



Module 1

Moral Imperative and The Governance Core

“A shared moral imperative—a relentless commitment to the learning of all students, no exceptions—must drive the work of the board and its individual and collective action.” **p. 18**

Learning Processes

- 1.1 Quote Share
- 1.2 Quick Write
- 1.3 Say Something
- 1.4 Think-Pair-Share
- 1.5 The 3–2–1

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Quote Share Learning Process

Moral Imperative and The Governance Core

Objective

- Understand the critical importance of the governance core and the moral imperative.

Reference

“To be effective, trustees and superintendents must develop a governance mindset, a shared moral imperative, and unity of purpose utilizing sound principles and practices—the keys to effective governance.” [p. 26](#)

Reading

Chapter 1 from *The Governance Core: School Boards, Superintendents, and Schools Working Together* (Campbell & Fullan, 2019)

Time

20–30 minutes

Quote Share Learning Process

This process is used to summarize the content of a reading and highlight important concepts. It

encourages deep discussion with colleagues and clarification of ideas.

1. Read the quotes found on the Advance Organizer.
2. Select two quotes that resonate with you.
3. Record your rationale for selecting each of the two quotes.
4. Find a partner and share your selected quotes and rationale for your choices.
5. Discuss what you had in common and what was different.

Debrief

- As a large group, discuss the key concepts learned through the quotes and share their relevance as a school board.
- Discuss the importance of personal values and beliefs as well as a shared Moral Imperative.

1.1 Quote Share Learning Process Advance Organizer

QUOTE	RATIONALE
<p>“Governance is the process where the direction of the organization is set, the structure is established, and accountability both fiscal and programmatic is assured. Governance is the connection between communities and professionals, between policy and application, between strategy and tactics. Generally, governance is about defining the ‘what’ of the organization, and administration is focused on the ‘how’ policy gets implemented.” p. 15</p>	
<p>“Governance is not just passing policies; it is what boards and superintendents do together <i>and</i> how they do it.” p. 16</p>	
<p>“A shared moral imperative—a relentless commitment to the learning of all students, no exceptions—must drive the work of the board and its individual and collective action.” p. 18</p>	
<p>“The starting place for developing unity of purpose is around a central moral imperative from which programs and policies for the district flow. If there is disagreement among the board around this central point, then developing a unity of purpose on the board is almost impossible.” p. 21</p>	
<p>“As systems thinkers, trustees must not just think strategically as they lead their local districts but must look up and join with colleagues and superintendents to influence the policies that have such a major impact on their programs.” p. 22</p>	
<p>“To be effective, trustees and superintendents must develop a governance mindset, a shared moral imperative, and unity of purpose utilizing sound principles and practices—the keys to effective governance.” p. 26</p>	

Quick Write Learning Process

Personal Values and Beliefs

Objectives

- Articulate your personal values and beliefs.
- Think about actions that reflect your personal values.

Reference

“The moral imperative *is* about all children learning. It consists of strategies to ensure that the learning occurs. It involves rapport between the trustees and the superintendent. It consists of strong focused relationships between the board and staff. It sorts out what is working and not in specific terms. It zeroes in on indicators of progress. It combines excellence and equity.” [p. 19](#)

Reading

Introduction from *The Governance Core: School Boards, Superintendents, and Schools Working Together* (Campbell & Fullan, 2019) [p. 2-4](#)

Time

20 minutes

Quick Write Learning Process

This writing process encourages deep thinking, reflection on practices, and the articulation of your personal values and beliefs.

1. Read the passage above.
2. Using the advance organizer, record your personal values, actions you take to demonstrate it, and ways that it will enhance your contribution to the board. How would you express it as a personal moral imperative?

Debrief

- Sharing of personal values and beliefs is optional.
- Ask participants to think how their personal moral imperative will contribute to the development of a shared Moral Imperative (Module 3).
- Discuss any important concepts that should be included for future study and/or implementation in the Governance Core Planning Guide.

1.2 Quick Write Advance Organizer

What are my personal values and beliefs expressed as a moral imperative?

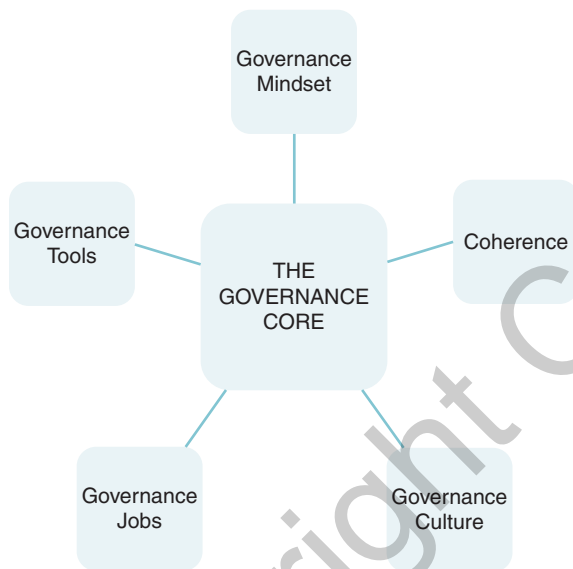
What actions do I take to demonstrate my moral imperative?

How might my moral imperative enhance my contribution to the board's moral imperative?

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Say Something Learning Process

Themes of Good Governance



Source: Campbell and Fullan, 2019

Objective

- Understand the five major themes of Good Governance.

Reference

“... will the board choose to create a cohesive, unified team working together to create a common vision driven by a shared moral imperative?” [p. 16](#)

Reading

Chapter 1 from *The Governance Core: School Boards, Superintendents, and Schools Working Together* (Campbell & Fullan, 2019) [p. 17-22](#)

Time

30 minutes

Say Something Learning Process

Say Something is a paired reading activity designed to increase individual and shared understanding of concepts and to foster conversation for deeper understanding (Short, Burke, & Harste, 1995).

1. Find a partner.
2. Decide on a midway break for the reading as outlined above.
3. Read the first section independently.
4. Use the advance organizer to record the key ideas and questions that come to mind.
5. Stop at the midway point and use the Reflecting Prompts to shape the discussion with your partner.
6. Continue reading until the end of the section and repeat the process.

Debrief

- As a large group, record the key ideas found in the reading selection.
- Discuss any important concepts that should be included for future study and/or implementation in the Governance Core Planning Guide.

Reflecting Prompts

- Summarize your thinking about the reading.
- Discuss the key ideas found in the section.
- Connect the content to your work on the board.
- Ask questions about a concept or strategy.

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1.3 Say Something Learning Process Advance Organizer

READING	NOTES, HIGHLIGHTS, KEY IDEAS, QUESTIONS
<p>Part One Beginning up to a midpoint</p>	
<p>Part Two Midpoint to the conclusion</p>	

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Think-Pair-Share Learning Process

Guidelines for Board Members

Objectives

- Examine and discuss the Guidelines in the Governance Core for serving on the board.
- Share application of these Guidelines as a trustee or superintendent.

Reference

“Effective governance requires that adults, on behalf of the children they serve, find avenues of agreement, so that they can govern the district in an effective manner.” [p. 23](#)

Reading

Chapter 1, *The Governance Core: School Boards, Superintendents, and Schools Working Together* (Campbell & Fullan, 2019) [p. 23-24](#)

Time

15 minutes

Think-Pair-Share Learning Process

This strategy provides an opportunity to read and to process the content individually before sharing with

a partner. The process promotes deeper discussion and serves as a check for understanding through the articulation of content and your opinions.

1. Form pairs or triads.
2. Read pages 23 and 24.
3. With your partner(s) discuss the six Guidelines for serving on the board.
4. Which Guideline is most important to you? Share your rationale for that choice.
5. Share the Guideline that may be the most challenging.

Debrief

- As a group, decide on the most challenging guidelines.
- Discuss any important concepts that should be included for future study and/or implementation in the Governance Core Planning Guide.

The 3-2-1 Learning Process

Governance Highlights

Objectives

- Organize your thoughts about the concepts presented in Chapter 1.
- Consider concepts that resonate and highlight areas in need of further discussion/study.

Reference

“Governance is the process where the direction of the organization is set, the structure is established, and accountability both fiscal and programmatic is assured. Governance is the connection between communities and professionals, between policy and application, between strategy and tactics.” [p. 15](#)

Reading

Chapter 1 from *The Governance Core: School Boards, Superintendents, and Schools Working Together* (Campbell & Fullan, 2019) [p. 13-27](#)

Time

30 minutes

The 3–2-1 Learning Process

The 3–2-1 Learning Process provides a tool to identify specific concepts within the chapter that resonate with the participants and spark interest for deeper study.

1. With a partner, read the passage as outlined above.
2. Respond to the questions on the 3–2-1 Advance Organizer.
3. Share your thinking with your partner.

Debrief

- As a large group, record the ideas generated in part three of the 3–2-1 Learning Process for use in the Governance Core Planning Guide.
- Discuss any important concepts that should be included for future study and/or implementation in the Governance Core Planning Guide.

1.5 The 3-2-1 Learning Process Advance Organizer

3

Three concepts or ideas that are the most important.
Why did you select these three?

2

Two concepts you would like to know more about.

1

One next step we should take in our development as a governance team.

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Governance Core Planning Guide

Module 1 – Moral Imperative and The Governance Core

- Decide on one or two focus areas to implement the Moral Imperative and the Governance Core over the next year.
- Develop one to three actions to implement each focus area.
- Include a lead person as well as a start and completion for the actions.
- Outline indicators of success.

1. Focus _____

ACTIONS	LED BY	START DATE	COMPLETION DATE
1.1			
1.2			
1.3			
Indicators of Success 1. 2.			

Governance Core Planning Guide (Continued)

2. Focus

ACTIONS	LED BY	START DATE	COMPLETION DATE
2.1			
2.2			
2.3			
Indicators of Success 1. 2.			

Personal Reflections

Module 1 – Moral Imperative and the Governance Core

“Good politics plus good governance wrapped in a systems perspective is the future of public education.”  p. 6

“School board members and superintendents must continually develop a governance mindset individually and together to become a unifying force for fulfilling the moral imperative of raising the bar and closing the gap for all students.”  p. 10

Describe one thing you are most proud of in your school district.

What knowledge and skills could you contribute to developing a positive governance culture on the board?