

Major Recommendation #2.

Given that the current leadership model has broken down over a couple of years (dissolution of the Advisory Council) and the Leadership Team was recently replaced with an Interim School Council, the school take immediate action to create an overarching management plan that builds leadership, communication, and decision-making, and conflict resolution structures that are representative of the mutual interest of stakeholder groups, within the school and parent community. (conferences with Board members, faculty and staff; ISC Mandate)

Under this large category of leadership are some specific aspects that need to be addressed. The following recommendations are meant to be accepted and implemented in their entirety as a coordinated set of principles, not implementing a few at the expense of others,

- Within these structures the roles and responsibilities of the Board, administrative staff, pedagogical leadership, faculty and staff are defined and that there is a commitment for all stakeholders to fulfill their roles and carry out their responsibilities. (conferences with Board members, faculty and staff)
- the Board of Trustees review their actions as they have taken on an intervention role in school management over the past year, along with newly formed job descriptions to determine if they are consistent with the Carver model of governance out of which they operate, and out of this review, create and clearly communicate a Crisis Response Plan in the case that an intervention is needed in the future. (conferences with administration, Board members; Board minutes June, July; ISC Job Description)
- Within these structures the roles and responsibilities of the Board, administrative staff, pedagogical leadership, faculty and staff are defined and that there is a commitment for all stakeholders to fulfill their roles and carry out their responsibilities. (conferences with Board members, faculty and staff)
- That in the organizational plans there be an emphasis of the institutional communication structures that link the various leadership entities and promote collaboration and cooperation (conferences with Board members, faculty and staff)
- That the school develops criteria to fill these roles based on function, competency, with a conscientious effort to represent the interests of the levels of the school (conferences with Board members, faculty and staff)
- That all leadership roles are supported with appropriate resources and time to do the work and build capacities. (conferences with Board members, faculty and staff; Leadership Team Job Descriptions, ISC Job Description)
- That the school identifies and clearly describes leadership roles at various levels within the school, the ECC, Lower School, and High School. (conferences with Board members, faculty and staff)

(From page 4) the faculty and staff do not have sufficient organizational linkages to achieve the high level of collaboration demanded by a self-administered organization.

(From page 6-7) Several factors can be named that have contributed to the failure of the management model that has been in place for the past four years.

First, an overarching plan was not created for this area.

Second, there does not seem to be consciousness through a critical mass of the organization regarding the developmental stage the school is in. It is not clear that they are conscious of what is demanded in the change, or of the dynamics of organizational change.

Third, leadership has not been adequately empowered.

Fourth, there has not been the formation of leadership positions and teams in the individual faculty groups (ECC, LS, HS) to support the work of the faculty, increase internal communication, collaboration and effectiveness.

Fifth, the staffing of committees and leadership positions has been based on personalities, not competencies. There are not articulated competencies required of leadership positions in a written form that guides selection or a screening process before people are chosen for this position.

Sixth, the staffing of the Leadership Team and committees has not taken into account representation of each faculty to ensure ownership and a high degree of collaboration between of the activity of leadership, committees, and faculties.

Seventh, there has not been adequate training for leaders to develop the specific capacities required of strong collaborative leadership.

Eight, the job description of the AC states that it *“is a group composed of teachers and staff dedicated to the Highland Hall Waldorf School and the philosophy that lies behind the education.”* The visiting team wonders how a group could be selected out of the faculty staff on this basis and why it would not be a high expectation that everyone who works at Highland Hall is *“dedicated to the Highland Hall Waldorf School and the philosophy that lies behind the education.”* ? (Note: selection criteria for committees needs to be more clearly defined)

Finally, one of responsibilities of the Advisory Council is for developing a consciousness of the being of the school. The care for the Being of the school has not been consciously held since the dissolution of the Advisory Council, and it is unclear where this is happening.

(From page 10) The lack of a working leadership model significantly limits the accountability and monitoring of progress on the action plan.

(From page 12) Recommendation: That the school develops cohesive, coherent organizational self governance that models healthy human relationships and is in line with the school’s Vision (Self Study pp. 3; conferences with teachers, administration, parents, and committees).

(From page 15) LS Recommendations:

That the class teachers define their roles and responsibilities and commit to fulfill these roles and responsibilities. (conferences with Board members, faculty and staff)

(From page 31) Personnel recommendations:

That the site administration and leadership develop job descriptions for positions lacking one so that there is an inclusive list of responsibilities and specific qualifications for the position, making it

possible to determine how a candidate qualifies (School Report p 90; observations; evidence binder;
WASC Criteria: Organization for Student Learning, Staff)