

Executives from seven national independent school associations met together for the first time in Johannesburg, December 1 – 4, 2013. Hosted by the Independent Schools Association of Southern Africa, participants covered a wide range of topics—from advocacy and public purpose to research and member issues. The meeting provided a unique forum for sharing ideas and resources, and the presentations and discussions each day and evening revealed significant commonalities amongst the associations. We found that there is indeed a global independent school sector ethos and mission, and that our associations serve very similar purposes in our respective countries. Here are some key findings:

### Demonstrating Value-add

- Articulating – and rearticulating - the value-added of independent schools is our greatest challenge. We support and must demonstrate that all children deserve a quality education. We educate children to be part of the global community—this is an important demonstration of our public benefit. Research is needed.
- We face erosion of the demarcation between the public and independent school sectors; government intrusion certainly is playing a role in making it increasingly difficult to distinguish (from the public's perspective) between the two.
- All associations require that member schools be accredited and countries have varying requirements.
- We should develop statements of principles that reflect the global independent school sector and can be used with media, policymakers, parents, etc.

### Teachers

- It seems that teachers in the private school sector are uniformly paid less than those in the public school sector, with Canada being an exception.
- Teacher quality, while not quantified, appears to be as high in the excellent public/state schools as it is in the excellent private schools.
- Teachers are attracted to independent schools because they are far less bureaucratic than public/state schools.

### Government Intrusion

- Concern around charitable status has been prominent over the past several years in Scotland and England and recently—and for different reasons—in the USA.
- Schools have had to demonstrate their public purpose, and they are required to quantify their public benefits and list these on their websites.

### Growth and Competition

- There's been a surge in school choice over the past decade, in our own sector (low, middle, and high fee schools) as well as outside the sector (charter, magnet, for-profits, chain schools). Significant growth is evident in the low fee and for-profit sector in South Africa; on the horizon for the USA.
- In England, Academy Schools have emerged that are state funded but are free from the usual constraints of other state schools.
- A big worry in all countries is that independent schools are increasingly financially vulnerable.

### Attending Associations

- Independent Schools Association of Southern Africa—Jane Hofmeyr, Executive Director; Lebo Montiane, Executive Director-designate (as of January 1, 2014), John Lobban, Director of Membership and Operations; and Lindsay McCay, Development Manager
- Independent Schools Council (ISC/England)—Mathew Burgess, Executive Director
- Independent Schools Council of Australia (ISCA/Australia)—Bill Daniels, Executive Director and Barry Walleit, Deputy Executive Director
- Independent Schools of New Zealand (ISNZ/New Zealand)—Deborah James, Executive Director
- National Association of Independent Schools (NAIS/USA)—Jefferson Burnett, Vice President for Government and Community Relations
- Scottish Council of Independent Schools (SCIS/Scotland)—John Edward, Executive Director

## Meet our New Board Members



**Rob Cruickshank,  
Board Chair  
British Columbia**

Rob currently enjoys a form of retirement splitting his time between his involvement in not-for-profit and for-profit Boards and spending time with his family. Most recently (2005-2007), Rob was President of the British Columbia Technology Industries Association (BCTIA), a not-for-profit, member-funded organization representing the broad technology industry in the province. Prior to joining BCTIA, Mr. Cruickshank had a long successful career with TELUS/BCTEL serving in many executive roles including over 4 years as the President of BCTEL Mobility. He left BCTEL in 1999 when the organization merged with TELUS (Alberta) and rejoined in 2001 and spent the next three years helping TELUS significantly improve its cost position and share price. Between 1999-2001 he served as President of Mobile Data Solutions Inc. (MDSI) an international software company specializing in workforce management and wireless data solutions.

Mr. Cruickshank is currently a member of the Advisory Board of Corpus Christi and St. Mark's Colleges and the Advisory Board of Mobsafety an early stage technology company. He previously served on a number of public and private company boards as well as several not-for-profit boards including Carmanah Technologies, VendTek Systems, Lincoln Mining, Spark Integration Technologies, Sport BC and the Kinsmen Rehabilitation Foundation. He has been very active in independent school education in Canada having served on the Canadian Association of Independent Schools Board and, for fourteen years on the Board of St. George's School in Vancouver, five of those as Chair. Five of his sons have graduated from St. George's ('92, '94, '00, '07, '12) and he was made an "Honorary Old Boy" of the School in 2013.

Mr. Cruickshank is married, has nine children and five grandchildren.

Born in Quebec City and raised in Montreal, Gary O'Meara earned an AB degree in History from Princeton University in 1976. He has a Diplôme in French from the Sorbonne in Paris, where he also worked as an educational consultant. His career has taken him to the United States, Canada, England, and France. He was Upper School Head at Royal St. George's College in Toronto, Founding Headmaster of Lycee Cambridge in England and Headmaster of an international Canadian school in France. Since 1996, he has been the Headmaster of Ambræ Academy in Halifax.



**Gary O'Meara,  
Board Member  
Nova Scotia**

He wrote the Senior Economics Course Guidelines for the Ontario Ministry of Education in the 1980s; was a member of the development project for the Advanced Placement Macroeconomics course for the College Board; was a member, in the mid-80s, of the pilot project for the Canadian Educational Standards Institute, now CAIS; was the Director of summer enrichment programs in Oxford, Cambridge, Paris, and Nice; was the Founding European Director for "Global Vision", a joint project of the Federal Government and major Canadian corporations; and he presented a paper on "Improving Education in Canada: Historical Perspectives and Lessons from Abroad" at King's College, University of Cambridge at an annual conference of the British Association for Canadian Studies.

In Halifax, he was a member and Chair of the Advisory Committee to the Department of Education at Mount St. Vincent University until 2001 and, since 1999, has been a member of the Board and Finance Committee of Adsum House (a shelter for women and children). He has chaired and been a member of many CAIS Visiting Committees and recently presented a session on Strategic Planning at the CAIS Heads and Chairs Conference. Gary was a member of the CAIS Strategic Planning Committee.

Fiona Webster Mourant is the President and Co-Owner of Manrex Ltd, whose mission is to help health care providers save lives by eliminating medication errors. Fiona is the recipient of numerous business awards including Manitoba Woman Entrepreneur of the Year in the category of International Trade and also the winner of the Overall Excellence Category. She was a finalist in the Ernst and Young Entrepreneur of the Year Award as well as a regional finalist in the Canadian Women Entrepreneur of the Year Awards.



**Fiona Webster Mourant,  
Board Member  
Manitoba**

Fiona is very active in the community serving on many boards. She is currently a member of the Winnipeg World Trade Centre Board, a member of the Manitoba Patient Access Network and is a member of the executive on the Board at Women of Winnipeg. She was a Board member of The Children's Hospital Foundation since 2001 and recently completed a two year term as President. She previously Chaired the Children's Health Advisory committee and also sat on the Board of the Manitoba Institute of Child Health.

Fiona served on the Board of Governors for St. John's Ravenscourt School and also participated on the Finance, Governance and Executive Committees. Fiona was a board member for The Women's Enterprise Centre from 2001 to 2005. During her time with the centre she also served on the loan and finance committees and also Chaired both the Audit and Human Resource committees.

This fall saw CAIS schools participate in professional development opportunities that ranged from how to build a positive faculty culture to data collection and analysis and everything in between.

Here's a look at our CAIS Professional Development Programs this fall by the numbers —

First of all, our program offerings included:

- 4 National Engagement Forums
- 2 Leadership Institute Modules
- 2 Webinars and;
- 1 Conference for Heads and Chairs—held in sunny (yes, for the four days of the conference!) Vancouver, B.C.

CAIS presenters included:

- 3 school Heads
- 3 partner organizations
- 3 consulting firms
- 3 Educational experts
- 3 Leadership Institute Faculty
- 3 CAIS Board Directors and;
- 1 Olympic gold (and silver!) medalist

There were many of you who came, who heard, who contributed and who connected:

- **531** members participated in at least one professional development activity
- **78** total schools participated in a CAIS professional development activity
- **156** participated in free (!) CAIS professional development opportunities

In addition to these offerings, there were 5 Accreditation Visits:

- Trinity College School
- Crofton House School
- St. Andrew's College
- Somersfield Academy
- Hillfield Strathallan College

This means we had a professional commitment from 45 Visiting Committee members plus countless others at schools where preparation for the visit provided imbedded and intentional professional dialogue between and among colleagues and school leadership.

And what do we have to look forward to beginning in the New Year?

## Online Learning

The continuation of our five National Engagement Forums:

- Women and Leadership
- Teaching for Excellence
- Risk Management
- Admissions and Enrolment Management
- Redefining School Work: Instruction for Excellence

**NEW:** A webinar that will demystify the **new Canadian Anti-Spam Legislation** (January 30th)

## National Partner Conferences:

- **Junior and Middle School Head Conference**, Victoria, B.C. (April 9-12)
- **Senior Student Leadership**, Vancouver, B.C. (April 23-27)
- **Information Technology Leadership Conference**, Toronto, ON (April 24-26)
- **University Counsellors Conference**, Winnipeg, MB (April 27-29)
- **Business Officers Conference**, Whistler, B.C. (May 4-7)
- **Admissions Professionals**, Niagara-on-the-Lake, ON (May 27-29)

## Summer Leadership Institute

This year, Ridley College in St. Catharines, Ontario will host the Summer Leadership Institute from July 2 – 6, 2014 and will feature three other programs in addition to our **Summer LI modules**:

- **Athletic Directors Forum**
- **Heads Institute**
- **The Power to Change Forum** (Grid Program) – for current administrators.

We will once again welcome two new school Heads that are LI grads to kick off the Summer LI on the evening of Wednesday, July 2. On July 4, we will welcome two experienced Heads to share their inspiring stories on the Art of Leadership. If you would like to nominate a colleague, please send an email to **Anne-Marie Kee**

## Online Learning

...as the data suggest that by 2019 roughly 50% of high school courses will be delivered online in some form or fashion. That projection, now several years old, appears to be proving accurate with respect to the current growth rate of online learning in the K-12 sector. (Clayton Christianson, *Is K-12 Blended Learning Disruptive?*)

According to the International Association for K-12 Online Learning (iNACOL), there were nearly two million students taking at least one online course and 275,000 students enrolled in full-time virtual schools in the 2011-12 school year.

*The State of the Nation, K-12 Online Learning in Canada, 2012* indicates 245,252 students were enrolled in online programs in 2011-2012. They admit this is a 'best guess'. This yearly report has only been in existence for 5 years.

Many CAIS schools are interested in hybrid or blended models of online learning and some schools are already proactive in engaging new instructional strategies. At present, CAIS does not have any guidelines for schools for online teaching and instructional design.

Between January – June 2014, a Steering Committee, chaired by Kevin McHenry, Head of St. Andrew's College, and populated by Heads and Directors from Brentwood, ECS, King's-Edgehill, and Robbins Hebrew Academy will research three questions:

1. Should CAIS accredit online schools?
2. How can CAIS best evaluate online programs?
3. How can CAIS provide schools with current research and recommend programs and schools?

We will report on our progress and findings.

Next week, a CAIS group will visit Stanford Online High School, Summit Prep Charter High School, San Francisco Flex Academy and the Head-Royce School (a member of the Global Online Academy). Additionally, we will meet with the Western Association of Schools and Colleges to discuss accrediting online schools and programs.

The following is an excerpt from *Learning Landscapes*, Volume 6, No. 2, Spring 2013, in which three American professors write about their experience teaching an online course:

"In 2011, the U.S. Department of Education reported that "students in online learning conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction" (*Evaluation of Evidence-Based Practices in Online Learning*, p. ix). Along with this finding, the USDOE reported, 'instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction (p. xv).'

If there is one lesson to be learned from our venture into the online, hybrid world, it is this: the most important element is not the tools, which is what online conditions are, but rather the quality of the instruction. When we struggled to engage our students in the first 10 minutes, the fault was not with the tool (the virtual classroom) but with the instructors who needed to figure out how to activate the same principles of good teaching within the new condition, and then learn the strengths of that new condition so that it could be exploited. The elements of good teaching, understanding one's content and one's learners, using data to know where your learners are and adapting your instruction accordingly, apply regardless of the condition or tool being used. Online tools, like any tool, cannot alone produce learning gains; they have to be employed thoughtfully, purposefully, and skillfully to achieve their maximum potential."

## Enrolment Management

CAIS has partnered with the Association of Admissions Professionals (AISAP) to produce *Canadian Guidelines for Comprehensive Enrolment Management*. This online guide will inform admission offices on research and best practices as well as provide sample policies and procedures to be included in CAIS Connect. Additionally, the research will include a review of our current Standard 7: Admissions to make sure it clearly articulates how the accreditation process can inspire continuous whole school improvement. We hope you will volunteer to contribute!

In January 2013, a National Steering Committee came together to explore the challenges of inspiring excellence in teaching. Chaired by Michael Robertson, the committee was made up of current Heads, Academic Directors, Human Resource Directors, Board Members, and independents, and they met monthly to define the scope of the PD and research opportunities that could be best supported nationally. Two questions immediately emerged:

1. How can we offer a definition of excellence in teaching and learning that is grounded in evidence? Can we make this a national standard?
2. What are the components of an employee selection and development model that is based on the school's mission? The model must enable those responsible for the recruitment, orientation, development paths, career options and retention or termination of teachers to make informed decisions and offer informed feedback.

Over time, a clear direction formed that included the following components:

**PD** - Last summer's National Forum on Inspiring Excellence exceeded expectations. How could CAIS continue to bring leaders together for engaging conversations?

**Accreditation** - The Committee produced a series of suggestions to the Standards Council to include in the next version of the Accreditation Guidelines. These were presented at the AGM.

**Research** - Knowing that the CAIS Top 12 has been valuable to schools, how could CAIS build on that and dig deeper on four important areas: change management, teacher growth, teacher evaluation, and innovation? The committee quickly agreed that no one needs another print resource. Anne Wachter, Head of Sacred Heart School Halifax, suggested we develop "an online playground" that will grow and be interactive.

The CAIS team set to work to meet this challenge - to ensure that resources are researched, manageable, effective, and relevant to our CAIS schools. We checked in with the Steering Committee along the way, and we will continue to refine our work to better meet our member needs.

We are excited and honoured to announce a new portal of our website called **CAIS Connect**. Accessible **to CAIS schools only**, we have gathered resources and organized them according to the National Standards. We have included the option to "like" something and we promise to add resources weekly.

As everyone knows, nothing like this happens without a great amount of back and forth and adding and fixing. Congratulations to our Communications Coordinator, Chris Gaspic, for his tireless work to build this space. And thanks to Finalsite for supporting our vision and working with us. But this launch is only step one. For this thing to really work, we need you.

We are calling on all schools to share samples that, if approved by our editing board, will be posted. The goal is to have every CAIS school share a resource within six months. Jo-Anne will be tracking progress and following up with schools that are slow to participate. We believe the effort will be worth it - if we really want to build a culture of improvement and a culture of trust, we all need to contribute and we all need to participate openly. The goal is to support our vision for continuous whole school improvement - this takes collaboration and respect for our colleagues.

We also want your feedback - please comment on the look, the content, the ease of navigation, and any other areas that you imagined it would include. Be honest! We are so grateful to the members of the Steering Committee for their time, passion, and vision:

- Chair – Michael Robertson, retired Head of UTS and CAIS Board Member
- Advisor - Andy Hargreaves, Thomas More Brennan Chair in Education at the Lynch. School of Education at Boston College and CAIS Board Advisor
- Paul McLellan, Rothesay Netherwood School
- Jeff Farrington, St. George's School, BC
- Heather Clayton, St. Michaels University School
- James Whitehouse, Elmwood School
- Erin Kline, Fraser Academy
- Ian Kennedy, Collingwood School
- Sue Robbins, Ridley College
- Val Cambre, Appleby College
- John Liggett, Country Day School
- Ed Kidd, Ridley College
- Christine Shain, Principal at St. Stephen's Girls' College, Hong Kong
- David Angus, Board Member, St. Michaels University School

If you haven't done so yet, take a look at **CAIS Connect**. We promise you won't be disappointed. If you are experiencing any difficulty entering this portal, please contact **Chris Gaspic**.

## British Columbia

The ISABC has had an exceptionally busy term with meetings of all its 16 Leadership groups. Of note was the Marketing and Communications/Admissions conference - ably led by Rebecca MacKay, Queen Margaret's and Gordon Allan, St George's and their team. The conference explored the theme 'Same but Different' - how schools market themselves as offering something unique and different from other ISABC schools.

Some BC independent schools, particularly ISABC schools, have confronted problems with their local municipalities who are looking to raising extra revenue by charging tax on land that is outside of the school's building footprint. This means that parking lots and playing fields are subject to tax; schools have then to apply annually for permissive exemption, which is very time-consuming and not always granted. The FISABC (Federation of Independent Schools Association, BC) is taking up the battle for BC independent schools and is exploring legal action to challenge the language in the Community Charter.

Our new programme for prospective Heads of School began in October with a strong cohort of nine school leaders. There is a strong focus on a close mentoring relationship with Heads of School who are tasked, along with other administrative staff, with 'telling their story'. The ISABC programme aims to be complementary to the CAIS Next Steps Leadership programme.

The ISABC schools are looking ahead to February to our joint professional development day on the 7th February where all our schools meet up to share practice and expertise. There are 116 workshops projected at St George's School on the mainland and over 40 at Shawnigan Lake for island schools, including input by the Ministry of Education on the new BC curriculum which was launched in **October**. The new curriculum, currently in draft form, incorporates the core **competencies** of thinking, communication and personal and social skills and is concept/enquiry-based in its delivery.

We are grateful to the ISABC Business Officers for offering at the 11th hour to host the CAIS Business Officers' conference in Whistler. We look forward to seeing Business Officers in BC in May.

Elizabeth Moore  
Executive Director, ISABC

## Ontario

The Conference of Independent Schools of Ontario (CIS Ontario) continues to grow and has just accepted its 47th member school at this fall's Annual General Meeting. The Rosedale Day School, a thriving JK - 8 school in Toronto, is now a full voting member school of the association.

This fall, CIS Ontario completed the rebranding exercise, and the new website and logo are now published. "Ontario" was added to the logo to stress the provincial nature of our mandate and to reinforce our commitment to be a strong voice for Ontario independent education. As well as clarifying and building the brand, CIS Ontario continues to direct its energies to address the other strategic directions of the association.

Student programs are thriving; our member schools' 25,000 plus students are engaged in a variety of quality programming whether it be through music, the arts, or athletics. The dedication of our teaching faculty and staff enable the association to continually enrich these experiences and offer additional opportunities to ensure that all students are given the all-important extra-curricular opportunity for participation and engagement.

Targeted professional development opportunities for teachers and staff are a large focus of our association. Many subject-specific workshops are offered as well as several professional development networks meant to meet the needs of the various constituents in our schools. This fall a new Student Life Conference was introduced addressing: "Student Well-Being: A Shared Initiative for CIS Ontario Schools". Upper Canada College generously hosted the conference which was attended by over one hundred participants from as far away as our associate school, St John's-Ravenscourt in Manitoba. The conference focused on the physical, social and emotional health issues of the adolescent and attracted member school representatives from residential staff, health services, senior administration, learning resources, student services and classroom teachers.

Cohort 21 continues to be a high profile 21st century professional development model of CIS Ontario and crosses all grade levels and teaching disciplines. This year-long commitment by cohort members explores innovative teaching and learning strategies supported by face-to-face sessions and on-line tools of communication. The momentum for this initiative keeps growing as witnessed by its expansion from eleven participating schools last year to twenty-two member schools this year, in only its second year of existence.

The provincial government has also made its presence known in member schools this fall. Ministry of Labour has visited close to half the member schools, focusing on compliance with the Health and Safety Standards. And, as with other provincial jurisdictions, schools are visiting the new legislation surrounding the tuition tax benefit issue.

Lastly, the CIS Ontario Board has created a Task Force to look into the association's oversight of student programs. As these programs expand, the CIS Ontario association has a responsibility to ensure that proper oversight is in place and that adequate insurance and risk mitigating factors are addressed.

Jan Campbell  
Executive Director, CIS Ontario

## Globe and Mail Letter to the Editor

In response to the December Ontario Auditor General Report on fraudulent diplomas issued by Ontario private schools, we have written a letter to the Editor of the *Globe and Mail*. The letter is reprinted below:

Dear Editor,

The number one priority of Ontario's Ministry of Education is to ensure that schools, whether they be public or private, meet its academic and ethical standards. The common goal is to ensure that all students receive satisfactory instruction and are provided with the opportunity to realize their potential and develop into highly skilled, knowledgeable citizens.

It is in this context that the Auditor General should be congratulated for her report on Ontario Private Schools and the Ministry should immediately take steps to stop schools from issuing fraudulent diplomas.

But school leadership and parents also have a role to play in ensuring schools meet the highest standards.

It is not surprising that independent schools across Canada – 39 in Ontario – have been turning to our organization - Canadian Accredited Independent Schools (CAIS) – for support and guidance. Formed over 25 years ago, our mandate is to establish high national standards for independent schools. CAIS is a community of independent schools that pursues international standards of educational excellence. CAIS schools undergo a rigorous accreditation process that encompasses all areas of programs and operations. More than that, CAIS schools are committed to ongoing whole school improvement and the pursuit of excellence.

But it is also up to parents to ask tough questions and do their homework before they pursue private education for their children. In fact, parents may play the strongest role in ensuring high standards. They need to insist on the integrity of credits in a learning environment that is ethical, challenging, and committed to excellence. They need to be vigilant to find out if a school meets their standards.

By working in partnership – the Ministry, CAIS, schools and parents – we can ensure that the checks and balances are in place to ensure our children receive the quality education that they need and deserve.

Sincerely,

Anne-Marie  
Executive Director  
CAIS  
Canadian Accredited Independent Schools

## CAIS Boarding Update

The CAIS Boarding Project has been moving at full steam focusing on our major strategic priorities – marketing, recruitment, research and resources. Since the fall, the CBP has been working on the following projects:

- Recruitment events for CBP schools in Bermuda, Vietnam, and our first emerging market visit to the United Arab Emirates in Dubai and Abu Dhabi were held in October and November. Emerging market programs also included outreach to embassies, agents, and other in-market partners with focus on developing our presence in new markets as a group.
- 18 CBP schools welcomed 10 educational agents from emerging markets on our second annual Familiarization Tour in late September and early October. Participating schools provided agents with a half-day glimpse into the life of their campuses with the goal of building international relationships in key markets.
- In October, Heads and Chairs from CBP Boarding Schools gathered at Shawnigan Lake School for a “Boarding Summit”. The day focused on trends, data, enrolment management, and challenges facing all Canadian boarding schools. Results from the discussions from the Summit have informed CBP strategies and have resulted in the formation of a new CBP Committee focused on Thought Leadership.
- The annual Enrolment Data Report was shared in November. This resource provides insight into national trends in boarding across Canada. 100% of CAIS Boarding Schools contributed to the process.
- The Marketing Committee has been working on the refresh of the [boardingschools.ca](http://boardingschools.ca) website through the integration of testimonials, and a homepage redesign which prominently features our social media feeds. All schools are welcomed to continue to send us new testimonial content and to share the testimonials on their own social networks. Check out our new [site](http://boardingschools.ca) today to see the changes to the homepage.

As we head into 2014, the Boarding Project is looking ahead to our most important priority: the development of a domestic marketing plan. Recruitment events in the Caribbean (January 14 in Nassau and January 16 in Barbados), exposure at a fair in Ukraine (February) and agent workshops in Russia (February), and representation at the North American Boarding Schools Workshop in London, England in February are on the recruitment calendar to launch us into a new year on the road.

## CAIServices

At our October AGM, we introduced a pilot project that would give our CAIS schools access to a group of retired Heads. The concept is to offer a self-sufficient consulting program (including quality assurance, arm's length structure, financial models with sliding rates, confidentiality and conflict of interest policies, minimal marketing, etc.) managed by George Rutherford, who researched similar models in other associations before designing this one.

Our schools will have access to five former Heads. **Elaine Danson, Kim MaGee, David Hadden, Nigel Toy** and **George Rutherford** have a combined 200 years in educational experience with nearly half of that - 84 years! – as school Heads. On average, they have served as Heads of School for 17 years in their respective careers leading small, large, rural, urban, single sex, co-ed, day, boarding and international schools.

We believe we can all benefit from their expertise!

Going forward, we may expand the group to include other leaders with specialized business, advancement, admissions and/or communications experience as demanded.

CAIS is excited to present **CAIServices**, another program designed to support continuous whole school improvement. Here are some possible projects that you might choose:

- Strategic planning support – facilitating, participating, and/or leading implementation planning
- Governance support – orientation, training, PD, and/or facilitation of generative discussions
- Program assessment – conducting reviews of particular areas, implementing Recommendations from Visiting Committee Reports, and/or prepping for an Internal Evaluation Review
- Leadership assessment – facilitating team development and/or analysing structures and communication
- Presentations – access CAIS and other research on benchmarking, trends, HR, governance, learning, risk, etc.
- Coaching/Mentoring – supporting leaders in presentations, decision-making, communications, strategy and implementation, etc.
- Other ideas? Call the office and develop the project collaboratively.

Three projects are already underway:

- Assisting a school with strategic planning;
- Working with a Board on governance best practices, and;
- Leading a full-day board retreat on financial sustainability.

We hope that this pilot project will help us to figure out a high impact, low cost, value add service for our CAIS schools.

For more information, please contact the office or email **George Rutherford**. You can access more information about this pilot program [here](#).

## CAIS by the Numbers (September – December 2013)

Compiled below are several statistical measures on the cais.ca website between September and December 2013. We have also included several social media metrics.

- CAIS Website Views – 89,376
- CAIS Website Unique Visitors – 33,793
- Careers Page Views – 60,637
- Home Page Views – 34,456
- Professional Development Page Views – 16,807
- School Directory Page Views – 13,696
- CAIS Students Page Views – 5,953
- Top 10 Advantages of Independent Education Page Views – 2,573
- National Sports Tournaments Page Views – 1,923
- Member logins – 2,410
- CAIS Twitter – 728 followers
- CAIS Boarding Twitter – 417 followers
- CAIS Boarding Facebook – 233 Likes
- 88% of CAIS member schools utilize our logo or mention CAIS on their website

Please note, if your school's website does not have the CAIS logo, please contact **Chris Gaspic** to have a high resolution logo sent to you for your website. We want 100% of our schools to promote CAIS!





**Our Vision**

To be the standard of excellence in learning and leadership, shaping the future of education.

**Our Mission**

To pursue continuous whole school improvement through exemplary leadership training, research, and accreditation.