

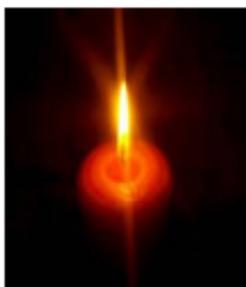


**Dear Lord**

**We pray that Your presence in us will guide us in the amazing schools and academies that You have placed us in.**

**We pray that You will help us as we seek to challenge and support these schools and academies, and inspire transformational leadership through us and in us.**

**We pray that through our words and our actions, we can together transform the lives of the children and young people whom we serve.**



**We ask this in Your name,  
Amen.**

**Living Out God's Transforming Presence**



## Where should I be putting my energy?

- Impact

nga | National  
Governance  
Association

**Strategy** – living your values, reaching your vision, managing the risk

**Education** – your organisation – making sure the children get the education they deserve

**Effectiveness** – governance making an impact and changing lives

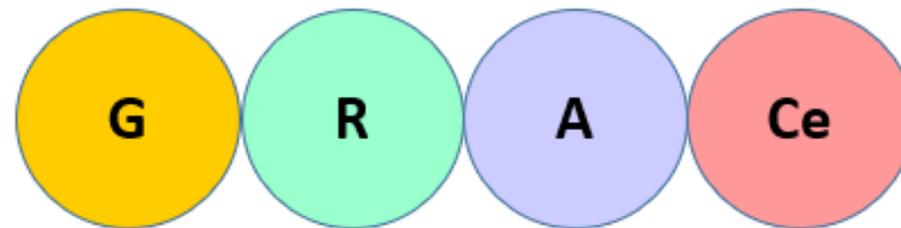
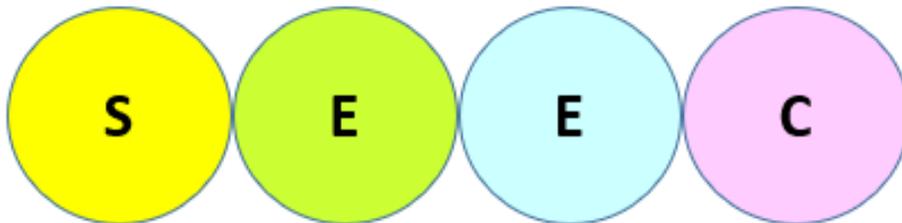
**Collaboration** – working as a team to improve the organisation

**Governance** – your role, your responsibilities, your organisation

**Resources** – making the most of what you've got

**Achievement** – understanding the power of data and improving outcomes

**Compliance** – assuring your organisation, keeping it safe, secure and solvent



Living Out God's Transforming Presence

How effective is the school's **distinctive Christian vision**, established and promoted by **leadership** at all levels, in enabling pupils and adults to **flourish**?

**Vision**

How effective is the school's distinctive Christian vision...

What is your vision?

**Provision**

...established and promoted by leadership at all levels...

What do you do because of that vision?

**Impact**

... in enabling pupils and adults to flourish?

How do you know that it is working?

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## Topic reminders / Questions for discussion

| Break Out Room Session |  |
|------------------------|--|
| 1.                     | <ul style="list-style-type: none"> <li>● 'Why have chosen to do this role?'</li> <li>● 'How do you feel about it?'</li> <li>● 'How have you found it so far?'</li> </ul>   |
| 2.                     | <ul style="list-style-type: none"> <li>● Consider the 'Explore – Act – Reflect' cycle relating it to an aspect of the role description from module 4 (<i>which can also be found on the final page of the 'service of commissioning'</i>)</li> </ul>   |
| 3.                     | <ul style="list-style-type: none"> <li>● 'M' is for 'me'</li> <li>● What skills do you bring to the role?</li> <li>● How have you / could you use this skill to enable the whole governing board to fulfil its core functions?</li> </ul>  |
| 4.                     | <ul style="list-style-type: none"> <li>● 'I' is for 'Impact'</li> <li>● In what areas have you already had a positive impact (this could be a small thing or a big thing)?</li> <li>● In which of the 8 areas do you feel you could be able to have an impact?</li> </ul>  |
| 5.                     | <ul style="list-style-type: none"> <li>● Vision – what is your school's vision?</li> <li>● Provision – what does your school do because of that vision?</li> <li>● Impact – how do you know that the vision and what you do because of it is having an impact?</li> </ul>  |
| 6.                     | <ul style="list-style-type: none"> <li>● What is your response to the suggestion that you are 'living out God's transforming presence' in your role as a Foundation Governor?</li> <li>● Can you think of ways in which being more aware of this might help you to become more 'effective' in your role?</li> <li>● Can you recall, or imagine, moments when it might not be helpful?</li> </ul>   |
| 7.                     | <ul style="list-style-type: none"> <li>● How can we measure whether we are having an impact / whether we are effective in our role?</li> <li>● Are there things that you could share with governor colleagues now or in your context, that will encourage them / the whole group (but not in a 'fake' way)?</li> <li>● What difference does it make to accept that you have been 'called' into this role by God, recognising that it is a form of ministry?</li> </ul> |