

working TOGETHER

Collaborative Practices and Partnership Toolkit
supporting alberta students



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Who will use this resource?

1. Superintendents and division office leaders
2. Principals and school leaders
3. Education partners

Acknowledgements

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Introduction

In the spirit of stewarding collaborative change, Alberta Education, the Alberta School Boards Association (ASBA), the Alberta School Councils' Association (ASCA), the College of Alberta School Superintendents (CASS) and the Alberta Teachers' Association (ATA) formed the Collaborative Practices and Partnership Team. The team's goal is to advance a collaborative culture to benefit children, youth and families through the development of resources to enhance partnerships.

To this end, the team has developed this toolkit, *Working Together: Collaborative Practices and Partnership Toolkit*. The four-stage approach outlined in the toolkit will help superintendents, division office leaders, principals, school leaders, and education partners build capacity and develop partnerships with the goal of ensuring that our youth have access to an equitable and inclusive education system. In short, the purpose of the toolkit is to:

- increase the ability of school authorities, system leaders and school-based leaders to form collaborative, shared-governance teams with education partners to ensure success for all learners; and
- provide tools to develop effective governance documents (e.g., terms of reference, memoranda of understanding or agreement, and joint-venture agreements) and to implement shared governance and collaborative practices.

Why Partner?

The “Three Es” of education — engaged thinker, ethical citizen and entrepreneurial spirit — describe the qualities and abilities the education system should strive to instill in our youth (Alberta Education, *Inspiring Education: A Dialogue with Albertans*, 2010). A collaborative culture built through meaningful partnerships will advance this vision. Albertans believe:

Where institutions and agencies share a common purpose regarding the welfare of children and youth, Albertans want the provincial government to lead by aligning the mandate of government ministries and developing and implementing integrated programs and services. (*Inspiring Education*, p. 37)

As well, a principles-based approach to governance will engage participants, help them identify issues and trends, and generate new ideas and approaches. The *Education Act* (2012) states in 33(1) that a board has the responsibility to:

- (f) collaborate with municipalities, other boards and community-based agencies in order to effectively address the needs of all students and manage the use of public resources,
- (g) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness

Why Collaborate?

Partnerships are strengthened by the development of collaborative approaches that evolve as partnerships change. Collaboration may be viewed as an overlapping continuum that involves **networking** and exchanging information, **cooperating** on specific tasks with shared goals, **collaborating** at a degree that requires written agreements and shared funding, and **integrating** programs or organizations into a complete merger. A merger may create a new entity with new organizational structures and blended funding that requires a joint-venture agreement. As trust develops and new opportunities arise, some partnership may evolve along the continuum. The Collaboration Continuum illustrated below outlines the nature of collaboration and how partnerships may evolve.

The Collaboration Continuum

Networking	Cooperating	Collaborating	Integrating
Mutually beneficial exchange of information	Mutually beneficial exchange of information and sharing of strategies to achieve common goal	Incorporate previous category and adds shared risks, responsibilities, rewards and commitment from participating organizations	Involves mergers of programs, processes and/or organizations into one entity
No fiscal or human resources needed	May require some resources	Requires fiscal resources that may be pooled to achieve agreed-upon outcomes	Blending of all funding to achieve specified outcomes
Does not require a high level of trust between partners	Requires a higher level of trust than networking and ability to make decisions	Requires high level of trust	Creation of a new identity that incorporates participating partner goals, principles and desired outcomes into a new vision, mission and mandate

Adapted from *Leveraging Collaboration: Building Strategic Coalitions Among Boards* (Linkages Committee, 2011)
 Retrieved May 18, 2012 from
http://jointaction4children.ca/Portals/9/pdf_files/linkages/leveraging_collaboration_20110613.pdf

The *Working Together: Collaborative Practices and Partnership Toolkit* will be especially helpful for educators and partners considering more complex partnerships involving collaboration and integration on the right side of the continuum. These partnerships require higher levels of commitment (involving, for example, agreements and structures) than those based on networking or cooperation. Although the toolkit offers a pragmatic approach to dealing with complex partnerships, it is also of value to those engaged in specific tasks related to networking or cooperation. This toolkit will complement other resources on collaboration practices provided by the education sector in Alberta (See Appendix 1).

Structure of the Toolkit

The toolkit is structured using the Four-Stage Approach to Collaborative Practices and Partnership. Influenced by the work of Hora and Millar (2011), this four-stage approach as illustrated below includes: Stage 1: Connect; Stage 2: Begin; Stage 3: Implement and Stage 4: Monitor. This four-stage approach includes collaborative practices collaborative practices and tools with resource links.

Four-Stage Approach to Collaborative Practices and Partnership



By working through these stages, participants will be able to decide which partnership is best suited to their common cause and will be able to identify collaborative practices to assist in the development of the partnership. Each of the stages contains the following sections:

1. **Introduction** — purpose and cautions to consider
2. **Essential and Guiding Questions** — questions to be considered during planning and at meetings
3. **Steps** — suggested processes with references in brackets to collaborative practices and tools
4. **Collaborative Practices and Tools** — practices and tools to encourage participation to develop the partnership.

This toolkit also includes a bibliography and appendices that supply useful links and samples of agreements.

Nonlinear Approach

Although the Four-Stage Approach to Collaborative Practices and Partnership is written as four discrete stages, it is not intended to be followed lockstep. After connecting, partners may find they circle back or leap ahead in the process of beginning, implementing and monitoring their partnership. For example, a memorandum of agreement may remain in draft form as the partners begin to plan or implement pilot projects. Monitoring should begin as soon as the decision to partner is confirmed (see Stage 4: Monitor). As well, the type of partnership may evolve from simple to complex or vice versa if the partners decide to expand or narrow their objectives.

Within each stage are a series of steps that are suggestions for process; they are not intended to be followed lockstep. As well, the collaborative practices and tools linked to the steps in each stage are intended as examples. The collaborative practices and tools, which include information, practices, tips, checklists, templates and exemplars, are labeled according to the stage in which they are first used. For example, **S1.1 Identify the Need for Partnerships** means that S1.1 is the first item listed in Stage 1: Connect in the Collaborative Practices and Tools section.

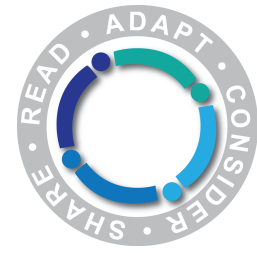
Overview of the Four-Stage Approach to Collaborative Practices and Partnership

Table 1 provides a brief overview of each stage to highlight the goals, elements, teams, and time commitment for each stage. Starting on page 11 with Stage 1: Connect, each stage is described in much greater detail.

Table 1

	Stage 1: Connect	Stage 2: Begin	Stage 3: Implement Elements	Stage 4: Monitor
Goal	Clarify a need for partnership	Develop the vision	Operationalize the agreement and strategic plan	Ensure accountability
Elements	- Motivation and Needs - Capacity - Participation - Partnership Type	- Governance - Vision and Mission - Agreements - Strategic Plan	- Working groups - Action Plans - Boundary Crossers - Communication	- Evaluation - Reports - Future Plans - Growth
Team	Initiators	Planning Team	Governance Team/Operational Team	Governance Team / Operational Team
Time	One to three meetings	Several months of initial planning and revisiting as needed	Life of partnership	As soon as the decision to partner is confirmed and life of partnership

How to Use This Toolkit



1. **Read** the entire resource to get a clear picture of the type of collaboration or partnership required (networking, cooperating, collaborating, or integrating), the four-stage approach (connect, begin, implement, and monitor) and the appropriate supporting collaborative practices and tools.
2. **Adapt** the four-stage approach to suit the type of partnership chosen. The toolkit is not prescriptive. If the partnership is complex, more time will be required to reflect on the questions and move through the steps than a simpler partnership would require.
3. **Consider** the questions posed throughout the toolkit. How the team addresses the questions in each of the stages is critical to the evolution of the partnership.
4. **Share** with others. Although this toolkit has been designed with the education system in mind, it could be adapted for use by government sectors, organizations, and agencies.



- Motivation and Needs
- Capacity
- Participation
- Partnership Type

Stage 1: Connect

Get ready to engage in a partnership

Introduction

The purpose of Stage 1: Connect is to clarify the need for partnership. It is important for potential partners to take time to get to know each other and identify the problems and aspirations that a partnership between them would address. The potential partners must understand each other's motivations, capacity to partner, and level of participation. In Stage 1 they will define the type of partnership to which they can commit and the level of autonomy each organizational partner requires. The complexity of the partnership will determine how the partners address the next stages of development and what types of agreements are needed.



Initiators of this stage must take time to establish trust, unity and clarity of purpose, and an understanding of each organization's cultural dynamics, structures, limitations, and attributes. It is better to have several meetings to assess each party's readiness to partner than to rush into a partnership. This stage may take one to three meetings to determine whether a partnership is feasible and who should be included.

In order to connect during this stage, the right participants must be at the table to discuss readiness to partner. Many of the participants who attend the Stage 1: Connect meeting(s) may become part of the Stage 2: Begin planning team or the Stage 3: Implement governance/operations teams, so it is important participants have the authority, the time to dedicate to the process, and the expertise to understand the goals and strategies required to move the partnership forward. At the end of Stage 1: Connect, as soon as the decision to partner is made, consideration should be given to Stage 4: Monitor.

There most likely will be two or three boundary crossers at the table who, through networking or past working relationships, have already discovered a potential for partnerships. Boundary crossers are flexible individuals who move across organizational and cultural boundaries to engage in "constructive management of difference" (C. Grey, 1989, in Hora and Miller, 2011)

Essential Question: How do people/groups decide that they need to form a partnership?



To address the essential question, the initiators may consider a number of guiding questions to prepare for the first meeting and may use this *Working Together: Collaborative Practices and Partnership Toolkit* to learn more about the four-stage approach and collaborative processes that can help them develop a partnership.



Guiding Questions for Stage 1

1. **Motivations and needs:** Do our organizations have the motivation and shared interest to commit to a partnership? Do we have a common, compelling need regarding children, youth and families that we can address more effectively by working together? Are partners being brought together willingly or through external pressure?
2. **Capacity:** Do we have the resources and time to partner? Do the partners' foundational documents or strategic plans indicate willingness and capacity to partner on the problems identified? Do we understand one another's priorities, goals and cultures?
3. **Participation:** Are our organizations already networking or cooperating? Is there alignment between our organizations? What other organizations would be a good fit?
4. **Partnership type:** What is our proposed common cause, purpose or goal? What are the problems we need to solve, particularly with respect to inclusive, equitable education system that would be best solved by a partnership? How should we partner to address our common cause? Do we want a networking, cooperating, collaborating or integrating partnership?
5. **Supporters:** Who are the champions of the potential partnership? Who are the boundary crossers? How can we recruit organizations and participants? How do we orient new members?
6. **Challenges:** What are the challenges or barriers that would inhibit organization or stakeholder participation? How will the team deal with external pressures, which may bring unwilling or forced partners to the table? How do we ensure work is completed between meetings?

The following steps along with the collaborative practices and tools will help participants answer the essential and guiding questions.

Steps in Stage 1

The initiators of the potential partnership may consider the following steps in preparation for the meetings with organizational participants. Collaborative practices and tools named in the brackets follow this Steps section. During Stage 1: Connect, the initiators may:

1. Identify the need for a partnership through a preliminary needs assessment. (S1.1 Identify the Need for Partnership)
 - a. Identify organizations and recruit participants for Stage 1 meeting(s). (S1.2 Recruiting)
2. Ensure participants complete the following preparation work for the first meeting:
 - a. Assess their organizational readiness to partner. (S1.3 Organizational Readiness)
 - b. Identify current partnerships. (S1.4 Partnership Tracking Form)
 - c. Consider types of partnership that would address a common cause, problems, or aspirations. (S1.5 Type of Partnerships)
3. Ensure the following roles are filled for the preliminary meeting and subsequent meetings(s) if there is a decision to proceed with the partnership:
 - a. Meeting facilitator who can act with impartiality and is experienced in project management.
 - b. Person who is experienced in evaluation.
 - c. Administrative support person to document the meeting(s) and prepare notes for distribution.
 - d. Communications lead to work with the team to craft communications and develop a communications plan for external and internal audiences.
4. Work with the facilitator to set the agenda and decide on collaborative processes for the meeting(s). (S1.6 Facilitating Dialogue and Consensus Decision Making; S1.7 Collaborative Leadership)
5. Distribute the agendas before the meeting to give participants time to prepare. Keep a record of each meeting with action items and the names of those responsible for the action(s). (S1.8 Agenda and Action Sheet)
6. Include agenda items that address:
 - a. Introductions, relationship and trust building at each meeting and a discussion of agreed-upon norms, such as the meeting start and end time; participants having equal voice; the use of consensus decision-making, collaborative practices and joint communications; and a few words about the orientation of new members.
 - b. Four-Stage Approach to Collaborative Practices and Partnership. (S1.9 Four-Stage Approach Handout)
 - c. Self-assessment — level of authority and expertise. (S1.10 Self-assessment)
 - d. Continuum of Collaboration. (S1.5 Type of Partnership) (S1.4 Partnership Tracking Form)
 - e. Need for partnership to address a common cause, problems or aspirations of organizations. (S1.11 Need for Partnership - Compilation)
 - f. Partnership viability decision: the proposed cause warrants partnership. (S1.12 SOAR Analysis to Decide on Need to Partner)
 - g. Commitment level: type of partnership, organizational need for autonomy. (S1.13 Focused Conversation to Determine Type of Partnership)

- h. Confirmation of organizations' commitment to partner: participants must confer with their organizations to ensure there is support for the partnership.
- 7. Reach a consensus decision to proceed to Stage 2: Begin and proceed to:
 - a. Select a chair and planning team members.
 - b. Ensure continuation of roles: facilitator, evaluator, communication lead and administrative support, and an additional person to provide financial expertise.
 - c. Assess start-up funding through in-kind donations, grants or pooling of resources.
 - d. Set a meeting schedule.



Stage 1: CONNECT

Collaborative Practices and Tools

Tool	Topic	Page Number
S1.1	Identify the Need for Partnership	16
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S1.1 Identify the Need for Partnership

Direction to Initiators

Before bringing potential partners to the table, the initiators must reflect on the nature of their services to children, youth and families in an inclusive and equitable education system. After gathering preliminary data, the initiators may present this information at the first meeting. This data will help determine whether the common cause warrants a partnership.

A preliminary needs assessment or environmental scan could include the following:

1. Demographic data of target population
2. Organizational survey data
3. Organizational plans and reports
4. Government policy and direction
5. Lists of current and past initiatives or partnerships
6. Feedback from informal surveys of potential partners
7. Alignment of organizational commonalities (i.e., mandates, missions, and goals)

An informal survey to potential partners on services to children, youth and families could include the following questions:

1. What are the problems or gaps you wish to address?
2. What are the needs you have identified?
3. What are your organization's aspirations?
4. What are your organization's strengths?
5. What geographic or demographic do you wish to serve?
6. What are the potential partnerships that you think could address problems, gaps, needs and/or aspirations?

Note: Although participants should come prepared to address items on the agenda, it may be necessary to do some additional data gathering to determine aspirations, motivations, needs, capacity, and each party's commitment to partnering after the first meeting. Participants may revisit the Stage 1: Connect questions and steps during the next stages of the partnership as trust grows and opportunities or obstacles arise.

Unfortunately, some partners may feel they have been forced by external pressure to the table. Analyzing the preliminary data may provide an opportunity for reflection on the benefits of a partnership. However, if partners are feeling forced to participate it will require additional time to build trust and meaningful engagement. The following collaborative practices and tools will provide further support to build relationships.



S1.2 Recruiting

Recruiting *Right* Partner Organizations

Direction to Initiators

Deciding which organizations may be strong partners requires careful consideration and involves a review of the organizational culture and characteristics of the potential partners. The following questions will help you decide who would be a suitable partner.

- Have you partnered with a particular organization before? What was your experience?
- Does the organization have a good reputation and credibility in their area of expertise?
- Does the organization have a high level of tolerance for risk and ambiguity and a willingness to be flexible?
- Will there be support from leadership? Will leaders provide the time and resources required to develop the partnership?
- Is there a culture of collaboration within the organization? What examples exist?
- Does this organization have a record of successful partnerships?
- Can you solve the problems you would like to work on without this organization?
- Do you have common issues, motivations, aspirations, goals, and strategies?
- Is this organization committed to serving children, youth and families in partnership?

Recruiting the *Right* People

Direction to Initiators

Once an organization has been chosen as a potential partner, it is important to get the right people at the table to represent the perspective of the organization. The following are questions to consider when recruiting:

1. Who are the movers and shakers in the potential partnerships' organizations? Are they change agents (that is, do they desire and are able to bring about change)?
2. Are they members of senior leadership?
3. Do they have the authority to make decisions?
4. Do they have the expertise to regarding goals and strategies that will benefit children, youth and families?
5. Do they have the time to commit to the process?
6. Are they boundary crossers (*see the definition)?
7. Are they visionary, risk-takers and communicators? Are they flexible, focused, enthusiastic, committed, respectful and politically savvy?
8. Do they have the ability to work collaboratively with partners?

9. Are they able to deal with ambiguity?
10. Can they get to the crux of issues?
11. Do they have experience with project management or strategic planning, including measurement?

Resource

Linkages Committee. (2011). *Leveraging Collaboration: Building Strategic Coalitions Among Boards*. Edmonton, Alberta: Author. Retrieved May 18, 2012, from http://jointaction4children.ca/Portals/9/pdf_files/linkages/leveraging_collaboration_20110613.pdf

***Definition of Boundary Crossers**

Boundary crossers are people who have established connections with other organizations or who see the potential in establishing relationships to solve shared problems. These people exist at various levels in organizations and are helpful in building understanding and trust. They may be the initiators of Stage 1, but they will also play an important role in the following stages (Hora and Millar, 2011).



S1.3 Organizational Readiness to Partner

Direction to Participants

What is a partnership?

A partnership may be defined as a group that comes together to collaboratively address a shared purpose, common cause or goals over the long term. It is not a venue to address individual issues; it is not ad hoc committee. The partnership's goals should align with the goals of the partnering organizations.

The following questions will help you assess whether your organization is ready for a partnership:

1. What is your organization's motivation to partner? Is it motivated by results? Policy? Strategic planning? Politics? Other factors?
2. Do organizational documents indicate a willingness to partner? What do your vision, mission, outcomes, goals, and strategies say about partnering? Does your organization have policy that supports partnering?
3. Is there a culture of collaboration in your organization? How do you know? What behaviours do you see that would support a culture of collaboration?
4. Are personnel encouraged to cross boundaries to engage with other organizations? If so, what does that look like? Who are the boundary crossers in your organization?
5. Has your organization partnered with other organizations? If so, provide examples of partnerships.
6. If your organization has partnered on past initiatives, what was the outcome?
7. What are some of the problems your organization has encountered in serving children, youth, and families that a partnership could address?



S1.4 Partnership Tracking Form

Direction to Participants

In preparation for our meeting, please list the partnerships that provide service to children, youth, and families in which your organization is already engaged. This information will help you identify overlaps or gaps in service or programs.

Name of partnership	Purpose of partnership	Partner organizations	Lead contact information	Supporting documentation*	Start, review and end dates

*Supporting documentation may include plans, reports, calendar of events or activities, newsletters, or website.



S1.5 Type of Partnerships

Directions to Initiators

In preparation for the meeting, all participants should review the Collaboration Continuum and reflect on the questions that follow the descriptions of the four levels of the Collaboration Continuum. (For a more detailed process to engage in dialogue see [S1.13 Focused Conversation to Determine Type of Partnership](#)).

Type of Partnerships Handout

Directions to Participants

What type of partnership suits your common cause, problem or aspirations?

Partnerships are strengthened by the development of collaborative approaches that evolve as partnerships change. Collaboration may be viewed as an overlapping continuum that involves **networking** and exchanging information, **cooperating** on specific tasks with shared goals, **collaborating** at a degree that requires written agreements and shared funding, and **integrating** programs or organizations into a complete merger. A merger may create a new entity with new organizational structures and blended funding that requires a joint-venture agreement. As trust develops and new opportunities arise, some partnership may evolve along the continuum. The Collaboration Continuum illustrated below outlines the nature of collaboration and how partnerships may evolve.

The Collaboration Continuum

Networking	Cooperating	Collaborating	Integrating
Mutually beneficial exchange of information	Mutually beneficial exchange of information and sharing of strategies to achieve common goal	Incorporate previous category and adds shared risks, responsibilities, rewards and commitment from participating organizations	Involves mergers of programs, processes and/or organizations into one entity
No fiscal or human resources needed	May require some resources	Requires fiscal resources that may be pooled to achieve agreed-upon outcomes	Blending of all funding to achieve specified outcomes
Does not require a high level of trust between partners	Requires a higher level of trust than networking and ability to make decisions	Requires high level of trust	Creation of a new identity that incorporates participating partner goals, principles and desired outcomes into a new vision, mission and mandate

Adapted from *Leveraging Collaboration: Building Strategic Coalitions Among Boards* (Linkages Committee, 2011)
 Retrieved May 18, 2012 from http://jointaction4children.ca/Portals/9/pdf_files/linkages/leveraging_collaboration_20110613.pdf

As collaboration develops, some strategic restructuring/changes may need to occur to keep the partnership on track. Indeed, partnerships between sectors such as education, children's services, and health can result in the assignment of resources and changes to current practices.

The following section discusses the four aspects of collaboration identified in the continuum.

Networking

At the beginning of the Collaboration Continuum there is some exchange of information, but no sharing of resources. Low levels of trust are required. For example, in Alberta, schools or school jurisdictions and other partners often attend meetings where they share information about projects or programs. Through networking partnerships, they learn of other programs and practices that can help them support children, youth and families in their jurisdictions.

Cooperating

Cooperating partnerships also involve information exchange, but they are more focused on a common goal. Higher levels of trust are required because partners may start to invest resources and make joint decisions. Schools or jurisdictions cooperate with other partners to bring expertise to their area. Those providing professional development bring expertise to a specific strategy or concept. In Alberta, groups have worked to create programs in areas such as non-violent crisis intervention and behavioural supports. Schools and jurisdictions have worked with other partners to access these types of programs.

Collaborating

Collaborating partnerships draw partners together more closely. They develop shared goals and structures but retain considerable organizational autonomy. This type of partnership requires more resources, including pooled funding, shared decision making, shared risks and rewards, and high levels of trust. (See figure 1)



Figure 1

For example, partnerships between schools and/or jurisdictions and local literacy groups may become collaborating partnerships when resources are pooled to coordinate programs and services to address child, youth, and family literacy.

Integrating

Integrating partnerships are even more closely linked than collaborating partnerships. This type of interdependent partnership can be compared to a marriage. Despite the complexity of the arrangement, each partner is enriched by being together (Hora and Millar, 2011). Integrating partnerships require a high level of trust and an understanding of the organizational cultures of all partners as well as a commitment to invest resources, including money, and share decision-making. The mandates of individual organizations are honoured even as the partners commit to share risks, rewards, and responsibilities through the development of a shared vision, goals, and strategies to achieve outcomes. Hora and Millar describe a “third space” of an integrated partnership as new cultural models, relationships, structures, technologies, routines, and practices emerge. (See figure 2).

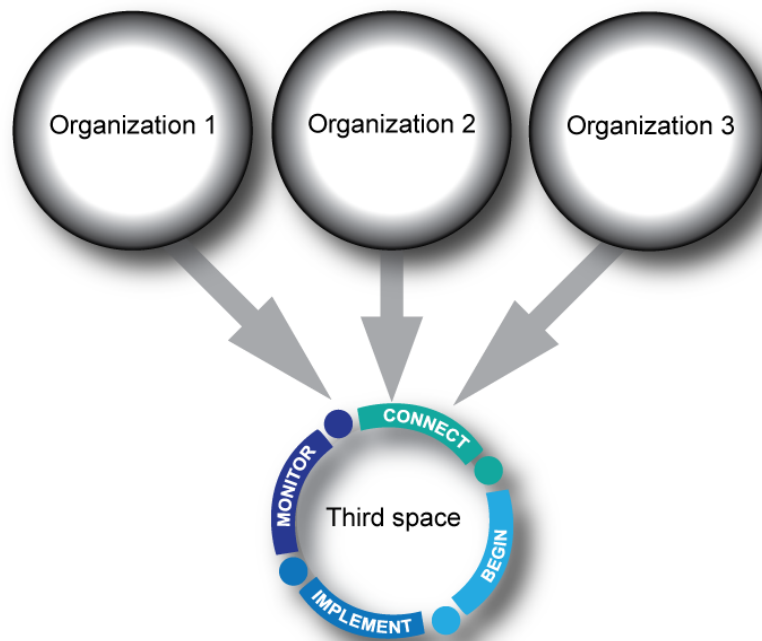


Figure 2

Because it is the most difficult to achieve and requires high levels of trust and a long-term commitment, there are few examples of an integrating partnership. Nevertheless, an integrating partnership has the potential to achieve great outcomes. In Alberta, some postsecondary institutions have partnered with jurisdictions, high schools, and others to address high school completion and the transition to postsecondary education for students. To do this, these institutions created a “third space,” as Hora and Millar described, with a governance team, resources, and programs.

Reflective Questions

1. Potential partners must define how their partnership will improve services to children, youth, and families. What are the problems you need to solve collaboratively?

2. What is your common cause? What are your common aspirations?

3. Potential partners must understand the level of collaboration and type of partnerships they are contemplating. What level of commitment and resources are required of your partnership organizations?

4. What level of partnership best suits your common cause, problems, or aspirations: networking, cooperating, collaborating, or integrating?



S1.6 Facilitating Dialogue and Consensus Decision Making

Direction to Initiators

There are a number of ways to engage with participants to reach a decision. Decisions can be made using a simple decision-making model consisting of a limited number of steps:

1. Identify the problem — get to the crux of the problem
2. Identify options — brainstorm possible solutions
3. Evaluate the options — determine which options are the best
4. Decide — choose a course of action
5. Review — review the chosen option with all participants to ensure each is committed

Collaborative leaders have used the following tools for structuring dialogue at meetings successfully. Review them to see which might work for you. Other tools are listed in [S1.7 Collaborative Leadership](#).

Focused Conversations

In *The Art of Focused Conversation*, R. B. Stanfield (2000) presents a number of examples of focused conversations, including those related to decision making, evaluating, reviewing, and planning. It includes the following kinds of decisions:

1. Objective — facts, data
2. Reflective — immediate reactions, gut responses
3. Interpretive — implications, significance
4. Decisional — resolutions

SWOT Analysis

The SWOT (**s**trengths, **w**eaknesses, **o**pportunities, **t**hreats) analysis has been used for many years in strategic planning. Although it tends to focus on deficits, it can be useful in planning. The SWOT analysis considers four aspects of decision-making:

1. Strengths — best internal assets
2. Weaknesses — internal areas of vulnerability
3. Opportunities — external possibilities
4. Threats — external roadblocks

For more information, go to www.mindtools.com/pages/article/newTMC_05.htm

SOAR Analysis

SOAR (strengths, opportunities, aspirations, results) analysis is rooted in appreciative inquiry (see the next section, S1.7, for more on appreciative enquiry). Some participants perceive SOAR takes a more positive view of strategic planning than SWOT.

For more on the SOAR analysis, refer to Stavros, Cooperrider, and Kelley (2003) or go to https://positivechange.org/wpcontent/uploads/2011/12/Strategic_Inquiry_Appreciative_Inquiry.pdf

Dotmocracy

Dotmocracy is a simple process to help groups recognize points of agreement and move to decision-making. The Dotmocracy website offers free materials and examples of how to use the process. Dotmocracy is a six-step process:

1. Learn about the issue
2. Present the issue and questions
3. Discuss potential answers
4. Write ideas
5. Fill dots to record opinions
6. Report results

For more information, go to <http://dotmocracy.org/>.



S1.7 Collaborative Leadership

Direction to Initiators

The following resources may guide leaders as they engage in collaboration:

Resources from Alberta Education

Alberta Education has developed a number of resources to encourage collaborative practices:

1. Collaborative conversation guide
2. Collaborative practices videos
3. Knowledge mobilization materials
4. Research library
5. Cross-Ministry Services Branch
6. Action on Inclusion

For more information, go to <http://ideas.education.alberta.ca/hsc/current-projects/collaborative-practices>

University of Alberta/Alberta Education Joint Initiative The University of Alberta and Alberta Education, in consultation with the community at large, collaborated on a project entitled *Toward Collaborative Practice* that provides videos and resources on number of topics related to partnerships. *Toward Collaborative Practice* also has video on the following topics:

1. Embracing differences
2. Getting a good start
3. Making the call
4. Responding to a need
5. Sharing secrets
6. Welcoming perspectives
7. What's your role?
8. Words matter

For more information, go to <http://towardcollaborativepractice.ca/>

Walking Together: First Nations, Métis and Inuit (FNMI) Perspectives in Curriculum

Alberta Education has supported the development of a digital resource, through www.LearnAlberta.ca, that is designed to increase understanding of the holistic nature of FNMI ways of knowing and to provide an opportunity for FNMI educators to share their perspectives.

Appreciative Inquiry

Appreciate inquiry is both a philosophy and a process. It focuses on the transformation of organizations through core processes that emphasize the positive, inquiry, creation of shared images, and innovation. Appreciative inquiry has five stages:

1. Definition — focus for inquiry
2. Discovery — current good organizational processes
3. Dream — envisioning process for the future
4. Design — planning and priorities
5. Delivery — implementing the proposed design

For more information go to <http://appreciativeinquiry.case.edu/>

Collaborative Leadership Handbook

The *Collaborative Leadership Handbook* is based on the practices and principles of the *Art of Hosting* at www.artofhosting.org/home/. The *Collaborative Leadership Handbook* has practical tools to guide discussion and planning and includes information on:

1. Core patterns
2. Core practices
3. Essentials of process design
4. Reflective practices
5. Listening practices

Blue Cross and Blue Shield of Minnesota Foundation, *The Collaborative Leadership Learning Partnership Workbook*. Retrieved June 18, 2012, from <http://tinyurl.com/bwud7as>

A Manager's Guide to Choosing and Using Collaborative Networks

This guide outlines essential management tasks for public networks and addresses the difficulty of managing commitment at the network level and in an organization that is part of a collaborative network. The guide identifies public management networks that have specific characteristics, including service implementation, information diffusion, problem solving, and community capacity-building networks.

Milward, H. B. and K. Provan. (2006) *A Manager's Guide to Choosing and Using Collaborative Networks*. Washington, D.C.: GIBM Center for the Business of Government. Retrieved December 29, 2012, <http://tinyurl.com/bswjb2s>.



S1.8 Agendas and Action Sheet

Direction to Initiators

Minimize misunderstandings and keep parties mindful of their commitments through careful record keeping. Agendas and action sheets will help the group track its progress. As the partnership progresses, meetings may require formal minutes with motions, but partners should maintain a consensus decision-making approach to ensure all partner organizational concerns are honoured.

Meeting Agenda

Date:

Time:

Location:

Invitees:

Materials:

Agenda Items

1. Welcome and introductions
2. Group knowledge/trust building/engagement activity (e.g., roll-call question related to the common cause: “What have you learned about ___?”)
3. Review action sheet
4. Agenda item(s)
5. Roundtable response to surface final comments and commitments (e.g., an action that will be taken to advance the common cause or partnership: “What insight did you have at this meeting? What will you do before the next meeting to advance the project?”)
6. Next meeting: date, time, location
7. Next meeting agenda item(s)

S1.8 Action Sheet

Meeting date	Task	Resources	Person most responsible	Date required	Date completed



S1.9 Four-Stage Approach Handout

Direction to Participants

In preparation for the meeting, all participants should become familiar with the Four-Stage Approach to Collaborative Practices and Partnership.

The Four-Stage Approach to Collaborative Practices and Partnership is influenced by the work of Hora and Millar (2011). Here are the four-stages as illustrated below:

Stage 1: Connect

Stage 2: Begin

Stage 3: Implement

Stage 4: Monitor

This four-stage approach includes collaborative practices collaborative practices and tools with resource links.

Four-Stage Approach to Collaborative Practices and Partnership



By working through these stages, participants will be able to decide which partnership is best suited to their common cause and will be able to identify collaborative practices to assist in the development of the partnership. Each of the stages contains the following sections:

1. Introduction — purpose and cautions to consider
2. Essential and Guiding Questions — questions to be considered during planning and at meetings
3. Steps — suggested processes with references to collaborative practices and tools
4. Collaborative Practices and Tools — practices and tools to encourage participation to move the partnership forward.

A bibliography and an appendix of links and samples of agreements are also available to support the four-stage approach.

Nonlinear Approach

Although the Four-Stage Approach to Collaborative Practices and Partnership is written as four discrete stages, it is not intended to be followed lockstep. After connecting, partners may find they circle back or leap ahead in the process of beginning, implementing and monitoring their partnership. For example, a memorandum of agreement may remain in draft form as the partners begin to plan or implement pilot projects. Monitoring should begin as soon as the decision to partner is confirmed. As well, the type of partnership may evolve from simple to complex or vice versa if the partners decide to expand or narrow their objectives.

Within each stage are a series of steps that are suggestions for process: they are not intended to be followed lockstep. As well, the collaborative practices and tools linked to the steps in each stage are intended as examples. The collaborative practices and tools, which include includes information, practices, tips, checklists, templates, and exemplars, are labelled according to the stage in which they are first used. For example, [S1.1 Identify the Need for Partnerships](#) means that S1.1 is the first item listed in Stage 1: Connect in the Collaborative Practices and Tools section.

Overview of the Four-Stage Approach

Table 1 provides a brief overview of each stage to highlight the goals, elements, teams, and time commitment for each stage. Each stage is described in much greater detail in the Toolkit.

Table 1

	Stage 1: Connect	Stage 2: Begin	Stage 3: Implement Elements	Stage 4: Monitor
Goal	Clarify a need for partnership	Develop the vision	Operationalize the agreement and strategic plan	Ensure accountability
Elements	- Motivation and Needs - Capacity - Participation - Partnership Type	- Governance - Vision and Mission - Agreements - Strategic Plan	- Working groups - Action Plans - Boundary Crossers - Communication	- Evaluation - Reports - Future Plans - Growth
Team	Initiators	Planning Team	Governance Team/Operational Team	Governance Team / Operational Team
Time	One to three meetings	Several months of initial planning and revisiting as needed	Life of partnership	As soon as the decision to partner is confirmed and life of partnership

*** Boundary Crossers**

Boundary crossers are people who have established connections with other organizations or who see the potential in establishing relationships to solve shared problems. These people exist at various levels in organizations and are helpful in building understanding and trust. They may be the initiators of Stage 1. Boundary crossers will also play an important role in the following stages, particularly in Stage 3.



S1.10 Self-Assessment

Direction to Participants

You have been asked to represent your organization on the planning team. Reflect on the following questions to determine whether you are the *right* person at the table.

1. Are you seen by your organization as knowledgeable about the issues facing children, youth, and families?
2. Do you have influence in your organization?
3. Do you have the authority to make decisions and commitments?
4. What are your areas of expertise? Policy? Planning? Programming? Measurement? Communication? Facilitation?
5. Do you have expertise in goals and strategies that will benefit children, youth and families?
6. Do you have the time to commit to this project?
7. Do you believe in the common cause of this partnership?
8. Will you champion the partnership and projects that will emerge from it?
9. Do you like to work in collaboration or on teams?
10. Have you had experience with successful partnerships? What did you learn that would be helpful to the partners?
11. Are you a visionary, a risk-taker and communicator? Are you flexible, focused, enthusiastic, committed, respectful, and politically savvy?

If you answered yes to most of these questions, you will make a strong team member. If you think someone else would better serve your organization, consult with your organization to ensure appropriate representation.

Resource

An additional self-reflection tool can be found at Alberta Education (2011) *Self-Reflective Book Mark*. Retrieved June 18, 2012, from <http://ideas.education.alberta.ca/hsc/current-projects/collaborative-practices/knowledge-mobilization.aspx>



S1.11 Identify the Need for Partnership — Compilation

Direction to Initiators

The results of the preliminary needs assessment could be presented at the first meeting to raise awareness about the need to partner and potential opportunities.



Caution: It is critical that initiators keep dialogue about the need to partner broad to encourage input. Don't arrive at the first meeting with a vision and plan fully developed.

Data could be presented in charts that address the following:

1. Demographic data of target population
2. Organizational survey data
3. Organizational plans and reports
4. Government policy and direction
5. Lists of current and past initiatives or partnerships
6. Feedback from informal surveys of potential partners on
 - a. Problems
 - b. Needs
 - c. Aspirations
 - d. Target audience (geographic, demographic)
 - e. Potential partnerships



S1.12 SOAR Analysis to Decide on Need to Partner

Direction to Initiators

The purpose of this SOAR analysis is to review the data gathered in the environmental scan using the *Identify Need to Partner — Compilation* and *Organizational Readiness* tools in order to make a decision about the need to partner.

Remember that threats or challenges will probably arise as people outline opportunities or aspirations. The discussion should focus on what the group wants, not what it doesn't want. Instead of emphasizing weaknesses or challenges, reframe them.

The facilitator should review the data gathered and then guide the group through the SOAR questions, recording the answers. You may wish to use a consensus decision-making process to decide on the best options and preferred future, which will become your common cause. After a thorough discussion during the SOAR analysis, the group may then answer the decision questions.

SOAR Analysis

1. Strengths — What are our greatest assets or strengths?
2. Opportunities — What are our best opportunities?
3. Aspirations — What is our preferred future?
4. Results — What are the measureable results that will tell us if we have achieved our vision?

Decision Questions

1. Can we achieve our preferred future without partners?

2. Does our common cause warrant the establishment of a partnership?

Next Step

As Stavros, Cooperrider, and Kelley note (2003) note, if the decision is to partner, the next step is to determine the type of partnership that will best serve the organizations and their common cause.



S1.13 Focused Conversation to Determine Type of Partnership

Direction to Initiators

The following is a sample of how a focused conversation can help the group decide what type of partnership would best address their common cause.

Focused Conversation Planning Framework	
Situation: A group has determined that a partnership would best address the need to provide service to children, youth, and families in an inclusive education system.	
Rational Objective To determine the type of partnership	Experiential Aim To provide a forum where potential partners can express their views of their organizations' past experiences, and importantly, their commitment, ability to partner and need for autonomy
O <i>Objective</i>	The Collaboration Continuum describes four types of partnership: networking, cooperating, collaborating and integrating. What involvement has your organization had in partnerships along this continuum? What are the levels of commitment and autonomy required in each of the four types of partnership? What types of common causes are best addressed in each type of partnership?
R <i>Reflective</i>	What intrigues you about the different types of partnerships? What worries you? What went well with partnerships in which your organization has engaged? What were the difficulties?
I <i>Interpretive</i>	What are the implications of each type of partnership for your organization? What partnership type would best serve your organization's ability to commit? What partnership type would best serve your organization's aspirations? What partnership type would best serve your organization's need for autonomy? What partnership type would best serve your common cause? Which type of partnership would get the best results for your constituents?
D <i>Decisional</i>	We have had an opportunity to fully discuss partnerships types. Which partnership type best suits your common cause? Are there modifications that need to be made to make it a better fit? How should we go forward with our decision to your organizations?
Closing: This has been a valuable conversation. Our next steps will determine the details that will guide our work.	

Note: When answering reflective and interpretive questions, the facilitator will have to ensure that participants' responses are brief descriptions, not detailed stories about past partnerships. The focus must be on the current common cause and determining the best type of partnership to pursue. Remember that the partnership types are on a continuum and are not a mandatory set of circumstances; you can tailor them to suit your common cause.

The above format is based on R. B. Stanfield's (2000) *The Art of Focused Conversation*.



- Governance
- Vision and Mission
- Agreements
- Strategic Plan

Stage 2: Begin

Starting the work of partnership

Introduction

Once the participants have agreed to partner, the official planning team for Stage 2: Begin can begin. The purpose of Stage 2 is to develop the partnership governance structure, vision and goals. During this stage the planning team will engage in a visioning and planning process. It will identify governance structures, mission and vision, operational principles, outcomes, measures, benchmarks, targets, goals, strategies, resources, and timelines. It will decide how to deal with conflict, communication, partner initiatives, and termination of the partnership.



At Stage 2 it is even more critical than it was in Stage 1: Connect that team members understand the boundaries of their decision-making authority because the final signatories of the formal agreement may not be at the planning table. Team members must keep their senior leadership and organizations apprised of progress and involved in the development of the vision. When it comes to the final signing of the agreement, there should be no surprises for the senior leadership or the members of partnering organizations.

To ensure alignment with the methodology for implementation and evaluation, partners must consider both Stage 3: Implementation and Stage 4: Monitor as they are working in Stage 2. As well, the partners may launch pilot projects to test the partnership before Stage 2 is fully completed.

Stage 2 may take many months of intensive work, depending on the complexity of the partnership, before partners can commit to implementation. The planning team will still be developing relationships, trust and understanding of their common cause. As well, team members are still learning about each organization's cultural dynamics, structures, technical language and acronyms, limitations and attributes. It takes time and commitment to make consensus decisions and ensure that all partners are comfortable moving forward.



Essential Question: How do the partners develop the partnership structure?

To address the essential question, the planning team may consider a series of guiding questions that will culminate in the development of a partnership agreement, strategic plan and communications plan.



Guiding Questions in Stage 2

1. **Shared vision:** What is our preferred future?
 - a. Mission: What is our purpose?
 - b. Governance principles: What are our shared beliefs?
 - c. Operating principles: How do we make decisions collaboratively to support each other?
2. **Agreements:** How do we write the terms of reference, memorandum of understanding or partnership agreement or joint-venture agreement?
 - a. Governance: What is the governance structure that will set our overall direction? What is the role of governance team members? How do we orient new members?
 - b. Management structure: What are our operational roles and responsibilities? How do we make decisions, communicate and keep records? How formal should the structure be?
 - c. Partner aspirations/initiatives: How do we ensure that the partnership supports our individual organizational aspirations? How do we address individual organizational initiatives within the partnership mandate?
 - d. Conflict: How do we manage and resolve conflict?
 - e. Accountability: How are we held accountable to the partnership?
 - f. Termination: How do we dissolve the partnership?
3. **Strategic thinking and planning:** How do we achieve our vision?
 - a. What are our outcomes? What goals will help us achieve our outcomes?
 - b. What strategies should we employ to achieve our goals?
 - c. Are our goals SMART (specific, measurable, aggressive/attainable, realistic and timely)?
 - d. In consideration of Stage 4: Monitor, how do we measure our progress? What measurement tools already exist? What new tools do we need to create?
 - e. What are our resources? What resources can we commit?
 - f. How do we communicate internally? Externally?
 - g. How do we write the strategic plan and other plans? What are the key components?

The following steps along with the collaborative practices and tools will help participants answer the essential and guiding questions.

Steps in Stage 2

The planning team leaders may consider a series of steps in preparation for the meetings with team. Collaborative practices and tools referenced in the brackets are found after this Steps section or the Collaborative Practices and Tools section of Stage 1.

During Stage 2 the planning team leaders may:

1. Confirm the organizations and participants that will form the Stage 2 planning team. Additional organizations or members may be required. (Revisit S1.2 Recruiting)
 - a. Choose a chair. Utilize the skills of the facilitator, evaluator and finance and communications leads for some portions of the agenda(s), such as visioning, strategic thinking and strategic planning.
 - b. Set the agenda for the meeting(s) and decide on collaborative processes for the meeting(s). (Revisit S1.6 Facilitating Dialogue and Consensus Decision Making and S1.7 Collaborative Leadership)
 - c. Distribute the agenda before the meeting so that participants can prepare. Keep a record of each meeting with action items and the names of those most responsible. (Revisit S1.8 Agenda and Action Sheet)
2. Include agenda items that address:
 - a. Introductions, relationships, trust building and agreed-upon norms at each meeting.
 - b. Review of work completed during Stage 1. Revisit decisions made in the previous stage as the partnership evolves.
 - c. Development of mission, vision, and guiding and operating principles that will be the foundation of agreements. (S2.1 Vision and Mission; S2.2 Guiding and Operating Principles)
 - d. Development of an agreement. The complexity of the agreement will depend on the type of partnership. (e.g., terms of reference may be sufficient for simple partnership, but a joint-venture agreement may be required for a complex partnership. See Appendix 2 for Sample Agreements) (Revisit S1.5 Type of Partnership) (S2.3 Developing an Agreement)
 - e. Development of organizational structure and roles (S2.4 Organizational Structure and Roles)
 - f. Development of strategic plan. (S2.5 Strategic Thinking and Planning)
 - g. Development of the communications plan. (S2.6 Communication Plan)
 - h. Development of a financial plan. (S2.7 Financial Plan)
3. Reach a consensus decision to proceed to Stage 3: Implement and proceed to:
 - a. Confirm governance team and operations team members and chair(s), as well as, project manager, communications lead, evaluator, administrative support and finance lead. Set meeting schedule and timeline.



working
TOGETHER
Collaborative Practices and Tools
supporting alberta students

Stage 2: BEGIN

Collaborative Practices and Tools

Tool	Topic	Page Number
S2.1	Vision and Mission	42
S2.2	Guiding and Operating Principles	51
S2.3	Developing an Agreement	53
S2.4	Organizational Structure and Roles	56
S2.5	Strategic Thinking and Planning	58
S2.6	Communications Plan	60
S2.7	Financial Plan	61



S2.1 Vision and Mission

Direction to Facilitator

After agreeing to partner, one of the first activities should be a visioning process. There are many approaches to this process; the slides below are meant to act as a starting point.

Participants may first need to have visioning conversations about the partnership in their own organizations and bring back data to the group to incorporate into the partnership visioning process.

Slide 1 – Getting to Know One Another

The slide features a large, light blue circular graphic in the background, composed of several thick, curved segments. In the top left corner of the slide, there is a smaller version of the circular logo described in the first image. The main title 'Getting to know one another' is written in a large, bold, blue font. Below the title, on the left, is a quote by Plato enclosed in a light blue rectangular box with a thin border. To the right of the quote is a list of three numbered questions.

Getting to know one another

“Do not train children to learn by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.”
~ Plato ~

1. Name
2. Role
3. What does this quote say to you about an inclusive education system?

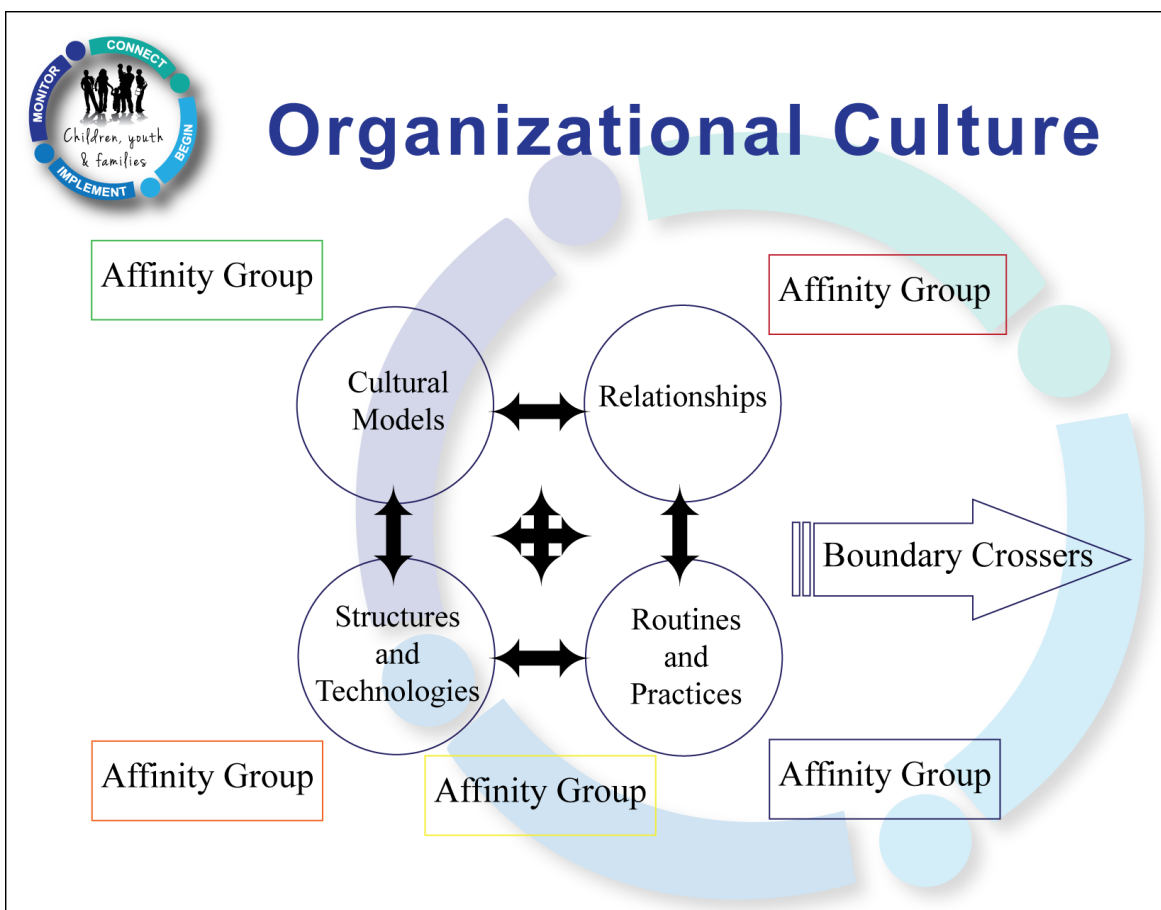
Slide 1 Note

Engaging team members in brief introductory activities at each meeting is important for team building and trust. Activities related to the topic are relevant but also provide an opportunity for participants to share their beliefs and life stories.

Reflective Question

What does the above quote say to you about learning and our education system?

Slide 2: Understanding Your Organization



Slide 2 Note

Having participants reflect on their own organization can be a starting point for understanding one another and figuring out how to best work together. In Stage I: Connect participants reflected on their organization and readiness to partner. Presenting Hora and Millar's (2011) model of organizational structure could help participants understand the complexity of working together because each organization has a different culture.

Background

Rather than viewing organizational culture as something that is easily created or changed, Hora and Millar propose a multifaceted view of organizational culture that takes into consideration four interconnected aspects of an organization: (1) cultural models, (2) relationships, (3) structures and technologies, and (4) routines and practices.

A **cultural model** is a shared mental model of a significant number of people.

Relationships (including both collegiality and animosity) are the main conduits through which mental models develop into cultural models. **Structures and technologies** include policies, procedures, organizational hierarchy, programs, technology, sustainability,

resources, accountability, and permissible and rewarded behaviours. Finally, **routines and practices** are behaviours that become habitual, like regularly scheduled meetings or ways to informally access resources. People's roles become linked to routines and practices.

Affinity groups emerge over time in organizations and also have cultural models, relationships, structures and technologies, and routines and practices. Affinity groups share a particular identity, craft or set of interests in an organization. For example, a school's Learning Support Team could be considered an affinity group.

Boundary crossers deal effectively with uncertainty, cross between the organizations, and deal with the "constructive management of differences" (Gray, as cited in Hora and Millar, 2011). It is important to nurture boundary crossers at all levels of the organization because they are the ones who will deal with unpredictability, rapidly changing circumstances and differing opinions. Their ability to anticipate problems, and to mitigate and mediate to find solutions to major or minor disputes is essential. Some boundary crossers are official, but many are self-selected people who are early adopters of the vision of the partnership.

Reflective Questions

1. How could you use the elements of organizational culture on slide 2 to describe your organization?
2. What are some of the (1) cultural models, (2) relationships, (3) structures and technologies, and (4) routines and practices of your organization that may affect this partnership?
3. How does your organization's culture support partnering? Inclusive education for all students?
4. What are some of the affinity groups in your organization that may affect this partnership?
5. Who are some of the boundary crossers who will be important to this partnership?

Slide 3: Creating a Third Space



Slide 3 Notes

In a collaborating or integrating partnership, you may actually create what Hora and Millar (2011) describe as a third space as a new arena for activity. This third space will have its own (1) cultural models, (2) relationships, (3) structures and technologies, and (4) routines and practices. Hora and Millar (2001) outline the benefits of thinking of partnership as occurring in a third space:


[It] sheds light on the cultural dynamics of cross-organizational work. It helps us see partnerships as emergent and multivocal in nature, as organizations evolve over time as group members negotiate and begin to use new shared meanings. Researchers who study interorganizational relations also emphasize the unpredictable nature of collaborative work and the fact that the absence of familiar organizational structures and routines create a working environment that is characterized by change. The unpredictable nature of the 3rd space holds both challenges and promises. It is challenging to create an entirely new organization comprising people from diverse backgrounds, often with demanding timelines and limited resources. At the same time, creating new organizational structures, relationships, and practices provides the opportunity for new ways of thinking and acting to emerge. Over time, if a group’s members work well together and begin to develop a shared sense of identity and language, new cultural modes may also emerge. Such creation of new cultural dynamics is powerful and transformative.

The 3rd space has a strong potential, as a learning environment, because it invites, indeed requires, creativity and the application of diverse forms of knowledge to new problems. Thus, the routine expertise you have developed in your home organization may or may not be well suited to your partnership tasks, since these represent a new set of problems and situations. Instead, you likely will need to adapt to your expertise and knowledge to these tasks, an approach that is a cornerstone of innovation and creativity (p. 17).

Reflective Questions

1. Are we creating a third space in this partnership?
2. If so, what will this space look like in the future?
3. How will the partnership address the common cause, problems and aspirations we have identified?

Slide 4: Defining Terms



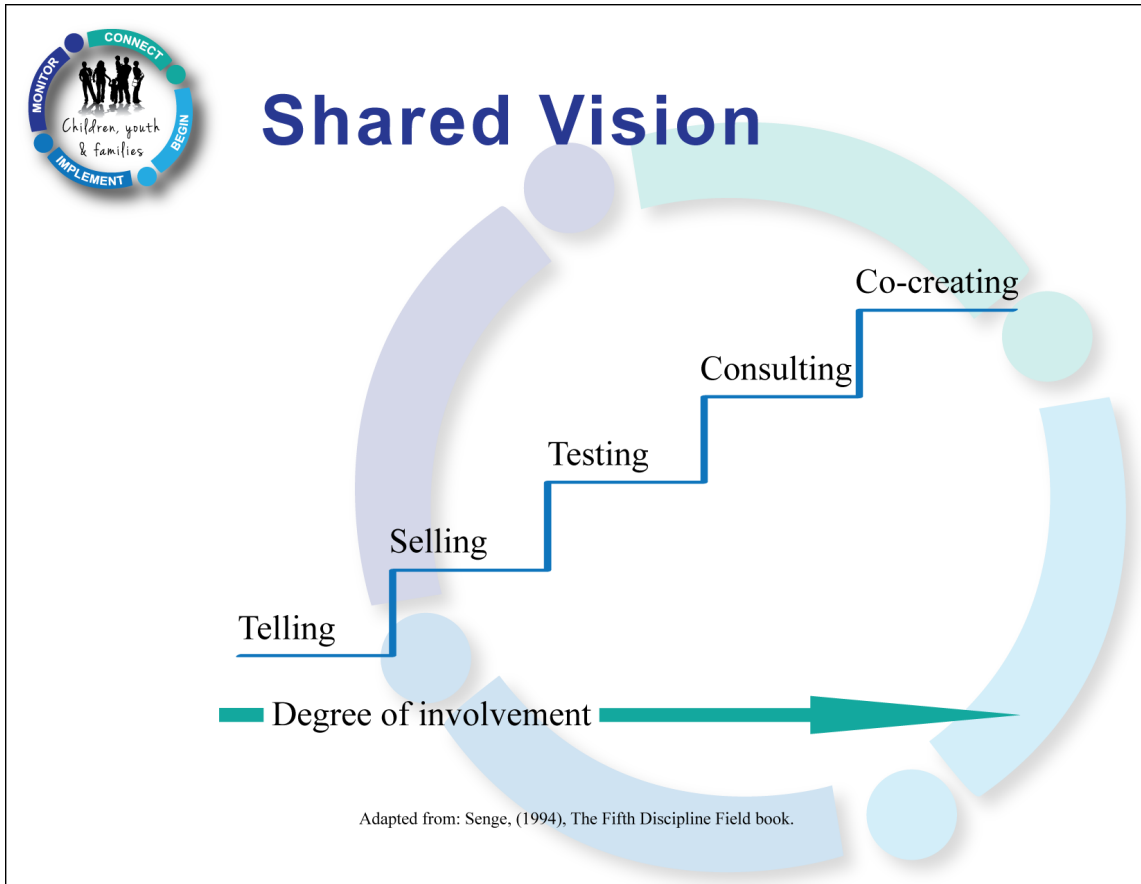
Vision

Vision	Mission
Answers the question: What do we want to create?	Answers the question: Why do we exist?
Describes your ideal future.	Describes your overall purpose in the present.
The visionary sees what is possible.	The missionary does the work.

Slide 4 Notes

A shared understanding of terms is important. Slide 4 could be used to spark discussion about why a vision and mission are important or just to confirm understanding of terms.

Slide 5 Shared Vision




Slide 5 Notes

Use this slide to continue the dialogue about the importance of creating a shared vision. You are going to generate some ideas about mission and vision and perhaps even draft statements, but this may be just the start of a process that you come back to as group to refine. You are co-creating the vision and mission with the participants at the table. How are you involving all participants so the development of this partnership is a collaborative visioning process and not something done to them?

Reflective Questions

1. Have you experienced the co-creation of a vision for an organization? How did that experience differ from other approaches? Telling? Selling? Testing? Consulting?
2. What level of active involvement by constituents is important to this partnership? What level is realistic and doable?
3. How have you engaged with stakeholders to ensure you are creating a shared vision?
4. How do you engage your organization’s constituents beyond this table of participants?

Slide 6 Crafting Your Vision



Crafting Your Vision

Imagine you are at the “10 Year Celebration of _____” in your community.

What would you be celebrating?

Describe the ideal future for a child, youth or families in your community.

Slide 6 Notes

Depending on the size of the group, you may want to break into small groups of four to six people to brainstorm the answer to these questions from slide 6 on flip charts.


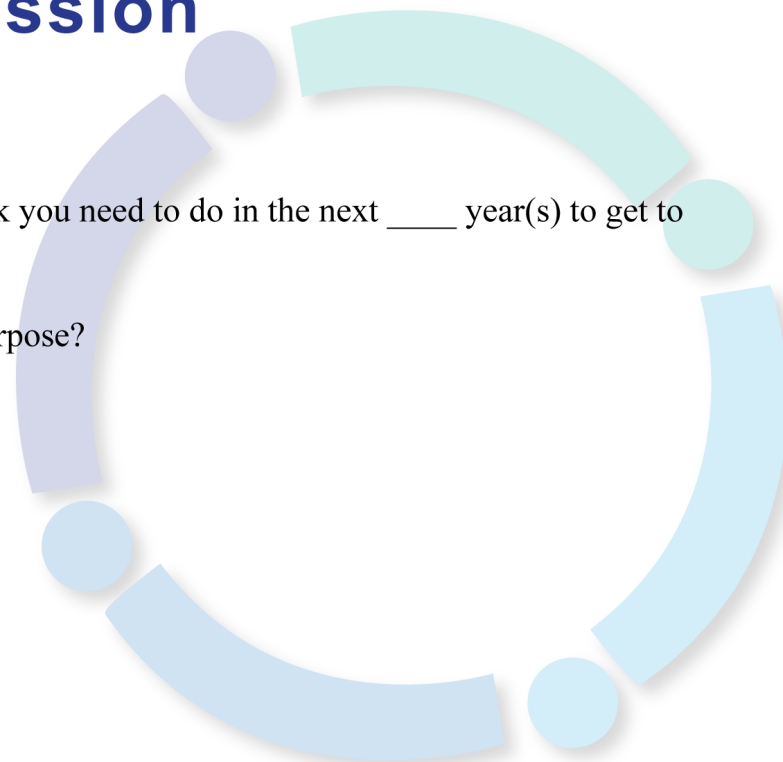
As people answer these questions, capture their ideas on a wall chart or interactive white board. Identify those that seem to stand out for the group as describing their vision of a preferred future.

Ask for words or phrases that capture this vision. These words and phrases will eventually be used to form a vision statement.

Think about how you are going to engage community and constituents in developing this shared vision. This process takes time because you should ensure that everyone has a chance to speak. You may want to allow time for reflection and then bring the group back together after they have had time to consult with others.

After all ideas are brought forward, spend some time crafting a statement with the group. This process takes time and patience to ensure you have captured the essence of what the group believes is the preferred future.

Slide 7 Mission



Mission

What is the work you need to do in the next ____ year(s) to get to your vision?

What is your purpose?

Slide 7 Notes

Use the same process from the previous slide (Slide 6: Crafting Your Vision) to develop your mission statement.

When you get to the stage of writing the mission statement, using the stem, “Our purpose is to ____” may be helpful, but the mission statement does not need to take this form. In any case, it is important to connect the notion that if the work is done (mission), the preferred future (vision) is achievable.



S2.2 Guiding and Operating Principles

Direction to Facilitator

Partnerships may develop guiding and operational principles to guide interactions and decision-making. Developing guiding and operational principles may also initiate development of more complex partnership agreements. Guiding and operational principles can be enshrined in the terms of reference, memoranda of understanding, memoranda of agreement or a joint-venture agreement.

Guiding Principles	Operating Principles
<ul style="list-style-type: none"> • Answer the question: How do we want to act? • Describe your shared organizational values. • “Walking the talk.” 	<ul style="list-style-type: none"> • Answers the question: How do we make decisions? • Describe your decision-making values. • “Getting it done.”

How to Develop Guiding Principles

1. Brainstorm all the behaviours, qualities and characteristics that you believe are important to the development and implementation of the partnership. These are your values. (e.g., you are client-centred, operate with integrity, value open communication, and deal effectively with conflict)
2. In deciding what core values are important to the partnership, consider what the values mean to everyone on the planning team, what behaviours illustrate the values, and what the results will be if people model these values. Values are not goals or strategies.
3. Your guiding principles emerge from your values and are statements that describe the uniqueness of your partnership. They describe how you will work together.
4. Examples of guiding principles or core values include:
 - a. Integrity: We earn trust by acting with integrity with all stakeholders and partners.
 - b. Client-centeredness: We provide high-quality programs and services to all our clients—children, youth, and families.
 - c. Transparency: We communicate progress clearly and transparently to all constituents.
 - d. Collegiality: We deal with conflicts effectively and see them as opportunities for growth.

How to Develop Operational Principles

1. Brainstorm how decisions should be made (e.g., by consensus, voting)
2. In deciding operational principles consider how everyone on the planning team makes decisions.
3. Your operational principles will align with your guiding principles and will emerge from how you actively make decisions. Again, they are statements that describe the uniqueness of your partnership and how you will make decisions together.
4. Examples of operational principles:
 - a. We will use a consensus decision-making model to ensure each organization has a voice.
 - b. We will examine data to inform decision-making.
 - c. We will keep children, youth and families at the centre of decision-making.
 - d. We will use conflict resolution processes to resolve differences.



S2.3 Developing an Agreement

Direction to Planning Team

Once the decision has been made to partner and the type of partnership has been defined, then deciding on the form of partnership agreement is critical. As the saying goes: “Good paper makes good friends.” However, the formality of an agreement depends on the complexity of the partnership. Partnerships may evolve over time and the need for formal agreements may evolve to reflect the growing complexity of the relationships.

Parties should consult their legal counsel from the outset rather than later to discuss options and ensure that an agreement is appropriately documented. People often don’t think of consulting legal counsel until something goes wrong. To the contrary – the lawyers should be involved early to **avoid** things going wrong!

If your group opts for a cooperating partnership, you may want to develop terms of reference. Similarly, if you know it will be a considerable length of time before you are able to develop a memorandum of agreement or understanding or a joint-venture agreement to guide a more complex collaborating or integrating partnership, you may want to develop terms of reference.

If the partnership is a collaborating or integrating one, a more formal agreement may be required, such as a memorandum of understanding or memorandum of agreement. If a third-space or new organization is created, then a joint-venture agreement may be necessary.

The following chart describes a simple way of viewing the Collaboration Continuum and partnership types, and the types of agreements that **may** suit the partnership as it evolves:

Types of Agreements			
Collaboration Continuum	Terms of Reference	Memorandum of Understanding or Agreement	Joint-Venture Agreement
Networking			
Cooperating	X		
Collaborating	X	X	
Integrating	X	X	X

Legal counsel can help determine how to best structure an agreement between parties. As well, it is important for planning team members to understand who has the authority to sign agreements, policies and procedures, particularly with respect to the *Freedom of Information and Protection of Privacy Act*, the *Child, Youth and Family Enhancement Act*, the *School Act* and other legislation pertaining to children, youth and families.

Developing an agreement takes considerable time. That being said, it is important to develop a solid agreement, with the ability to revise the agreement as the partnership evolves, to ensure all parties are satisfied with the direction of the partnership and have a clear understanding of their responsibilities and commitments.

Types of Agreements

The descriptions below are for **information only**. Parties should consult with their legal counsel to obtain further information and legal advice.

Terms of Reference

Terms of reference can outline what a partnership wants to achieve over a specific time period. Terms of reference should be crafted to suit the needs of the partnering organizations.

Memoranda of Understanding or Agreement

Memoranda of understanding (MOU) or of agreement (MOA) are written documents that outline the terms of an agreement in a more detailed way than do terms of reference. They include each organization's obligations and responsibilities. The differences between a MOU and MOA are nuanced. If parties have questions about the difference between these two, they should ask legal counsel.

Joint-Venture Agreement

A joint-venture agreement is a legal agreement and should be prepared by legal counsel. It is a contract for two or more parties to form a business relationship for a single project or purpose, which may be viewed as a third space with a separate name and separate governance structure. The business relationship is joint venture, not a legal partnership. The third space is not a legal entity and cannot own property or hire personnel.

Elements of an Agreement

Each of the above agreements **may include** some or all of the following elements depending on the complexity of the agreement:

1. **Opening statement** that lists the mutual benefits and interests, objective, and purpose or scope of the agreement
2. **Definition of terms** that is clear and satisfies legal requirements
3. **Foundational statements** that list the mission, vision, and the guiding and operational principles
4. **Description of governance** that describes leadership obligations and strategic thinking
5. **Statements on management practices** that describe strategic planning, and each party's operational roles and responsibilities
6. **Statements on membership** that specify eligibility, recruitment, and initiation of members, list of member organizations
7. **Meeting frequency** that specifies the meeting schedule and location
8. **Communication protocols and processes** that describe internal and external communications

9. **Statements on community and constituent engagement** that describe how community and stakeholders will be engaged
10. **Policy on intellectual property** that specifies how intellectual property rights will be observed
11. ***Freedom of Information and Protection of Privacy Act*** information that specifies how each organization will share information and protect privacy
12. **Alberta Government Acts** information that indicates how other specific Acts and Regulations affect the partnership
13. **Statements on facilities and property** that describe how shared facilities and resources will be owned and operated
14. **Policy on human resources** that specifies how personnel will be hired, supervised, and evaluated
15. **Information on liability and insurance** that specifies responsibilities for loss, cost, damages, or claims
16. **Statements of results** that lists outcomes, objectives, and key performance indicators
17. **Deliverables** that list specific tasks, items or events
18. **Timeframe that tracks milestones and dates**
19. **Resources** that specifies the fiscal, material and human resources required
20. **Financial records** on resources, distribution of resources, and financial management
21. **Description of partner initiatives** and how parties' interests will be accommodated
22. **Policy on conflict resolution** and how conflicts will be managed and resolved
23. **Procedures for reporting** to ensure accountability/assurance to government, stakeholders, and clients
24. **Evaluations of collaborative partnership** to track commitment of organizations to the partnership
25. **Revision of the agreement that specifies when and how the agreement may be revised**
26. **Termination of the agreement** that specifies when the agreement come into effect and end, and that lay out a process for termination
27. **List of signatories and signing date** to identify who has signing authority on behalf of organizations and on what date the agreement was signed
28. **List of contact information** for all involved parties.



S2.4 Organizational Structure and Roles

The agreement will define the organizational structure and roles. Details may be added during Stage 3: Implementation as the reality of doing the work provides more information. An organizational chart may look like this for a complex partnership:



Direction to Facilitator

The chart above outlines a complex organizational structure. In projects without an operations committee or working groups, the governance team may cover all roles with support. The governance team is accountable to the partner organizations and must assure the viability of the partnership and the achievement of results.

It is very important that complex reporting structures not destroy the nimbleness of the partnership.

Roles

Governance Team

The governance team has three primary roles: (1) policy development, (2) strategic thinking and planning, and (3) monitoring the activities of the partnership. If the governance team also acts as an operational committee, then it will also participate in implementation activities.

Project Manager

The role of the project manager is to implement the policy, planning and monitoring direction of the governance team. Working with the operations committee and support roles, the project manager is responsible for the development of the strategic plan, communications plan, and financial plan for submission to the governance team for approval. The project manager may go by other names (e.g., director or coordinator).

Supporting Roles

The roles of communication lead, finance lead, evaluator and administrative support may be filled by members of the governance team, seconded from the partner organizations or contracted, depending on available resources.

Operations Committee

The operations committee works with the project manager and those supporting the project manager to implement the plan. Operations committees may go by a variety of names (e.g., steering committee, executive committee, implementation team). Note: The governance team may fill the role of the operations committee, depending on the complexity of the project.

Working Groups

Working groups work on specific areas of responsibility such as project development, communication, finance, and monitoring. They meet regularly as part of the operations committee or as separate working groups reporting to the operations committee or governance team, depending on the complexity of the partnership.



S2.5 Strategic Thinking and Planning

Building on the mission and visioning process, the governance team will engage in strategic thinking and planning to answer the overarching essential questions: How do we achieve our vision? How do we achieve an inclusive and equitable education system?

The development of the strategic plan may include statements on the following:

1. Vision, mission, principles (foundational statements)
2. Outcomes (end result)
3. Measures (quantitative or qualitative)
4. Benchmarks and targets (where you are and where you want to be)
5. Goals (objectives that will get you to the final outcome)
6. Strategies (actions that will get you to your goal and outcome)
7. Issues, challenges, and opportunities (faced by the partnership)
8. Celebration (opportunities to celebrate achievement)

Direction to Facilitator

The development of the strategic plan began with the environmental scanning in Stage 1: Connect. The scan identified problems and common causes, and informed the development of the vision, mission, and guiding and operational principles. All of these elements will guide the development of the strategic plan.

The strategic plan should include outcomes that address the common cause and at least one outcome that addresses the partnership relationship. Limiting the number of outcomes, goals, and measures is critical to ensure that you home in on a common cause to achieve the vision.

Answering each of the strategic planning questions using brainstorming and consensus decision making will result in the formulation of the shared plan.

Strategic Planning Questions

The following strategic planning questions relate directly to Stage 4: Monitor and must be addressed to ensure a sound evaluation methodology:

1. What are our outcomes?

2. What goals will help us achieve our outcomes?

3. What strategies should we employ to achieve our goals?

4. Are our goals SMART (**s**pecific, **m**easurable, **a**ggressive/attainable, **r**ealistic and **t**imely)?

5. What are our benchmarks? What are our targets?

6. What resources can we commit to achieving the outcomes? Human? Financial? Materials or equipment? Facility?

7. What is our evaluation methodology?
 - a. What measurement tools already exist in our organizations?
 - b. What new tools do we need to create?
 - c. Have we included a mix of qualitative and quantitative data-gathering tools?



S2.6 Communication Plan

The communications plan aligns with the agreement and the strategic plan. The plan may contain some or all of the following elements:

1. Needs assessment
2. Identification of audience (internal and external)
3. Protocols (roles and responsibilities)
4. Freedom of information and protection of privacy policy
5. Outcomes/goals
6. Strategies/tools (launch, celebration, media releases)
7. Timelines (milestones)
8. Evaluation

Direction to Facilitator

The communication lead and the communications working group will provide direction for the development of the communications plan.



S2.7 Financial Plan

In complex partnerships, you should develop the budget in alignment with the agreement and financial categories in the agreement. These, in turn, must align with the partner organizations' requirements. It is critical that budget not drive the strategic plan or the discussion of partnership—financial motivations do not provide a strong foundation for enduring partnerships.

Direction to Facilitator

The financial lead working with the partners will provide direction for the development of the financial plan.

The financial planning conversations may focus on the following elements:

1. Financial protocols
2. Definition of costs
3. Identification of funding sources
4. Identification of in-kind resources
5. Development of a budget
6. Fiduciary accountability processes



- Working Groups
- Action Plans
- Boundary Crossers
- Communication

Stage 3: Implement

Taking action on the partnership goals

Introduction

During Stage 3: Implement the planning team becomes a governance/operations team with the goal of operationalizing the agreement and the strategic plan developed in Stage 2: Begin. Depending on the complexity of the partnership, the governance/operations team may split into two groups, with the operations committee reporting to the governance team. To carry out the work of the partnership, the governance team and operations committee may establish working groups to deal with project development, communications, finance, and monitoring.

By now the governance team members should know each other well, but the partnership will continue to need monitoring and nurturing. Attention to governance is critical and must guide the work of the partnership. A project manager may be required, since it will become increasingly difficult for participants to complete partnership work in addition to their primary roles in their organizations.

Supporting boundary crossing becomes an essential aspect of partnership. Boundary crossers, with their knowledge and understanding of more than one organization, will be important because they strengthen the relationship between organizations at the implementation level.

It may be tempting to become complacent after the hard work of beginning the partnership, but it is critical that team members continue to stay involved. Stage 3 is where the hard work really begins, because problems may arise and energy may flag as participants change and original visionaries leave. This stage requires orientation of new team members to support continued renewal and ongoing commitment over the life of the partnership.





Essential Question: How do the partners operationalize the agreement and strategic plan?

To address the essential question, the governance/operational team may consider a number of guiding questions to develop processes and action plans to ensure implementation of the partnership agreement and strategic plan.



Guiding Questions for Stage 3

1. Working groups: How do we manage the work? How do we implement our governance and operational structure, roles, and responsibilities? How do we manage our working groups?
 - a. How do we facilitate meetings to ensure collaboration?
 - b. What are reasonable mandates, roles, and responsibilities for groups and individuals?
2. Action plans: How do we achieve our outcomes?
 - a. What are our easily achievable goals or innovations?
 - b. What are other participants currently implementing? How can we complement their work (or that of others) in our partnering organizations?
 - c. How do we identify tasks, resources, timelines, people most responsible, or other possible participants?
3. Boundary crossing: How do we identify and support boundary crossers at all levels of the organizations?
4. Communication: How do we ensure effective communication?
 - a. How do we manage conflict and build trust?
 - b. How do we maintain momentum?
 - c. How do we celebrate the launch and implementation?

The following steps along with the collaborative practices and tools will help participants answer the essential and guiding questions.

Steps in Stage 3

The governance team leaders may consider a series of steps in preparation for the meetings with the team. Collaborative practices and tools referenced in the brackets are found after this Steps section or the Collaborative Practices and Tools section of previous stages.

During Stage 3 the governance team leaders may:

1. Confirm the governance and operations structure and representative roles and responsibilities. (Revisit S2.4 Organizational Structure and Roles) (S3.1 Operations Committee)
 - a. The agreement may call for an operations committee to oversee the operations and a project manager, seconded from one of the organizations or hired externally, to report to the governance team and manage the operations of the partnership. The roles of the communications lead, evaluator, administrative support, and financial lead are still required.
2. Set the agenda and decide on collaborative processes for the meeting(s). (Revisit S1.6 Facilitating Dialogue and Consensus Decision Making and S1.7 Collaborative Leadership)
 - a. Governance: strategic thinking, direction setting and planning, policy, and procedures. Chaired by the governance team chair.
 - b. Operations: implement the plan, deal with program or project development, finance, administration, and communications. Chaired by a member of the governance team or delegate.
3. Distribute the agenda before the meeting(s) to give participants time to prepare. Keep a record of each meeting with action items and the names of those responsible for the action(s). (Revisit S1.8 Agenda and Action Sheet)
4. Include in the agenda(s) items that address the following:
 - a. Introductions, relationships, trust building, and agreed-upon norms at each meeting.
 - b. Review of work completed during previous stages. Revisit some of the decisions made in the previous stages as the partnership evolves, trust grows, and opportunities or challenges arise.
 - c. Project development working group: developing projects to implement the strategies and goals of the strategic plan. (S3.2 Project Working Group)
 - d. Communication working group: formal, informal, internal, external, governance, learning, or celebratory events regarding the goals of the strategic plan and achievement of outcomes. (S3.3 Communication Working Group)
 - e. Finance working group: development of a record keeping system, budgets, bookkeeping, use and allocation of resources, and fund development to support the goals of the strategic plan. (S3.4 Finance Working Group)
 - f. Monitoring working group: development of a monitoring/evaluation strategy. (S3.5 Monitoring Working Group)
 - g. Affirm working group membership, including identifying key boundary crossers.

- h. Affirm the working group action plans. Action plans may list tasks, internal and external resources, person most responsible and other members, milestones, and timelines. Working groups may identify the leverage points and implement strategies to achieve goals. Outcomes are the result of achieving the plan goals and completing the working group action plans. ([S3.6 Working Group Action Plan](#))
- 5. Manage conflict and build trust. ([S3.7 Managing Conflict and Building Trust](#))



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Stage 3: IMPLEMENT

Collaborative Practices and Tools

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S3.1 Operations Committee

Direction to the Project Manager

If the governance team determines that there is a need for an operations committee, the governance team should develop terms of reference for the operations committee to help members focus on the task at hand. Sample terms of reference for the governance team to review may be a good starting point. The governance team can review, revise, and approve the terms of reference. The following is a sample of an Operations Working Group Terms of Reference:

Operations Working Group Terms of Reference

1. Authority
 - a. The operations committee is created by and responsible to the governance team
 - b. A delegate of the governance team shall chair the operations committee
 - c. The project manager shall provide management support to the operations committee
2. Mandate of the Operations Committee
 - a. The operations committee shall implement the policy of the governance team. The operations committee shall monitor, evaluate, advise, and make decisions on behalf of the governance team with respect to program and project development, finance, communications, and accountability.
3. Responsibility of the Operations Committee

The operations committee shall:

 - a. Appoint chairs to working groups
 - b. Receive working group reports and recommendations on activities
 - c. Provide direction and decision for the daily operations of the partnership
 - d. Make recommendations to the governance team for the continuous improvement of the partnership
 - e. Consult advisors or conduct research to provide expert advice and documentation on specific aspects of the partnership
 - f. Assist in the development of plans and reports
4. Composition of the Operations Committee

The operations committee may be composed of all governance team members or may be a separate committee, ordinarily consisting of:

 - a. Governance team member(s)
 - b. Project manager
 - c. Communication lead
 - d. Finance lead
 - e. Evaluator
 - f. Administrative support

5. Working Groups
 - a. Terms of reference are established for each working group in alignment with the operations committee
 - b. Working groups are advisory committees to the operations committee, not decision-making committees.
 - c. The operations committee members (or delegate) shall chair the following working groups:
 - i. Project
 - ii. Finance
 - iii. Communications
 - iv. Monitoring
6. Reporting to the Governance Team
 - a. The operations committee shall report regularly on activities of the operations committee and working groups through motions, minutes, and reports brought forward by the program manager to the governance team.



S3.2 Project Working Group

Direction to Project Manager

If the governance team determines there is a need for a project working group to implement the strategic plan, the development of terms of reference may help establish the focus of the working group. The following is a sample terms of reference:

Project Working Group Terms of Reference

1. Authority
 - a. The project working group (PWG) is created by and responsible to the operations committee.
 - b. A member of the operations committee or delegate shall chair the PWG.
 - c. The project manager shall provide management support to PWG.
2. Mandate of the PWG
 - a. PWG shall monitor, evaluate, and make recommendations to the operations committee on matters concerning the development of partnership projects.
3. Responsibility of the PWG
The PWG members shall:
 - a. Assist in the development of the strategic plan
 - b. Develop a PWG action plan in alignment with the mission, vision, outcomes, and strategies of the partnership
 - c. Monitor and evaluate projects
 - d. Identify opportunities to eliminate barriers to project and partnership development
 - e. Propose opportunities for continued improvement
 - f. Meet with contacts and boundary crossers to develop specific aspects of projects
4. Composition of the PWG
PWG shall ordinarily consist of:
 - a. Operations committee member or delegate (chair)
 - b. Project manager
 - c. Organizational partner representatives (boundary crossers)
 - d. Others as needed
5. Reporting to the Operations Committee
 - a. The PWG shall report regularly on activities through motions, minutes and reports brought forward by the chair to the operations committee.



S3.3 Communication Working Group

Direction to Project Manager

If the governance team determines that there is a need for a communication working group, the development of terms of reference for the group will help establish the focus of the working group. The following is a sample terms of reference:

Communication Working Group Terms of Reference

1. Authority
 - a. The communication working group (CWG) is created by and responsible to the operations committee.
 - b. A member of the operations committee or delegate shall chair the CWG.
 - c. The project manager shall provide management support to CWG.
2. Mandate of the CWG
 - a. CWG shall monitor, evaluate, advise, and make recommendations to the operations committee on matters concerning communications.
3. Responsibility of the CWG The
CWG members shall:
 - a. Assist in the development of a communications plan
 - b. Develop a communication working group action plan in alignment with the mission, vision, outcomes and strategies of the partnership
 - c. Take responsibility for communications activities, including launch, celebrations, new items
 - d. Monitor and evaluate communications
 - e. Identify opportunities to eliminate barriers to communications and partnership development
 - f. Propose opportunities for continued improvement
 - g. Meet with contacts and boundary crossers to develop specific aspects of communications
4. Composition of the CWG
CWG shall ordinarily consist of:
 - a. Operations committee member or delegate (chair)
 - b. Project manager
 - c. Communication lead
 - d. Organizational partner representatives (boundary crossers)
 - e. Others as needed
5. Reporting to the Operations Committee
 - a. The CWG shall report regularly on activities through motions, minutes and reports brought forward by the chair to the operations committee.



S3.4 Finance Working Group

Direction to the Project Manager

If the governance team determines that there is a need for a finance working group, the development of terms of reference for the group will help establish the focus of the group. The following is a sample terms of reference:

Finance Working Group Terms of Reference

1. Authority
 - a. The finance working group (FWG) is created by and responsible to the operations committee.
 - b. A member of the operations committee or delegate shall chair the FWG.
 - c. The project manager shall provide management support to FWG.
2. Mandate of the FWG
 - a. FWG shall monitor, evaluate, advise, and make recommendations to the operations committee on the financial plan, budget, and fund development for the partnership.
3. Responsibility of the FWG

The FWG members shall:

 - a. Assist in the development of the financial plan and budget
 - b. Develop a finance working group action plan in alignment with the mission, vision, outcomes, and strategies of the partnership
 - c. Seek grants, donations, and sponsorships to support the strategic plan
 - d. Monitor and evaluate the finance plan and budget
 - e. Eliminate barriers to the implementation of an effective and accountable financial plan, budget, and partnership development
 - f. Propose opportunities for continued improvement of financial support
 - g. Meet with contacts and boundary crossers to develop specific aspects of finance planning
4. Composition of the FWG

FWG shall ordinarily consist of:

 - a. Operations member or delegate (chair)
 - b. Project manager
 - c. Finance lead
 - d. Others as needed
5. Reporting to the Operations Committee
 - a. FWG shall report regularly on activities through motions, minutes, and reports brought forward by the chair to the operations committee.



S3.5 Monitoring Working Group

Direction to Project Manager

If the governance team determines that there is a need for a monitoring working group, the development of terms of reference for the group will help establish the focus of the group. The following is a sample terms of reference:

Monitoring Working Group Terms of Reference

1. Authority
 - a. The monitoring working group (MWG) is created by and responsible to the operations committee.
 - b. A member of the operations committee or delegate shall chair the MWG.
 - c. The project manager shall provide management support to MWG.
2. Mandate of the MWG
 - a. The MWG shall monitor, evaluate, advise, and make recommendations to the operations committee with respect to matters concerning accountability for the partnership.
3. Responsibility of the MWG
The MWG members shall:
 - a. Assist in the development of the strategic plan
 - b. Develop a MWG action plan in alignment with the mission, vision, outcomes, and strategies of the partnership
 - c. Develop measures, data-collection methods and tools, analysis procedures, and presentation formats
 - d. Set benchmarking or baseline data as a starting point for improvement
 - e. Develop interim and annual results reports
 - f. Identify opportunities to eliminate barriers to accountability
 - g. Propose opportunities for continued improvement of accountability
4. Composition of the MWG
MWG shall ordinarily consist of:
 - a. Operations member or delegate (chair)
 - b. Project manager
 - c. Evaluator and
 - d. Others as needed
5. Reporting to the Operations Committee
 - a. MWG shall report regularly on activities through motions, minutes, and reports brought forward by the chair to the operations committee.



S3.6 Working Group Action Plan

Each working group may develop an action plan that aligns with the strategic plan and supports the working group’s area of responsibility. The following is a sample template:

Insert NAME — Working Group Action Plan

Outcome	Goal	Strategy	Person most responsible	Others	Resources internal	Resources external	Timeline and milestone events



S3.7 Managing Conflict and Building Trust

During the Stage 1: Connect and Stage 2: Begin the team builds trust as members get to know one another and the partnership evolves. Conflicts are usually addressed as they arise. Conflict can be a healthy indication of growth as problems surface and solutions are found. In the partnership agreement, the governance team will develop a policy on conflict resolution that includes processes for the partners to follow if serious divisions emerge.

During Stage 2: Implement conflicts may emerge as more people come into contact. They may be unaware of the trust built between organizations during the development of the governance structure. As well, conflict may develop within organizations, as members perceive a loss of authority to the partnership.

Von Frank (2012) says that conflict can be a source of growth if there is an orientation to problem solving. As well conflict is more productive in a cooperative environment than in a competitive environment. A cooperative environment requires five elements:

1. A strong sense of positive interdependence, a belief that group members are working for a mutual benefit, not against one another.
2. Individual accountability, in which each person is responsible for a fair share of the work.
3. Promotive interaction, characterized as “I promote your success; you promote mine.”
4. Interpersonal skills, including skills in leadership, decision making, conflict management, and trust building
5. Group processing, in which the group periodically assesses how members are performing as a team and how to improve.

(Johnson, 1997, cited in Von Frank, 2011)

Building trust and having a solution-focused attitude toward conflict are critical to minimize the negative impact of conflict on a partnership.

Direction to Project Manager

An effective way to deal with conflict is to work from the guiding and operational principles and the agreement that you developed in Stage 2: Begin. Your guiding principles describe how you will behave and your operating principles speak to how you will make decisions. If you have a written agreement, you will probably have a process for dealing with conflict. It may involve going directly to the person or organization and then working on a problem-solving process. A protocol for dealing with conflict may be helpful to the various working groups. This may be specific to a particular group or an overarching protocol developed by the governance team and could include:

1. Review of meeting norms
2. Review of guiding and operational principles in the context of conflict
3. Review of agreement statements pertaining to conflict
4. Brainstorming processes that address the following:
 - a. Effective communication
 - b. Focus on problem solving
 - c. Analysis of data
 - d. Understanding organizational culture
 - e. Celebrating differences in philosophy and approach
 - f. Managing human-resource issues
 - g. Team building and maintenance
 - h. Effective conflict resolution procedures
5. Development of a sample protocol that all parties agree to support
6. Review of the draft and revision as required



- Evaluation
- Reports
- Future Plans
- Growth

Stage 4: Monitor

Evaluating the progress of the partnership

Introduction

The goal of Stage 4: Monitor is to ensure accountability by evaluating the success of the partnership's efforts. Accountability practices ensure that the partnership is fulfilling its goals and is viable and sustainable. Although this is the final stage of the four-stage approach, the planning team should be engaged in monitoring as soon as the commitment has been made to partner. This attention to monitoring must continue as the planning team morphs into the governance/operations team. At each stage, the partners assess relationships, tasks, and accomplishments. The partners must establish measures, collect data, and evaluate the entire partnership process, from beginning to end. Stage 4 provides details to guide both formative and summative evaluations.



Both the success of the projects or programs and the status of the partnership must be evaluated. Evaluation should not be a compliance exercise for funders or partner organizations, but a means to evaluate progress on an ongoing basis in a manner that is readable and accessible. Formative and summative evaluations must be meaningful. Well-crafted reports should address the needs of the funders and partnering organization. Reports should easily accessible and easily understood by all constituents.



Essential Question: How will partners ensure accountability and assure stakeholders that the partnership is achieving its outcomes and goals?

To address the essential question, the planning team and governance/operational team from the previous stages may consider a number of guiding questions to that will ensure accountability.



Guiding Questions in Stage 4

1. How do we report on the partnership strategic plan?
 - a. Project outcomes: What kind and quality of outcomes have been achieved with respect to children, youth and family in an inclusive education system?
 - b. Goals: Did we select goals that were SMART (specific, measurable, aggressive/attainable, realistic and timely)?
 - c. Measures: Were measurement tools appropriate? Was the data collected meaningful and useful? Have we met targets or improved from benchmarks?
 - d. Strategies: Did we choose appropriate strategies to achieve our goals and outcomes?
 - e. Management: Were we accurate in our estimates of resources, including human resources, material resources, funding, and time? Did we stay within our budget? Were fiscal resources distributed appropriately?
2. How do we evaluate the partnership?
 - a. Strategic planning/thinking: How effectively did our protocols, policies, procedures, and strategies support the vision, outcomes, and goals of the partnership?
 - b. Benefit of the partnership: To what degree did children, youth, and families and the partnership organizations and stakeholders benefit from the partnership? What kind and quality of outcomes have been achieved with respect to children, youth, and families in an inclusive and equitable education system?
 - i. What innovations, skills, abilities, and knowledge were gained?
 - ii. What has changed as a direct result of the partnership?
 - c. Fiscal accountability: Did the partnership bring resources to the project?
 - d. Difficulties: If there were difficulties in partnering, how were they surmounted?
 - e. Growing the partnership: Has the partnership evolved over time? How did we use the power of collaboration to access resources or grow initiatives or innovations?
 - f. Communications: Do the strategic plans, working plans, and interim and annual reports, and other communications and accountability documents provide sufficient information to the partnership organizations and stakeholders? Do all stakeholders easily understand the plans, reports and other communications?
3. Future Planning: As a result of formative or summative evaluations, what modifications or refinements did we make to improve partnership policies, procedures, outcomes, goals, and strategies during the year and for future planning?

The following steps along with the collaborative practices and tools, including many from the previous stages, will help participants answer the essential and guiding questions.

Steps in Stage 4:

The leaders may consider a series of steps in preparation for the meetings with the team. Collaborative practices and tools referenced in the brackets are found after this Steps section or the Collaborative Practices and Tools section of previous stages.

During Stage 4: Monitor, the leaders may:

1. Plan for formative and summative evaluation as soon as the decision to partner has been made (even though this is the final stage of the four-stage approach). Evaluation should be part of the agendas in both Stage 2: Begin and Stage 3: Implement.
2. Establish a monitoring working group that deals specifically with evaluation methodology in conjunction with strategic planning. Working with the evaluator, the project manager and the governance team should ensure that measures are realistic and data is collectable from the beginning.
3. Set the agenda for the meeting(s) and decide on collaborative processes for the meeting(s) using the norms established for other meetings. ([S1.6 Facilitating Dialogue and Consensus Decision Making](#); [S1.7 Collaborative Leadership](#) and revisit [S3.5 Monitoring Working Group](#))
4. Distribute the agenda and background documents before the meeting(s) to give participants time to prepare. Keep a record of each meeting that lists action items and identifies those responsible for carrying them out. ([Revisit S1.8 Agenda and Action Sheet](#))
5. Include in the agenda(s) items that address
 - a. Introductions, relationships, trust building, and agreed-upon norms at each meeting.
 - b. Development of evaluation methodology. ([S4.1 Evaluation Methodology](#))
 - c. Consideration of appropriate and available partnership stakeholder data and tools. Some measures, tools, and reports may already be available or modified from the partner organizations to use in monitoring the work of the partnership.
 - d. Balance of qualitative and quantitative measures.
 - e. Benchmark or baseline data as a starting point for improvement.
 - f. Readable and accessible interim and annual reports for partnership organizations and their stakeholders.
 - g. Review of interim and annual reports and recommendations for future planning and the development of the partnership.



working
TOGETHER
Collaborative Practices and Tools
supporting alberta students

Stage 4: MONITOR

Collaborative Practices and Tools

Tool	Topic	Page Number
S4.1	Evaluation Methodology	80



S4.1 Evaluation Methodology

Directions to leaders:

As soon as the decision to partner is made, evaluation becomes important. Starting with Stage 2: Begin, evaluation methodology must be considered. The evaluation methodology must align with the outcomes, goals and strategies in the strategic plan. Once the governance team has adopted the strategic plan, the next step is determining the evaluation methodology.

Evaluation methodology should answer four questions:

1. What measurement tools already exist in our organizations?
2. What new tools do we need to create?
3. Have we included a mix of qualitative and quantitative data gathering tools?
4. How do we present formative and summative results (interim and annual reports) in an accessible and readable format?

Rather than reinventing data-gathering tools and reporting formats, the partners might already have materials and approaches to measure the success of the partnership. For example, school jurisdictions have data on high school completion and transition to post-secondary education. They have surveys that could be amended to include questions about the common cause and outcomes of the partnership, and reporting formats that you could use as templates for the partnership. This being said, the partnership might have to develop specific tools for gathering additional data. It is also important to consider how the partnership data can be exported for use by member organizations.

The Alberta Initiative for School Improvement has developed a rubric that addresses school community engagement that may be adapted to projects.

Directions to Project Manager

Assessing existing measures and tools

Complete the following chart for organizational outcomes that align with partnership outcomes and that could provide relevant data to the partnership. This is an environmental scan of the measurement tools and data that already exist in the organizations.

Chart of Existing Measurement Tools and Data

Organization name and contact person	Outcome Organizational outcome (that align with a partnership strategic outcome)	Measures Qualitative or quantitative measure	Measurement tool (e.g., survey, focus-group questions)	Timeline When the data is available from the organization

After brainstorming a list of existing measures and tools and completing the chart, ask the following questions to evaluate the suitability of the measure and measurement tools to the partnership:

1. Do the existing tools provide a mix of qualitative and quantitative data gathering tools?
2. Are the money, time, and expertise available to collect and analyze the data gathered by the organizations in the context of the partnership?
3. Do the measurement tools actually gather reliable and relevant data to evaluate the progress of the common cause, outcomes, and goals?
4. Do the measurement tools gather data on individual organizational requirements to continue in the partnership? (e.g., reporting back to the partners organizations)
5. Which measures and tools are best suited to the partnership and should be included in the evaluation methodology?

Assessing new measures and tools

Following the environmental scan of existing measures and tools, brainstorm to think of new measurements and measurement tools that the partnership needs to ensure adequate evaluation.

Chart of New Partnership Measures and Tools

Outcome Partnership strategic outcome	Measures Qualitative or quantitative measure	Measurement tool (e.g., survey or focus group questions)	Timeline When the data could be gathered

After brainstorming a list of new measures and tools and completing the chart, ask the following questions:

1. Is there an appropriate mix of qualitative and quantitative data gathering tools?
2. Do you have the money, time, and expertise to collect and analyze the data using these tools?
3. Do the measurement tools gather reliable and relevant data to evaluate the progress of the common cause, outcomes, and goals?
4. Do the measurement tools gather data that also addresses individual organizational requirements to continue in partnership? (e.g., reporting back to the partner organizations)
5. Which measures and tools are best suited to the partnership and should be included in the evaluation methodology?

Resource

There are many books on evaluation methodology; a very helpful one is *Got data? Now What?: Creating and Leading Cultures of Inquiry* (Lipton and Wellman, 2012). The authors focus on collaborative inquiry and provide excellent templates and processes.

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Appendix 1

Education Sector Approach to Collaborative Practices Links

A number of Alberta resources from the education sector are complementary to the toolkit and can be accessed through the following links:

- Alberta Education Collaborative Practices <http://ideas.education.alberta.ca/hsc/current-projects/collaborative-practices>
- Alberta Education Cross-Ministry Services <http://education.alberta.ca/admin/crossministry.aspx>
- Alberta Education Inclusive Education <http://education.alberta.ca/department/ipr/inclusion.aspx>
- Alberta Regional Consortia. Inclusive Education: Support for Implementation www.inclusiveeducationpdresources.ca
- *Alberta Initiative for School Improvement School, Community Engagement Rubric* <http://education.alberta.ca/admin/aisi/themes/parental-engagement.aspx> or http://education.alberta.ca/media/6674139/school_community_engagement_rubric_2012.pdf
- *Developing a Social Policy Framework for Alberta: Discussion Guide* www.aac1.org/clientuploads/social-policy-framework-discussion-guide.pdf
- FMNI Families, Parents and Communities: Supporting Engagement <http://ideas.education.alberta.ca/hsc/current-projects/fnmi-parent-engagement>
- *Framework for Student Learning: Competencies for Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit* <http://education.alberta.ca/media/6581166/framework.pdf>
- *Inspiring Education: A Dialogue with Albertans* <http://www.inspiringeducation.alberta.ca/LinkClick.aspx?fileticket=BjGiTVRiuD8%3D&tabid=37>
- *Leveraging Collaboration — Building Strategic Coalitions Among Boards* http://jointaction4children.ca/Portals/9/pdf_files/linkages/leveraging_collaboration_2011_0613.pdf

Appendix 2

Agreement Examples

1. Terms of Reference — Social Sector Planning Group
2. Memorandum of Understanding: A Framework for Shared Governance – the Collaborative Practices and Partnership Team
3. Memorandum of Understanding — Edmonton Catholic Schools and the Association of Professional Engineers, Geologists and Geophysicists of Alberta
4. Memorandum of Understanding for First Nations Education In Alberta
5. Memorandum of Agreement — Campus Alberta Central and Community Adult Learning Council
6. Joint-Venture Agreement — Community Learning Campus

Social Sector Planning Group Terms of Reference

VISION

The health and well-being of children, youth and families in Southeast Alberta is supported by high quality, coordinated programs, services and information resources that are accessible and as close to home as possible.

PURPOSE

The Social Sector Planning Group is a cross-sector committee that seeks to improve the delivery of programs and services for SE Alberta children and youth through a proactive and collaborative process.

The objectives of the group are to:

1. Create and foster a new collaborative vision for the delivery of services to children and youth in the region.

Expected Outcomes:

Clearer road map and sense of direction

Renewed collective energy

2. Provide a forum that enables system-wide and structural service delivery issues to be reviewed and improved.

Expected outcomes:

Improved family satisfaction with the system

Shared/maximized resources

Increased system capacity

More consistent, coordinated, and seamless programming

3. Facilitate cross-sector information-sharing, relationship building, and perspective taking at all levels (from upper management to front-line staff).

Expected outcomes:

Improved communication and teamwork between sectors

Clearer perspective related to the bigger picture

Improved work satisfaction

STRUCTURE

See the diagram in appendix.

A. Leadership Team:

The Leadership Team will set the vision for the group and facilitate system-wide structural improvements to the delivery and coordination of services for children and youth in the region.

Membership:

Members of the Leadership Team will be senior executive level individuals who are in the best position to contribute to system-wide vision and priority setting and who have the authority to effect change within their respective organizations. The following sectors will be represented on the Leadership Team: Children and Youth Services, Health, Education, and Justice.

The Leadership Team will be led by two Co-Chairs who will be chosen by the general membership. Each Co-Chair will hold a three-year term (with a one year overlap). One of the Co-Chairs will be from the Education sector.

The following table summarizes proposed members for the Leadership Team.

SECTORS	ORGANIZATIONS	PROPOSED MEMBERS
Children and Youth Services	SE Child and Family Services Authority	CEO
Health	Alberta Health Services: Health Mental Health AADAC	Vice-Presidents/Senior Managers, Pediatricians
Education	Medicine Hat School District #76 Medicine Hat Catholic Separate Regional Division #20 Grasslands Public Schools Regional Division #6 Prairie Rose School Division #8	Superintendent, Assistant/Deputy Superintendent, or other Senior Manager
Alberta Justice	Solicitor General and Public Security	Senior Probation Officer
Others		

Roles and Responsibilities of the Leadership Team:

1. develop and communicate a common vision, values and goals for system-wide service delivery to children and youth in the region;
2. review existing systems of care and practices and establish system-wide service delivery and coordination priorities;
3. facilitate the development of strategies to enhance service delivery/coordination by building on current collaborative relationships and existing resources;
4. facilitate information-sharing and communication strategies between sectors at the management and front-line level;
5. liaise with other regional inter-sectoral groups to ensure resources are maximized and respective initiatives are supported;
6. advocate to appropriate bodies on issues, priorities and directions regarding children’s issues and related services;

Roles and Responsibilities of Individual Leadership Team Members:

- keep their respective boards and other staff members fully informed of the Leadership Team’s agenda and work;
- send an alternate to the meetings should they be unable to attend themselves;
- identify and bring forward issues that require the group’s attention;

facilitate implementation of structural and system-wide changes within their own organizations, in keeping with the recommendations of the Leadership Team;
facilitate the involvement of their respective staff members in the work of ad hoc teams.

Meetings:

The Leadership Team will meet bimonthly for the first year and quarterly thereafter. Meetings will take place in Medicine Hat with the specific location to be determined by the group. Connection to meetings via teleconference or videoconferencing will be facilitated.

B. Steering Team:

The Steering Team will set the working agenda of the Leadership Team.

Membership:

The Steering Team will be made up of one representative from each of the four sectors (including the two Co-Chairs) and the Coordinator, for a total of five (5) individuals.

Roles and Responsibilities:

Liaise with representatives from their respective sector in terms of issues that require the attention of the Leadership Team.

Plan for and set the agenda for the meeting Leadership team meetings.

Meetings:

The Steering Team will meet once before each meeting of the Leadership Team.

C. Ad Hoc/Implementation Team(s):

Ad hoc/implementation team(s) will focus on time-limited issues/projects, as per the recommendation of the Leadership Team.

Membership:

Ad hoc/implementation team(s) will be made up of relevant individuals working within the four sectors.

Roles and Responsibilities:

provide input into the planning/improvement process as required;

review and make recommendations to the Leadership Team around a particular service delivery issue;

lead the implementation of changes in service delivery;

monitor and provide feedback on the efficacy of strategies implemented.

Meetings:

Ad hoc/implementation team(s) will meet on a project basis.

COORDINATION

A Coordinator will be supported through funding from the Children and Youth with Complex Needs initiative. The Coordinator will be responsible for organizing and coordinating meetings;

preparing meeting agendas; recording minutes; preparing background documents and materials as per the direction of the Leadership Team; and liaising with ad hoc teams.

DECISION MAKING

All teams will operate on a consensus model of decision making.

REVIEW OF THE TERMS OF REFERENCE

The Terms of Reference for the Social Sector Planning Group will be reviewed on an annual basis.

Memorandum of Understanding: A Framework for Shared Governance The Collaborative Practices and Partnership Team

In the spirit of stewarding collaborative change, Alberta Education, the Alberta School Boards Association (ASBA), the Alberta School Councils' Association (ASCA), the College of Alberta School Superintendents (CASS) and the Alberta Teachers' Association (ATA) formed the Collaborative Practices and Partnership Team. The team's goal is to advance a collaborative culture to benefit children, youth and families through the development of resources to enhance partnerships.

REVISED: MARCH, 2013



MEMORANDUM OF UNDERSTANDING – A FRAMEWORK FOR SHARED GOVERNANCE

THE COLLABORATIVE PRACTICES AND PARTNERSHIP TEAM

ALBERTA SCHOOL BOARDS ASSOCIATION (ASBA), ALBERTA SCHOOL COUNCILS' ASSOCIATION (ASCA)
ALBERTA TEACHERS' ASSOCIATION (ATA), COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS (CASS)
ALBERTA EDUCATION

1. Purposes of MOU

- ♦ Not intended to be binding but directional in nature
- ♦ To address common interests/objectives/understandings
- ♦ Could serve as the basis or framework for legal/funding/resource sharing agreements

2. The Parties

- ♦ ATA, ASBA, ASCA, CASS, Alberta Education
- ♦ Invited guest: EPSB

3. Mission/Vision

- ♦ To increase capacity within Alberta's education system to form successful collaborative partnerships
- ♦ This collaborative partnership supports the success and well-being of Alberta's children and students

4. Statement of Governance and Operational Principles

Governance:

- ♦ Together we can accomplish much more than any one of us alone
- ♦ This partnership will serve as a model of effective collaborative practices
- ♦ Our work will be defined by how we support our children and students

Operational:

- ♦ We will keep learner success and well-being at the centre of our focus
- ♦ We will use a consensus model for decision-making
- ♦ We will support each other through our participation and communications

5. Team Operational Roles and Responsibilities

Collaborative Partners

- ♦ Set project direction and provide guidance through collaborative governance
- ♦ Promote project goals within each organization

- ♦ Provide in-kind support where possible
- ♦ Promote and facilitate the development and implementation of collaborative practices

Project Lead

- ♦ Manage project including agenda development, chairing meetings, reporting, liaison with partners and Alberta Education
- ♦ Identify risks and how to mitigate them

Project Team Facilitator

- ♦ Develop and maintain planning documents (workplan, budget, etc.)
- ♦ Provide support to Project Lead to set Project Team meeting agendas and notes
- ♦ Prepare Project Team meeting process and materials
- ♦ Support Project Lead in managing documents on group sharing portal
- ♦ Support the team with document review and provide advice on planning, stakeholder engagement, communications and presentations

Writer

- ♦ Record process of meetings and collaborative practices
- ♦ Conduct research into promising collaborative practices
- ♦ Through partners, assess needs for capacity building and support materials
- ♦ Create the toolkit in publishable print and online form
- ♦ Create content for workshops
- ♦ Work together with communications lead to create key messages
- ♦ Provide support for partner organizations

Communications Lead

- ♦ Develop and implement a communications strategy/plan, including:
 - Identify target audiences
 - Identify opportunities to promote at gatherings, events, meetings and conferences
 - Develop key messages
 - Provide formatting and editing advice regarding the toolkit
- ♦ Develop promotional materials, in collaboration with partner organizations and support their distribution

6. Decision Making

- ♦ Partner representatives will seek authorization to make decisions on behalf of their respective organizations, within the limits of their respective protocols
- ♦ Major decisions, that are not emergent, will be addressed at monthly meetings
- ♦ Requests for support services or direction of project funds require approval
- ♦ Decisions will be made using a consensus model to ensure that partner positions or perspectives are not compromised

7. Community and Stakeholder Engagement

- ♦ Develop an engagement process that promotes awareness and use of the toolkit
- ♦ Seek input regarding the contents of the tool kit
- ♦ Develop an implementation plan that builds capacity of stakeholders to use the toolkit

8. Statement of Outcomes/Objectives

- ♦ An increased capacity of school authorities, system leaders and school-based leaders to form collaborative, shared governance teams with partners to ensure success and well-being of all students.
- ♦ To provide tools to ensure the development of effective MOUs or joint venture agreements and the implementation of shared governance and collaborative practices
- ♦ Modeling of collaborative practices at the provincial level through the combined efforts of Alberta Education, ASBA, ATA, CASS and ASCA
- ♦ Develop a strategy to sustain use of the tool kit and supporting resources

9. Statement of Key Performance Indicators/Measures

*Key Performance Indicators: (KPIs) are quantitative and qualitative measures used to review an organization's progress against its goals. These are broken down and set as targets for achievement by departments and individuals. The achievement of these targets is reviewed at regular intervals.*¹

- ♦ Action: Create resources for collaborative practices and partnerships that can be utilized with different audiences.
 - KPI: Number of resources created, access to these resources, user feedback regarding these resources
- ♦ Action: Promote and field test, provide mentoring and/or coaching sessions to support educational stakeholders across the province who are engaged in developing collaborative practices and partnerships.
 - KPI: Number of sessions, participation in sessions, validation of toolkit through field test process

¹ FinPa New Media 2009, *Key Performance Indicators*, FinPa New Media, Melbourne, viewed 24 February 2009, <<http://swinburne.projects.finpa.com.au/toolbox10/releases/final/toolbox/resources/res4040/res4040.htm>>

10. Identification of Resources

- ♦ See budget (Appendix)
- ♦ In kind support – partners’ commitment regarding meeting venues, banker agency, human resources, production/editing/legal, facilitation/promotion

11. Accountability/Assurance

- ♦ Accountability: Reporting regarding grant agreement
- ♦ Assurance to partner organizations
 - Awareness, monthly updates, toolkit
- ♦ Assurance to larger audience
 - Communications activities

12. Signatories

THE COLLABORATIVE PRACTICES AND PARTNERSHIP TEAM

Jim Gibbons
Alberta School Boards Association

Jacqueline Skytt
Alberta Teachers’ Association

Michele Mulder
Alberta School Councils’ Association

Paulette Hanna
College of Alberta School
Superintendents

Marni Pearce
Alberta Education Cross Ministry
Services

Memorandum of Understanding Between Edmonton Catholic Schools (ECS) And The Association of Professional Engineers, Geologists and Geophysicists of Alberta (APEGGA)

The parties do not intend to enter into legally enforceable obligations but rather to set forth their mutual understanding of relations as follows:

Background

ECS and APEGGA share common interests around enhancing the quality of instruction students receive in all subject areas, but particularly in math, science and career planning in those areas. ECS and APEGGA desire to work together to cooperatively develop and deliver educational supports that are beneficial to students. ECS and APEGGA wish to create a relationship that will provide educational opportunities that enhance the educational experiences of students, and knowledge and teaching experiences of teaching staff.

The creation of this new ECS and APEGGA partnership will allow for more proactive and innovative activities and interchanges focused on several areas of common interest in the sciences, mathematics and career planning.

Both organizations recognize the value of each other's competencies and strengths, as well as the importance of creating leverage wherever possible. Relying on each other's strengths provides opportunity to be creative and efficient using complementary resources. This ability to develop new services and capabilities to continuously meet and/or exceed changing expectations is critical to the success of both organizations.

This Memorandum of Understanding ("MOU") is intended to outline the agreement between ECS and APEGGA regarding the establishment of an alliance to pursue common areas of interest.

Vision

The ECS/APEGGA alliance is a partnership for professional/educational collaboration based on respect, trust, and mutual benefit. By establishing educational supports and resources that promote knowledge and interest in mathematics and science, and promote careers that focus on one or both of these areas, society will benefit with highly trained, effective, and passionate professionals in the engineering and geo-science fields.

Purpose

This alliance supports and encourages the constituents of each of the organizations to create initiatives within our common areas of interest:

“Enhancing success for children and youth” as it relates to the promotion of student interest in mathematics and sciences with a direct correlation to career planning for students;

“Creating organizational synergy” as it relates to the sharing of knowledge, expertise, facilities and resources;

and any other common areas of interest as decided by the Alliance Management.

Alliance Management

An alliance management group will be established to pursue projects and initiatives to further the vision within our common areas of interest. The group shall consist of two members, one each from Edmonton Catholic Schools and APEGGA.

The responsibility of the alliance management group include:

- ✓ meet as required, but no less than two times per year;
- ✓ make decisions by consensus;
- ✓ keep constituents informed of existing projects, trends, opportunities and initiatives and encourage new projects and initiatives;
- ✓ agree on further common areas of interest, projects and initiatives;
- ✓ establish committees, projects and plans to pursue initiatives;
- ✓ recommend to APEGGA and ECS the expenditure of resources to pursue projects and initiatives;
- ✓ create an annual progress report outlining successes, learning and recommendations, and,
- ✓ generally facilitate the alliance.

Public Announcements

APEGGA and ECS shall jointly make public announcements regarding the MOU, the pursuance of any of the Projects and Initiatives, and any definitive agreements entered into by the parties.

Term

It is expected the alliance will be for a term of ten years. The initial planning focus for the alliance will be three years. The alliance management group will evaluate the effectiveness of the alliance after three years and recommend further actions and expectations to the parties.

Correspondence

All correspondence under this MOU will be given to APEGGA at:

APEGGA
1500 Scotia One
10060 Jasper Avenue NW
Edmonton AB
T5J 4A2

Attention: Manager, Member Affairs

And to Edmonton Catholic Schools at:
Edmonton Catholic Schools
Catholic Education Centre
9807 106 Street
Edmonton, AB T5K 1C2
Attention: Assistant Superintendent, Educational Planning

Kim Farwell
President
APEGGA

Debbie Engel
Board of Trustees Chairperson
Edmonton Catholic Schools

Len Schrimpton
Chief Operating Officer
APEGGA

Joan Carr
Superintendent
Edmonton Catholic Schools

Dated at Edmonton, this ____ day of _____, 2011.

For the official version of the First Nation Education MoU visit
<http://education.alberta.ca/media/1227766/mou%20for%20first%20nations%20education%20in%20alberta.pdf> Retrieved Dec 29, 2012.

**Memorandum of Understanding for First Nations Education in Alberta
TREATY No. 6 TREATY No. 8, Government of Alberta, and
Government of Canada**

**MEMORANDUM OF UNDERSTANDING
FOR FIRST NATIONS EDUCATION IN ALBERTA
(Hereinafter referred to as the "MOU")
BETWEEN THE PARTIES:**

AND:

**CONFEDERACY OF TREATY 6 FIRST NATIONS
as represented by its duly elected Grand Chief
TREATY 7 MANAGEMENT CORPORATION
as represented by its duly elected Grand Chief
TREATY 8 FIRST NATIONS OF ALBERTA**

as represented by its duly elected Grand Chief (hereinafter called the "Assembly of Treaty Chiefs in Alberta")

HER MAJESTY THE QUEEN IN RIGHT OF CANADA as represented by the Minister of Indian Affairs and Northern Development (hereinafter called "Canada")

HER MAJESTY THE QUEEN IN RIGHT OF ALBERTA as represented by the Minister of Education and the Minister of Aboriginal Relations (hereinafter called "Alberta")

PREAMBLE

Whereas, the Treaty and Aboriginal Rights of First Nations people are recognized and affirmed in section 35 of the *Constitution Act*, 1982, and the Treaties are a fundamental part of the relationship between First Nations, Canada and Alberta;

Whereas, the Parties recognize the authority and autonomy of individual First Nations in Alberta;

Whereas, the Government of Alberta and the Chiefs of the First Nations in Alberta, in accordance with the *Protocol Agreement on Government to Government Relations* (May 2008), and the Government of Alberta's Aboriginal Policy Framework (2000) have committed to work on a government to government basis;

Whereas, the First Nations in Alberta believe the right to education is an inherent right granted by the Creator, reflects the original spirit and intent of the Treaties, and therefore supports the vision of "Indian Control of Indian Education" (1972);

Whereas, education is a life-long learning process that requires recognizing both the value of practical educational initiatives as well as the unique circumstances of the First Nations in Alberta, which include but are not limited to language and culture;

Whereas, the Parties believe in preserving, supporting and revitalizing the language, culture and identity of First Nation peoples;

Whereas, the Parties desire to improve the monitoring and reporting of outcomes to First Nation governments, communities, Alberta and Canada, and the accountability of First Nation and provincial education authorities for the education outcomes of all First Nation students in Alberta;

Whereas, First Nation students attending First Nation schools or provincial schools are not achieving educational outcomes or levels of success similar to all other students in Alberta;

Whereas, the Parties desire to improve the services and quality of education for all First Nations students attending both First Nation schools and provincial schools in order to improve educational outcomes while respecting their cultural identity; and

Whereas, the Parties agree to ever increase the knowledge of First Nation students by remedying barriers and creating strategic opportunities for First Nation learners to achieve or exceed the full educational outcomes, levels and successes of all other learners in Alberta.

THEREFORE:

PART I - Vision and Principles

1. Vision

Canada, Alberta and the Assembly of Treaty Chiefs in Alberta hold a common vision for First Nations students in Alberta where First Nations students are achieving or exceeding the full educational outcomes, levels and successes of all other students in Alberta.

2. Principles

The Parties, as equal partners, intend that the MOU be interpreted and implemented in a manner that is consistent with the following principles:

- (a) Work collaboratively and expeditiously to continuously improve educational outcomes for First Nation students.
- (b) Recognize the diversity of First Nation peoples, communities, language, culture, traditions and spiritual practices and the need for standards-based and culturally-appropriate education.
- (c) Ensure First Nation students have equitable access to quality education and smooth transitions between First Nation and provincial schools.
- (d) Achieve comparable quality and standards between First Nations education on reserve and provincial education.
- (e) Enhance governance, policy, program and fiscal accountability to students, communities and funding agencies.
- (f) Empower and engage First Nation Elders, students, parents, and communities to improve educational outcomes.
- (g) Maximize effectiveness of existing activities and investments, and pursue initiatives to improve educational outcomes.
- (h) Promote building of institutional capacity and relationships.

Part II - Commitments

1. Treaty No.6, Treaty No. 7 and Treaty No. 8 Indigenous Knowledge and Wisdom Centre (hereafter called the "IKWC")

(1) To assist in fulfilling the Vision and Principles of the MOU, the Parties agree to support First Nations in Alberta in the establishment of an IKWC that is focused on improving the educational outcomes of First Nation students in a culturally appropriate and responsive education environment.

(2) The Assembly of Treaty Chiefs in Alberta agrees to develop an IKWC work-plan to submit to the Alberta First Nations Education Circle described in Part III.

(3) Canada will support First Nations in Alberta to develop a work plan for the Centre, make annual funding available for initial core operations, and make annual funding available for individual initiatives undertaken by the Centre.

(4) Alberta will provide in-kind support and expertise to build capacity in the following areas:

- a) data collection and management;
- b) accountability and reporting;
- c) system improvement; and
- d) curriculum and resource development.

2. Education Improvement and Resourcing

(1) Resourcing and supports

a) Canada agrees to pursue additional agreed-upon targeted, strategic funding opportunities to increase the success of First Nation students in Alberta.

b) Alberta agrees to pursue targeted, strategic funding opportunities designed to increase the success of First Nation students in Alberta and pursue opportunities to share knowledge and expertise with First Nations in Alberta.

c) The Assembly of Treaty Chiefs in Alberta agrees to explore additional funding opportunities designed to increase the success of First Nation students in Alberta and explore opportunities to share knowledge and expertise with Alberta.

(2) Comparative education funding analysis

The Parties agree to continue work on a *comparative* analysis of federal funding for First Nation education (including Band-operated schools and provincial tuition) with provincial funding for education.

(3) Education programs and services analysis

a) The Parties agree to do a *review* of existing education programs and services, including a catalogue of those related to employment and training.

b) The Parties agree to do an analysis of program and service gaps that limit First Nation student success, including but not limited to an analysis of gaps between the First Nation education system and the provincial education system.

c) The Parties agree to consider other promising practices.

d) The Parties agree to identify opportunities for collaboration.

(4) Review of legislation and policies

a) The Parties agree to *review* existing relevant legislation, policies and funding arrangements in order to identify barriers to First Nation student success including, but not limited to, those barriers which impede the smooth transition of First Nation students moving between First Nation and provincial education systems.

b) The Parties agree to support First Nations in Alberta in the examination of the options for establishing an appropriate and effective legislative basis for First Nation education.

(5) Tuition/education service agreements

The Parties agree to continue work on addressing ongoing issues related to tuition or educational services agreements including, where appropriate, the implementation of new tuition or educational services agreements.

(6) Develop long term strategic action plan

The Parties agree to develop a long term strategic action plan for First Nation education in Alberta, based on the aforementioned reviews and analyses, which propose measures for the restructuring of First Nation education in Alberta in order to improve First Nation student outcomes.

3. Accountability and Performance Management

- (1) The Parties agree to develop processes necessary to maximize the successful implementation of existing programs, initiatives and resources.
- (2) The Parties agree to improve accountability and efficiency in the management of First Nations education funding.
- (3) The Parties agree to establish and implement a protocol concerning the collection, protection, ownership, use and disclosure of First Nation student information that:
 - a) provides capacity to use the information to measure and monitor educational outcomes for First Nation students;
 - b) assists in providing information for program enhancement and development; and
 - c) is consistent with federal and provincial information and privacy legislation including obtaining necessary parental consents.

4. Relationship Building

- (1) Alberta, in accordance with the *Protocol Agreement on Government to Government Relations* (May 2008), agrees to engage provincial departments and facilitate relationships between the Assembly of Treaty Chiefs in Alberta and provincial departments to identify and support opportunities to address issues that may affect or have an impact on the educational outcomes of First Nation students.
- (2) Canada agrees to engage other federal departments and facilitate their involvement in partnerships with provincial and First Nation parties, where their participation will contribute to improving First Nation student outcomes in Alberta.
- (3) The Parties agree to engage in strategic discussions, in the development or implementation of all initiatives, programs or other matters that affect the educational outcomes of First Nation students.
- (4) The Parties agree to actively encourage the development of collaborative frameworks between provincial school authorities and local First Nation communities.

5. First Nation Children in Care, Special Education, School Aged Children Not in School

- (1) The Parties agree to develop strategies to address the educational outcomes of the following:
 - a) First Nation children in care;
 - b) First Nation students with special education needs; and
 - c) school aged First Nation children not attending school or at risk of not attending school.

(2) Further, the Parties agree to work with the necessary federal, provincial and First Nation agencies and professionals to enhance or develop culturally-appropriate, comprehensive and coordinated approaches that:

- a) are school-based or school-linked;
- b) maintain the culture, language and identity; and
- c) improve educational outcomes for these First Nation children.

6. Parental and Community Engagement

The Assembly of Treaty Chiefs in Alberta agree to engage Canada and Alberta in the development of strategies to encourage and support the engagement of First Nation parents, Elders and communities to improve educational outcomes of First Nation students.

7. Recruitment, Retention, and Professional Development of Teachers

- (1) The Parties agree to develop strategies to improve the recruitment, retention and professional development of teachers in First Nation schools.
- (2) The Parties agree to develop strategies to increase the number of First Nation teachers in Alberta.
- (3) The Parties agree to develop strategies to improve the professional development for all teachers respecting the learning needs of First Nation students.
- (4) The Parties agree to explore partnerships with post-secondary or other institutions that contribute to preparing teachers.

8. Treaty and Cultural Awareness

The Parties agree to develop strategies to assist First Nation schools and provincial school authorities to increase the knowledge and awareness for all Alberta students and teachers of First Nations' histories including treaties, cultures, and traditions.

9. Holistic approach to education

The Parties agree to enhance or develop culturally-appropriate strategies to address land-based and experiential education, health and physical education, excellence in the arts and sports, extracurricular opportunities and to prepare the next generation of leaders and elders.

PART III - Alberta First Nations Education Circle

1. Establishment and Mandate

- (1) The Parties agree to establish an Alberta First Nations Education Circle (the "Circle") that will serve as a mechanism for ongoing partnership and be responsible for:
 - a) overseeing the implementation of the commitments set out in Part II of this MOU including the prioritization of commitments and the establishment of action plans, time lines, resource requirements and their source;
 - b) establishing its own rules of procedure including meeting dates, roles and responsibilities;
 - c) celebrating successes;

- d) monitoring, evaluating and reporting outcomes annually; and
- e) any other responsibilities as determined by the Parties.

2. Membership

(1) Membership on the Circle shall be comprised of the following:

- a) Assembly of Treaty Chiefs in Alberta - Chief Executive Officer or Executive Director and the Education Directors of Treaty No. 6, Treaty No. 7 and Treaty No. 8.
- b) Alberta - Deputy Minister of Education and Deputy Minister of Aboriginal Relations, as well as appropriate Assistant Deputy Ministers.
- c) Canada - Assistant Deputy Minister and Regional Director General from Indian and Northern Affairs Canada.

(2) Membership may be expanded or modified as agreed upon by the Parties including, but not limited to, representation from the Treaty Nos. 6, 7 and 8 Indigenous Knowledge and Wisdom Centre, when appropriate.

3. Resourcing of the Circle

(1) The Assembly of Treaty Chiefs in Alberta will provide the cultural and spiritual element, including the *involvement* of Elders, to the Circle.

(2) Canada will support Treaty No. 6, Treaty No. 7 and Treaty No. 8 First Nations in their capacity to participate in the Circle.

(3) Alberta will support the secretariat functions of the Circle.

PART IV - General Articles

1. Term

This agreement will be in effect upon execution and in force for 10 years unless terminated in writing by any Party upon 150 days' notice or extended by the written agreement of the Parties.

2. Annual Meeting

(1) The Parties agree that the Grand Chiefs of Treaty No. 6, Treaty No. 7 and Treaty No. 8 and the Ministers of Indian and Northern Affairs, Alberta Education and Alberta Aboriginal Relations will meet annually to monitor progress of the MOU and give direction to the Circle.

(2) The first meeting will be held within 6 months of signing this MOU.

3. Scope of MOU

(1) None of the existing Treaty or Aboriginal rights, as recognized and affirmed in section 35 of the *Constitution Act*, 1982 are derogated or abrogated by this MOU.

(2) For greater certainty, this MOU is not a Treaty.

(3) This MOU is not intended to define, create, recognize, deny or amend any rights or obligations of individual First Nations in Alberta.

(4) This MOU is not intended to effect a transfer of responsibilities among the Parties.

(5) This MOU is not intended to create legally enforceable obligations among the Parties or as between any two Parties herein.

The Parties, as represented by respective Grand Chiefs and Ministers, have signed this MOU.

Memorandum of Agreement between Campus Alberta Central and () Community Adult Learning Council

THIS MEMORANDUM OF AGREEMENT (“Agreement” or “MOA”) is entered into this ____ day of _____, 201__, by and between Campus Alberta Central and the _____ to establish a Campus Alberta Central Learning Site.

WHEREAS, the parties have agreed to collaborate in the development of post-secondary learning opportunities through the support of a Campus Alberta Central (CAC) Learning Site.

The Community Adult Learning Council (CALC) will:

Encourage and continue to build a “culture of learning” in an environment of collaboration to support learner focused education.

Provide input/feedback on learning needs in the community through participation in informational meetings and “needs assessment” surveys offered by Campus Alberta Central.

Share students’ data information with Campus Alberta Central.

Support CAC programs/learners at the CALC facility by opening the site for access, providing technical and administrative support and appropriate referral for learners to CAC or the offering post-secondary institution.

Provide support/training to local staff in better understanding the post-secondary system and how to support learner participation.

Campus Alberta Central will:

Provide post-secondary programs/courses using technology such as online, video conferencing, or blended learning. The learning should be offered where possible in collaboration with the Community Adult Learning Councils (CALC).

Provide advice on reporting mechanisms that may increase understanding of the learning opportunities and the value of the extended learning to the community.

Provide on-going feedback to the communities via a subscribed website.

Provide support/training to local staff in better understanding the post-secondary system.

Provide a revenue stream to each CALC site supporting post-secondary learning through Campus Alberta Central at 2.5% of the direct cost of the program. (The actual amount will vary depending on the actual cost of the program running at each site.)

The original term of the agreement is three (3) years and will be reviewed every three (3) years by the anniversary date. The agreement may be amended by mutual consent. Should either party wish to terminate this agreement, three (3) months' notice must be provided to the other party.

Signature _____
Director/Manager, CALC Name

Print _____

Date _____

Signature _____
Executive Director, Campus Alberta Central

Print _____

Date _____

Signature _____
Vice President, Olds College
(Legal Agent for Campus Alberta Central)

Print _____

Date _____

The Community Learning Campus Joint Venture Agreement

THIS AGREEMENT made effective as of the 1st day of September, 2005.

BETWEEN:

**THE BOARD OF TRUSTEES OF CHINOOK'S
EDGE SCHOOL DIVISION NO. 73**

(hereinafter referred to as Chinook's Edge)

~and~

THE BOARD OF GOVERNORS OF OLDS COLLEGE

(hereinafter referred to as Olds College)

RECITALS

WHEREAS:

It is in the best interest of the Joint Venturers to collaborate, to look for synergies and to integrate and share resources, in order to promote and enhance their respective mandates;

Chinook's Edge and Olds College have agreed to collaborate in the development of a Community Learning Campus through the construction and operation of learning facilities on the Lands of Olds College.

Chinook's Edge and Olds College have collaborated in the preparation of the Action Plan and Schematic Design Report attached hereto as Schedule "A".

In order to accomplish their mission, forward the vision and meet the goals the Joint Venturers have determined to enter into this Joint Venture Agreement and in furtherance thereof to create the Physical Structures, establish protocols for the joint and exclusive use and management of the Physical Structures and to establish the governance structure.

NOW THEREFORE in consideration of the mutual covenants contained in this Agreement the Joint Venturers agree as follows:

ARTICLE ONE

DEFINITIONS AND INTERPRETATIONS

DEFINITIONS:

For the purpose of this Agreement and the Schedules hereto or any certificate, opinion or other document, agreement, undertaking or assurances delivered in accordance with or in furtherance of the purpose and intent of this Agreement, unless there is something in the subject matter or context inconsistent therewith, the following expressions shall have the following meanings respectfully:

"Action Plan": the Action Plan and Schematic Design Report dated March, 2005 attached to this Agreement as Schedule A;

"Board of Governors": the Board of Governors of Olds College;

“Board of Trustees”: the Board of Trustees of Chinook’s Edge School Division No. 73;

“Chinook’s Edge”: the Board of Trustees of Chinook’s Edge School Division No. 73;

“Community Learning Campus”: Name of the Joint Venture;

“CLC”: Community Learning Campus;

“Effective Date”: September 1, 2005;

“Joint Venture”: the Joint Venture established by Olds College and Chinook’s Edge School Division pursuant to and in accordance with the terms of this Joint Venture Agreement;

“Joint Venturers”: shall mean Olds College and Chinook’s Edge and may also be referred to in this Agreement as “Venturers”;

“Lands”: the lands owned by Olds College upon which the Physical Structures of the CLC will be located;

“Laws”: all applicable laws, by-laws, regulations, requirements, orders, notices, policies and directions of all governmental or regulatory authorities and any other Persons having jurisdiction over the Lands, the Joint Venturers or either of them;

“Olds College”: the Board of Governors of Olds College;

“Personal Property”: has the meaning prescribed by the *Personal Property Security Act* C. P-7 R.S.A. 2000.

“Physical Structures”:

Core High School
Health and Wellness Facility
Fine Arts and Multi Media Centre
E-learning Core
Bus Maintenance Facility

“Schedules”: The following schedules are annexed hereto and incorporated by reference and deemed to be part hereof:

Schedule A – Action Plan and Schematic Design Report Dated March, 2005 and amendments thereto;

“Term”: the term of this Agreement shall be from the Effective Date to the date upon which both Joint Venturers agree, through Board Motions, to terminate this Agreement;

Extended Meaning. Words importing the singular number include the plural and vice versa and words importing gender include all genders;

Headings. The division of this Agreement into articles and paragraphs and the insertion of headings are for convenience of reference only and shall not affect the construction or interpretation of this Agreement;

Counterpart. This Agreement may be signed in counterparts (including by facsimile counterparts) and each counterpart will constitute an original document. All counterparts, taken together, will constitute the original document.

ARTICLE TWO ESTABLISHMENT AND STRUCTURE

Subject to the terms and conditions of this Agreement, the Joint Venturers hereby form a Joint Venture with respect to the establishment, the development, the operation and the governance of the Community Learning Campus as of the Effective Date.

No Partnership. The Joint Venturers acknowledge that their intention is that no Partnership is created by virtue of the entering into of this Agreement. Nothing contained in this Agreement shall be deemed to constitute the Joint Venturers as partners or, save as expressly set forth hereinafter, as an agent of the other or any other relationship whereby either could be held liable for any act or omission of the other. Neither Joint Venturer shall have any authority to act for the other or to incur any obligation on behalf of the other or of the Joint Venture unless such a right is expressly provided for by this Agreement.

CLC Vision. The Joint Venturers have agreed that their vision for the Community Learning Campus is to be indisputably recognized as a leading educational environment, in personalizing success for all learners in their community.

CLC Mission. The Joint Venturers have agreed that the mission for the Community Learning Campus is to create a universally recognized model for enhancing rural community capacity, through meaningful partnerships, that guarantees seamless, quality, accessible, and innovative education for all learners.

CLC Outcomes. The Joint Venturers have agreed to the following CLC Outcomes:

Outcome 1: To provide reciprocal and seamless transfer between high school, postsecondary and community;

Outcome 2: To personalize learning to meet diverse needs;

Outcome 3: To create a campus that encompasses and promotes environmental sustainability;

Outcome 4: To advance rural community development.

Objective of the Joint Venturers To Work Together. The Joint Venturers agree to collaborate and work together as Joint Venturers subject to the terms and conditions of this Agreement. The purpose of the Joint Venture shall be the development and operation of the Community Learning Campus in accordance with the mission, vision, goals and

objectives as set forth in this agreement and the Action Plan as amended from time to time by the parties.

Indemnification. Each Joint Venturer covenants to indemnify the other from all claims, losses, costs, charges, fees, expenses, damages, obligations and responsibilities incurred by a Venturer by reason of any action or omission of a Venturer who acts outside the scope of the authority specifically provided by this Agreement.

Liability for Costs. The Joint Venturers shall be responsible for satisfying costs and obligations of the Joint Venture in such proportions as the Joint Venturers may agree to from time to time.

ARTICLE THREE GOVERNANCE

Establishment of CLC Governance Team. The Joint Venturers, for the purposes of carrying out this Joint Venture, hereby establish the CLC Governance Team which body will act in an advisory capacity unless both Joint Venturers agree otherwise with respect to the following matters:

Setting direction, establishing guiding principles and defining desired outcomes in keeping with the mission, vision, goals and objectives as set forth in the Action Plan;
Developing, implementing and monitoring policy governing the operation of the CLC and relations between the Joint Venturers;
Monitoring the implementation of the Action Plan;
Establishing such committees as it deems necessary;
Such other responsibilities as the Joint Venturers may, from time to time, determine.

All recommendations and decisions of the CLC Governance Team shall be subject to approval by the Board of Governors of Olds College and the Board of Trustees of Chinook's Edge.

Membership of CLC Governance Team. The CLC Governance Team shall be composed as follows:

The Superintendent of Chinook's Edge;
The President of Olds College;
A member of the Board of Trustees;
A member of the Board of Governors;
A Faculty Member from Chinook's Edge;
A Faculty Member from Olds College;
A Student from Chinook's Edge;
A Student from Olds College;
A parent representative for the Chinook's Edge;
A representative from the Town of Olds;
A representative from the County of Mountain View;
A representative from the University of Alberta;

The Board of Governors of Olds College and The Board of Trustees of Chinook's Edge may make changes to the membership of the CLC Governance Team from time to time by Board Motions of both Joint Venturers.

Chairperson and Vice-Chairperson of the CLC Governance Team. The Joint Venturers have agreed that the position of Chairperson of the CLC Governance Team shall alternate between the President of Olds College and the Superintendent of Chinook's Edge. When the President of Olds College or the Superintendent of Chinook's Edge is not sitting as Chairperson of the CLC Governance Team they shall hold the position of Vice-Chairperson of the CLC Governance Team.

The parties confirm that the Chairperson of the CLC Governance Team was the Superintendent of Chinook's Edge for the period September 1, 2005 to March 20, 2006. The President of Olds College shall serve as Chairperson of the CLC Governance Team from March 20, 2006 for a period not to exceed two years.

Senior Administrator. The Joint Venturers shall appoint a Senior Administrator for the CLC.

ARTICLE FOUR PROPERTY OF CLC

4.1 Lands. The Physical Structures of the CLC will be located on the Lands owned by Olds College. Olds College shall at all times remain the sole owner of the Lands.

4.2 Pad Leases. Olds College shall, subject to approval by Order in Council, grant pad leases to Chinook's Edge for the land on which Physical Structures owned by Chinook's Edge are to be located.

4.3 Physical Structures. The Joint Venturers will own specific Physical Structures as follows:

Core High School	Chinook's Edge
Bus Maintenance Facility	Chinook's Edge
Health and Wellness Facility	Olds College
Fine Arts and Multi Media Centre	Chinook's Edge
E-Learning Core	Olds College

4.4 Personal Property. All Personal Property purchased by Chinook's Edge shall remain the sole property of Chinook's Edge and all Personal Property purchased by Olds College shall remain the sole property of Olds College.

4.5 Use of Physical Structures and Personal Property. The Joint Venturers agree that as owner of Physical Structures or Personal Property they have agreed to manage those properties in accordance with the CLC Vision, Mission, Outcomes and additional agreements.

4.6 Insurance. The Joint Venturers agree that they shall be responsible to maintain appropriate insurance coverage on all Physical Structures and Personal Property owned by them respectively. The insurance will be appropriate for facilities being used by both Joint Venturers and by the community.

4.7 Further Agreements. The Joint Venturers acknowledge that further specific agreements will be required between them in order to implement the Action Plan including but not limited to the following agreements:

1. Construction Agent Agreements (which will terminate upon the completion of each Physical Structure)
2. Operation and access to facilities agreements (which shall commence upon completion of construction for each Physical Structure)
3. Agreements with respect to the role of the CLC Executive Committee
4. Agreements with respect to appointment of a Senior Administrator
5. Agreements with respect to academic co-operation
6. Agreement with respect to Chinook's Edge access to Olds College shops
7. Information technology agreements
8. Library agreements
9. Security agreements
10. Such further agreements with respect to the operation of the CLC as the Joint Venturers may determine are necessary from time to time.

The Joint Venturers agree to enter into such further Agreements as may be necessary and advisable with respect to the operation of CLC.

ARTICLE FIVE

DISPUTE RESOLUTION

5.1 Dispute Resolution. If there is any dispute as to the interpretation of this Agreement, or any subsequent agreement, or the rights or obligations of the Joint Venturers then the Joint Venturers agree that any such disputes or disagreements shall be resolved in the following manner:

First by the Joint Venturers meeting in a genuine attempt to work out any disputes or disagreements;

If within 30 days after the meeting referred to in (a) hereinbefore, the Joint Venturers have not succeeded in negotiating a resolution of the dispute, they agree to submit the dispute to mediation;

The Joint Venturers will jointly appoint a mutually acceptable mediator, seeking assistance from a qualified appointed agency if they have been unable to agree upon such appointment within 20 days from the conclusion of the negotiation period;

The Joint Venturers agree to participate in good faith in the mediation and negotiations related thereto for a period of 30 days;

If mediation fails, any dispute or disagreement shall be resolved by a single arbitrator chosen by agreement of the Joint Venturers or if the Joint Venturers cannot agree then by a Justice of the Court of Queen's Bench of Alberta and except as herein provided, the arbitration shall proceed on the basis of the *Arbitration Act* being C. A-43 R.S.A. 2000.

5.2 The decision of the arbitrator shall be binding upon the Joint Venturers.

5.3 The cost of the mediator or arbitrator shall be borne equally between the Joint Venturers.

ARTICLE SIX

GENERAL PROVISIONS

6.1 Notice. Any Notice, demand or request required or permitted to be given under this Agreement shall be sufficiently given if in writing and if delivered personally or by courier, transmitted by facsimile machine or mailed by registered mail addressed to the address, or sent to the facsimile number, shown for each of the Joint Venturers as follows:

The Board of Trustees of
Chinook's Edge School Division No. 73
4904 – 50th Street
Innisfail, Alberta T4G 1W4
Attention: Superintendent of Schools
Fax: 403-227-0174

The Board of Governors
Of Olds College
4500 – 50th Street
Olds, Alberta T4H 1R6
Attention: Office of the President
Fax: 403-556-4698

6.2 A notice, demand or request sent by mail pursuant to Article 6.1 shall be deemed received on the fourth business day (excluding Saturdays, Sundays and statutory holidays) after the date of mailing.

6.3 A notice, demand or request sent by delivery or facsimile pursuant to Article 6.1 shall be deemed received on the day following the date of delivery or transmission, as the case may be.

6.4 Each Joint Venturer shall be responsible for keeping its address and facsimile number current and in the event of any change shall notify the other Joint Venturer showing the effective date of such change.

6.5 **Severability.** If any provision of this Agreement is found by any court to be unenforceable, that provision shall be severed from the Agreement, and the remainder of this Agreement, shall not be affected thereby and shall be enforceable in accordance with the terms of the remaining provisions, to the extent permitted by law.

6.6. **Governing Law.** The interpretation of this Agreement will be governed by the laws of the Province of Alberta and, except for the provisions herein specifically providing otherwise, any action to enforce this Agreement or any provision herein, shall

only be taken in a court of competent jurisdiction in the Judicial District of Red Deer, Alberta and all steps in such action shall likewise be taken therein.

6.7 **Reasonableness and Good Faith.** The Joint Venturers shall act reasonably and in good faith in carrying out this Agreement.

6.8 **Successors and Assigns.** It is the intent of the Joint Venturers that this Agreement be in place for an extended period of time and the Joint Venturers agree that this Agreement shall be binding on the successors of the Joint Venturers howsoever created. No Joint Venturer shall however be entitled to assign its interest in this Agreement without a Board Motion of the other Joint Venturer.

IN WITNESS WHEREOF the Joint Venturers have executed this Agreement under seal attested by the hands of their proper officers duly authorized in that regard to be effective the day and year first above written.

**The Board of Trustees of Chinook's
College
Edge School Division No. 73**

The Board of Governors of Olds

Per _____

Per _____

Per _____

Per _____