plan done, it is not the PURPOSE of the Home and School Association see - **Handbook p. 5 for Home and School Objectives**
- * Show your plans (and the financial effects) to your membership
 - * How you "show" your plan is up to you – meeting, newsletter, website – allow for feedback (this can help you identify areas you may be missing AND MORE volunteers)

Your Executive Team

Your leadership team:

- * President or Co-Chairs
- * Vice President
- * Past President
- * Secretary
- * Treasurer



Each person on the Executive Team takes a “leadership role” for their job description but it does not mean that they do it all on their own.

{See to p. 8 of Handbook}

President/Chair

- * Set the tone - be relaxed but keep things on track
- * Prepare and lead meetings
- * Follow an agenda to stay on track

See Home and School Hand Book

- * *How to Run an Effective Meeting* starts on p. 11
- * *Agenda sample* starts on p. 13



- * “Chairing the meetings” means that you
 - * make sure all the planned discussion occurs and decisions are made
 - * bring everyone back to the agenda if conversation strays away from the topic
 - * run the meeting without voicing your own opinion first
- Start on time; end on time
- Keep track of what you decide and what you do = motions and minutes

Power of the Secretary!

- * Helps keep everyone stay on track
- * Can stop the discussion to complete the process and get wording down
- * Can ask for help with the wording
 - * *I don't know how to word this*
 - * *Is this what you mean?*
- * Can help to keep things on track – *remind members that they need a motion, have a motion in play, have talked about this at a previous meeting or have already made a decision like this one*



Keeping Track with Minutes

- * Minutes record “decisions” not discussion
- * Minutes record facts
 - * **Pages 22-23 of Home and School Handbook – Sample Minutes**
- * Should have enough detail to understand the intent
 - * why did we feel that we needed a decision?
 - * will a future reader understand?

Using Motions

- * Why motions help? Motions capture important decisions so that:
 - the group is clear on what you are discussing
 - decisions can be communicated to others
 - you have a record of decisions so you don’t keep going back to the same issues
- * When to make a motion
 - * approving plans, money decisions, changing plans
- How to make a motion – (*the Federation follows Roberts Rules of Order*)
 - Check your **Handbook (starting on p. 16)**

Treasurer

- * Help the Executive create a plan for the year (budget)
- * Keep track of where the money goes
- * Insure the accuracy and safe handling of funds
- * Monitor how close you are to the plan/budget
- * Understand the fundraising guidelines
- * See expectations of the Treasurer on p. 10 of **Handbook** and the **Fundraising Guidelines** on p. 26

The Money Plan - Budget

After you know what you “want” and “need” to do – work with your Treasurer to answer:

- * How are we paying for it?
- * Do we need an additional fund raiser?
- * Do we need to cut out some of our “wants?”



Support for Treasurers

Resources are available:

- * record keeping forms
- * simple excel spreadsheets
- * report forms
- * questions answered by the office

Money Deadlines You Should Note:

- * The PEIHSF dues should be delivered no later than **November 30th**
- * Registration fees for PEIHSF semi-annual and annual meetings are due **two weeks before** the event



To be an effective team

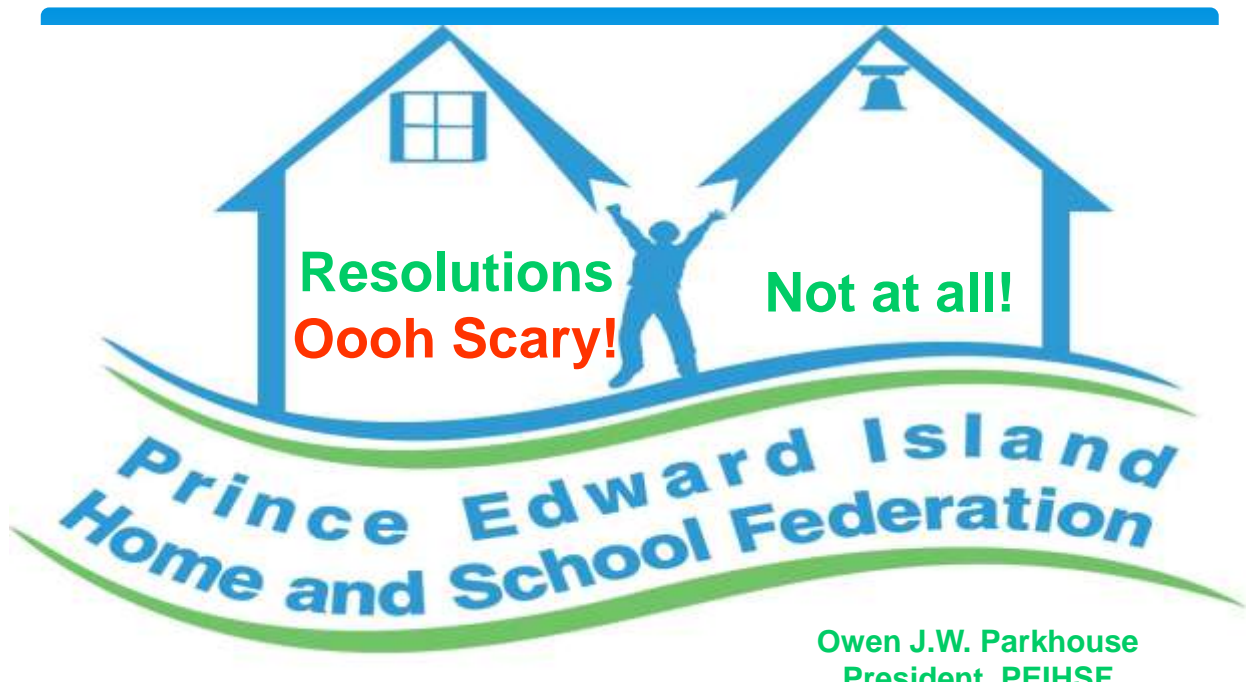
You need to know:

- * the concerns of local parents
- * how to deal with issues where your local Association is getting bogged down
- * how to take advantage of where you are getting along well
- * that reporting to the Federation means that everyone shares and learns
- * that creating connections with other Associations can help

Don't forget to breathe!



*No really,
whenever you find yourself tensing
up – drop you shoulders and take a
nice big breath.*



How To Write & Present a Resolution

“Putting Children First”

- * Consider Important Issues that pertain to education
- * Who may submit a resolution?
- * What topics make good resolutions?
- * What are the steps to prepare a resolution?
- * Who receives the resolutions?
- * Sample Resolution





IF all of us on PEI ensure that our children have all the crayons in the box and more, then they shall succeed ! By 'putting children first' and always doing the right thing we can't go wrong!

HOW TO WRITE AND PRESENT RESOLUTIONS

- * Consider important education, safety and health issues as they relate to students
- * Who may submit a resolution?
- * What topics make good resolutions?
- * What are the steps to preparing a resolution?

....More about resolutions

- * What procedure is followed at the AGM?
- * What about issues that come out after the deadline?
- * What happens to approved resolutions after the AGM?

Improving Communications with School Administration

- * The heart of a healthy relationship
- * How to involve the principal and teachers
- * Understanding the principal's goals
- * Being clear on what you will do
- * Dealing with problems
- * Saying "thanks"

The Heart of Good Relationships

- * Trust
- * Collaboration
- * Creativity
- * Partnering skills
- * Communication, and
- * Leadership



At the heart of a great relationship is:

- * Trust – that we all want what is best for the children and youth
- * Collaboration – that there are areas where working together makes for better results
- * Creativity – that we are willing to look for new solutions when we get stuck
- * Partnering skills – that we all bring skills to the work we do together and should recognize and respect each others' skills
- * Communication – that contact and interaction are critical for when things are going well and for when things are not going well
- * Leadership – that we are leaders representing the parent group and the principal is the leader representing the education professionals

Involving Principals and Teachers

- * Consider each new year a fresh start for everyone
- * Agree on a direction among your own group before discussing it with the principal
- * Ask questions:
 - * How does the principal plan to handle parent communication?
 - * What are the best ways you can work with that principal?
 - * What are the principal's expectations of the Home and School Association?
 - * What are the principal's goals for this year?

Understanding the principal's goals

- * Ask the principal about the objectives for this year
 - * School Development reports are filed by principals each year including a set of **School Smart Goals** for each year
- * If your principal has a written plan, ask to see it
- * Your approach should be one of support – you have resources to help = the parents and a fundraising capacity



Being clear on what you will do

- * Your Association's plan may have input from the principal but is not the principal's plan
- * Share your plan with the principal – who may have ideas to support your efforts

Dealing with problems

- * **Define the issues**
- * be clear on what the issue is – focus on it and not personalities or people. Discuss options with your group
- * **Recognize boundaries**
 - * follow the Home and School Federation Bylaw, understand that the Principal is responsible for rules and regulations, remember that you are NOT the Principal's and you are not the Teachers' boss
- * **Communicate**
 - * with the Principal the nature of the issue and ask for suggestions for resolution, offer your options (if different)– be open to other suggestions
- * **Educate** the principal about the issue
 - * sometimes they just don't know; especially if it is about your process
- * **Activate**
 - * if the above fails, there is always strength in numbers – communicate the issue and solutions to parents, gather their support and take it to the principal or have parents respond directly
- * **Advocate**
 - * if you still are not getting a positive response from the principal, talk to the Federation office about next steps

Saying “Thanks”

- * Thank the principal for the school’s efforts
- * Thank the principal
 - * In front of staff
 - * In front of parents
 - * Publically where possible

Don’t Forget To:

- * Recognize and respect staff time at your meetings
- * Keep the principal in the loop - do not assume
- * Don’t let your principal be the last one to know
- * Respect each others need for time to respond
- * Respect boundaries

Recruiting Volunteers and Delegating Tasks

- * Communicating
- * Recruiting
- * Retaining
- * Delegating

Leading the Way

Don't panic...

*It's not your job to
do it all,*

*but it is your job to
see that it all gets
done.*



Why Home and Schools Make a Difference

Why Volunteer for Home and School?

- * higher student achievement
- * better student attendance
- * more positive student attitudes and behaviours
- * higher student graduation rates
- * after hours opportunity for parents to be involved

Why Do We Volunteer?

- * Why did you first volunteer?
- * Why do you stay?

Communicating

- * Publish Dates – again and again... and again
- * Allow Easy Access
- * Don't Scare Them Off
- * Help Them Get Involved
- * Show Off Your Successes

Getting Others Involved



Where to Look

- * Where do you go to find volunteers?
 - * Meet the Teacher Nights
 - * Parent-Teacher interviews
 - * School newsletters
 - * Emails
 - * Website
 - * School signs
 - * Posters in grocery stores, community centres

New Ideas for Recruiting

- * Involve teachers
- * Post every meeting agenda
- * Try focusing your efforts
- * Consider community connections
- * Create your own newsletter or blog
- * Thank volunteers regularly and publically

How do you ask?

- * What do you say now to encourage people to join?
- * What stops you from asking someone to help?
- * Individual contact, face-to-face or on the phone, sends a message that you are serious about wanting that person on your team
- * Challenge each executive member to bring a friend to the next meeting

Getting a YES

- * Be clear about why you are asking for participation
- * Refer to the goals of your association and school
- * Link the specific goals to the skills and/or expertise of the potential member
- * Ask for short term assistance in a specific area
- * Mention that there may be opportunities for training

Keeping Good People

- * Orientation
- * Mentoring
- * Training and Development
- * Productive Meetings
- * Recognition
- * Succession Planning

Orientation – give each new person:

- A personal welcome note
- Background information – bylaws, guides, reports, any plans, names and contact information for Executive Members
- Welcome them when they arrive at their first meeting, introduce them to others in the room

Mentoring - a mentor can:

- phone ahead and advise the new members of the ongoing work of the group, share resources and answer any questions the new person may have
- offer to accompany the new member to the meeting
- introduce the new member to the others informally before the meeting starts
- provide ongoing support and encouragement to take on new jobs and initiatives
- offer to help organize car pools

Training and Development - opportunities for learning, developing and improving, as a group or as individuals, may be an attraction and can revitalize current member enthusiasm

- Consider your groups needs and invite a speaker or investigate training opportunity that will meet your needs. Try to keep it to a maximum of two hours, with a refreshment break.
- Opportunities for growth can also happen when volunteers represent parents on schools committees
- Bring additional volunteers to Federation events (where possible)

Productive Meetings – keep it focused and stay on time but allow for some creative thinking time

- * Try to make meetings as convenient as possible for parents:
 - Rotate meeting nights
 - Parents may have children at more than one school – try to set meeting dates that don't conflict with meetings or events at feeder schools
 - Provide babysitting for parents with young children – ask high school students to help with babysitting and offer them community service hours

Recognition – from a simple thank you for being there to a public recognition for hard work, well done – there are many ways to recognize volunteers

- invites to student performances as guest/guests of honour
- handwritten notes of thanks or a special phone call of thanks
- acknowledgment of accomplishments in school newsletters, on bulletin boards or at assemblies
- students' notes of thanks or thank you cards
- an annual event of celebration, such as a tea, luncheon or coffee party
- a scrapbook or photo album
- a volunteer wall of fame in the school
- names and thanks posted on the school Web site

- * **Succession Planning** - Succession planning is something that people involved in an organization don't think about too often, yet it is a very important aspect of ensuring the continuation of the Home and School Association
 - Watch for leadership qualities in your volunteers
 - Tell the volunteer about the qualities you see
 - Ask the volunteer to assist you on key pieces of work

What blocks delegating jobs?

- * Thinking that stops you before you even start
 - There is no one else to delegate to.
 - I don't know if I can trust her to do it.
 - I could do it better myself. He isn't qualified to do it.
 - She doesn't want any added responsibilities.
 - I don't have the time to show anyone how to do it.
 - He already has enough to do.
 - I like doing this task, or I'm the only person who knows how to do it.
 - She messed up last time, so I'm not giving her anything else to do.
- * Not knowing what to delegate:
 - Pieces of work
 - Fact-finding assignments – how do we go about this...; who do we need to contact for this....
 - Preparation of rough drafts - of ideas or event plans
 - Problem analysis and suggested actions for specific issues – what is the problem and what are some realistic options for dealing with it
 - Collection of data for planning
 - Photocopying, printing, packaging
 - Creating email or mailing lists
 - Setting up an online communications site (connected to the schools webpage? FaceBook?)
 - Reminder calls
 - Things you are good at and do too much of – so take the time to train someone new
 - Things you are not good at (or don't particularly like) but others are good at or enjoy doing
 - Tasks that provide opportunities for other to grow

What NOT to delegate

- * Items that can be eliminated
- * How do you know if you can eliminate it?
 - Ask the group:
 - * Why do we do this?
 - * Do we still need to do this?
 - * Is there something else that is more important?

How to delegate

Delegate the “thing”, not the “how”

- *Delegate the objective, not the procedure*
- *Outline the desired results, not the methodology*
- *Be clear on what the volunteer has authority to do – can they spend money, can they confirm a meeting date, can they offer the executives time commitment to something, can they say that the Executive will or will not do something*

Make sure the outcomes are clear

- *“we’d like you to come to us with some options to consider”, “we’d like you to set this up similar to how it was done last time but feel free to make improvements “(or do you mean, but clear that through us first)*
- *agree on what outcomes you call a “success”*

Be clear on what decision-making authority the person has

- *can they commit to changing a timeframe, people to help out, money?*

Outline known limits

- *timeframe, people, money - when should it be finished, are there critical contacts (like the school gym has to be booked through the office, the principal needs 2 weeks notice to provide a school representative to an event), how*

Ask for feedback/Give support

Ask if there is anything else they need to get started

- *They’ll tell you what they need*
- *Don’t start by trying to tell them everything*

Ask people to report progress

- *Set interim deadlines to see how things are going*

Let others know who is the lead (in charge of the task)

- *resist the urge to “help” or handle it - always redirect to the person in charge*

Give praise and feedback during reporting and at the end of the project

When You Feel You are Struggling

- * You are not alone
 - * Other Association leaders have experiences that you can use
- * When you need advice or help – it's there
 - * The Federation resources are a click or call away
- * If you can not make change happen at the local level, it may be time for a “resolution”
 - * You have the power of many behind you