



Notes about Board Self-Assessment

The Centre for Governance Excellence is encouraging boards to engage a facilitator to work with them on the challenging process of Board Self-Assessment.

Some issues to note include:

- Board self-assessment, while a well-researched best practice, is not legislated.
- Boards need to have a vision of what ‘good’ boards look like.
- Self-assessment data must be authentic evidence from the work of the board.
- Board Self-Assessment works best when it is linked to the boards strategic plan.
- Readiness for self-assessment is crucial to its success. Boards are at different stages of readiness for self-assessment. As the facilitator, it is important to have a frank discussion at the planning stages of your session to determine where the board is at in terms of self-assessment in order to develop a useful workshop session.
- For “less mature” boards, the case study, discussion questions and reflection activities are more non-threatening.
- Like other kinds of assessment, Board Self-Assessment must be formative rather than summative (a check-up rather than an autopsy.)
- Board Self-Assessment should be centred around the governance roles of the board with particular emphasis on student achievement and well-being.
- The results of the Board Self-Assessment should give the board a sense of where they are and where they are going. The process will guide professional development planning, goal-setting and action planning.