

Developing a High Performing Professional Learning Culture

Scope of Works 2014

Dr Adrian Bertolini

adrian@intuyuconsulting.com.au

Introduction

Quite often schools have asked us to put together proposals to support them in the implementation of curriculum or improving performance within the school. The following is a guide to some of the work we do in supporting schools to develop their staff to create a powerful learning culture within the school

Whilst we can do one off workshops in schools, we prefer to spend time over a number of terms with the schools that we are coaching and partnering. Our commitment is to embed great learning habits and practices within the teaching teams and management structures. This cannot be done with a one off workshop.

Each year Intuyu Consulting opens up the opportunity to begin long term partnerships with a limited number of schools to support them with a specific need or goal that they would like to achieve. These partnerships are not about telling you what to do, giving you the 'right way' of running your school, or just academic theory. It is about point-of-need practical, in-house professional development tailored to your goals, aspirations and plans. We provide our intellectual rigor, our knowledge of planning authentic curriculum, and developing high performance learning cultures to what you are intending to build at your school.

As our website states:

**“We don't just talk, we do. We empower, not tell.
We have teachers and school leadership think and come up with solutions best for them.”**

Feedback from Schools who have worked with us

“To begin the session Adrian asked me about the journey I had taken into my teaching career. This surprised me, I expected the conversation initially to be surrounding my professional life, but as the conversation evolved it reminded me that the way I am as a professional is due to the diverse personal experiences of my life. In the process of this conversation, Adrian led me to acknowledge just how much my professional life had been impacted by all of this. Past ways of being had certainly led me to success as a teacher but it opened my eyes to how those ways of being had possibly also restricted my growth at times.”

Teacher, Catholic Secondary School

“Thank you for working & coaching with the team this year. They have learnt so much & have taken so much away from the sessions in which they can use at their new schools. It's also been valuable for you to work with them at a difficult time for them & the school. Also, thanks for providing me the notes so that I can get a greater understanding of their values & beliefs. The feedback that I have received has always been positive so congrats on a job well done.”

Jim Ringin, Assistant Principal, Preston Girls Secondary College

Building High Performance Professional Learning Cultures

One of the clear issues we have been personally experiencing in schools, and a number of principals and system leaders have acknowledged, is that school culture can hamper the embedding of pedagogy and performance. We'd go even further than that and say ... **Culture eats strategy every day of the week**. Given that schools are increasingly being publically measured for performance it is important that schools explore and develop high performance professional learning cultures.

Intention: To have the staff in positions of leadership discuss and become aware of what creates and builds a high performance learning environment and to begin taking action to develop that culture.

Format: Variety of facilitated workshops and individual coaching sessions as requested.

Measures of Fulfilment:

- School Leadership experiences having more power in their roles and in their ability to support staff to deliver on their specific and measurable performance goals
- Each member of leadership creates a clear direction and action plan for their area of responsibility
- Strategic actions, structures and planning is implemented to develop a high performance learning culture

The following range of offerings cover a gamut of approaches schools can support the development and consolidation of a high performance culture.

Developing a School Strategic Plan and Annual Implementation Plan

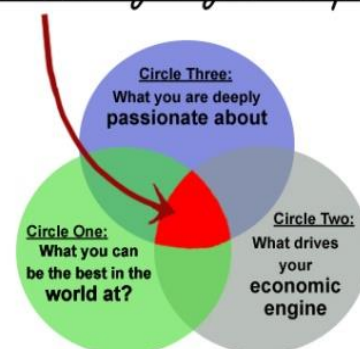
School strategic plans quite often devolve down to a list of things to do. Whilst they ARE things that must be done we have found that schools miss the point that they are fulfilling a vision. We have worked intensively with both primary and secondary schools to develop clear visions (normally in the form of a Jim Collin's Hedgehog concept) as well as implementation goals such that they can design a cohesive and coherent plan that not only honours the school's review goals but honours staff, parents and creates performance. The normal format of the work is facilitated planning sessions with a working party where the facilitator initiates particular discussions and inquiries that lead to the filling out of set planning templates. Templates are designed with the school's planning documents and discussions with the leadership team goals and aspirations.

This can include exploring [Good to Great \(Jim Collins\)](#) and [Qualities of Exemplary High Schools](#) (Harvard University Report) and supporting the development of action plans and activities that forwarding the strategic goals of the school. This will include setting non-negotiables and getting the right people in the right places

Leadership Coaching

Principals and the school leadership team lead the way in creating the culture and performance within the school. A great leadership team inspires and empowers staff, creates powerful structures, and makes a profound difference to the quality of learning and working that occurs within the school. However, unless you have a team that has been specifically built around these ideas, great leadership will normally not occur naturally. We act as expert critical friends with senior leadership teams and principals to provide an independent viewpoint that supports the

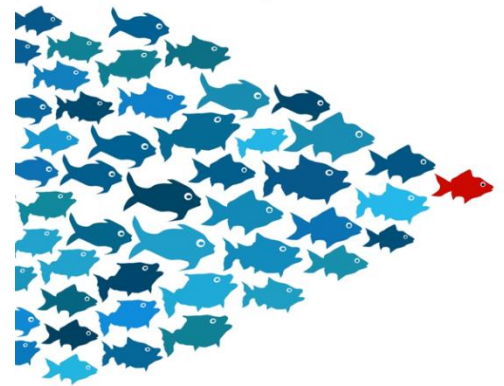
The Hedgehog Concept



development of leadership in the areas the individual needs. Much of our coaching and mentoring arises in one-on-one meetings and facilitated team conversations that support the team in gaining clarity about decisions and actions.

Some of the coaching and discussions will cover topics such as:

- Leading inquiries into their roles, responsibilities, what builds great professional cultures, leadership, etc. with the intention of school leadership coming to own and create real effectiveness in their position.
- Partnering leadership to develop any practices and structures that will enable them to more effectively fulfil on their roles and their goals for the year.



Leadership coaching will normally include some of the conversations described in the one-on-one coaching module described in the Appendix below.

Developing the Leadership of Staff in Positions of Leadership

Staff who have positions of leadership (POL) within the school are critical to the overall school performance. You may have a fabulous senior leadership team but if the message is not getting through to the teachers via particular POL, or it is distorted or incomplete, then the building a high performance environment will be thwarted. Also, if there are gaps in leadership capacity of POL members, this will also thwart progress. The intentions of any work done with staff in positions of leadership include:

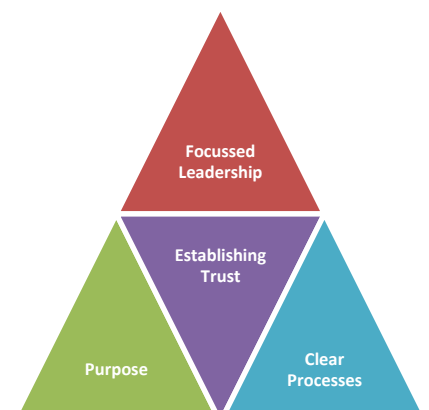
- The POL Team experiences having more power in their roles and in their ability to support staff to deliver on their specific and measurable performance goals
- Each POL member creates a clear direction and action plan for their area of responsibility
- A self-sustainable coaching and mentoring model is developed by the POL team



There are a variety of workshops and coaching that can be provided to staff in positions of leadership including (see the Appendix for fuller descriptions):

- One-on-one coaching to build the individual's capacity to lead
- Building the POL team's capacity to lead, mentor, and coach
- Building Trust and Relationship with Team Members
- The Cultural Stages of Performance
- Situational Leadership and effective mentoring of others
- Developing Functional Teams

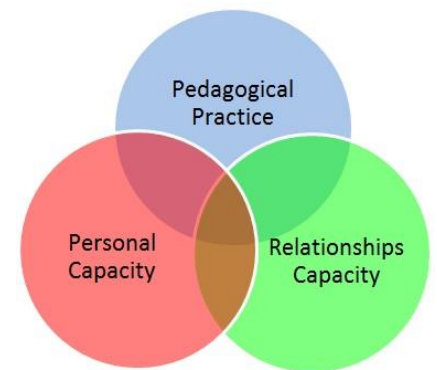
Workshops are all tailored to the specific needs of the school.



Developing a Teacher Performance Framework

One of the greatest barriers to school performance is that there are very few clear structures for holding staff accountable for performance. Part of this arises because schools are built on relationships. This is a great thing for schools, unless people break trust and persistently underperform. Another source of the lack of accountability structures is ... what do you measure? With the advent of performance measures being set by the Federal Government, and the desire of State governments to bring in pay tied to productivity, we have worked with a number of schools to develop teacher performance frameworks. These frameworks are based upon the AITSL National Standards for Teachers and support the following:

- teacher self-evaluation
- clarity around expectations, key work tasks and the necessary capabilities
- the identification, link to resources, and structured supportive coaching for areas requiring improvement
- the acknowledgement of excellence
- the development of a formal policy for managing unsatisfactory performance
- the alignment of employee behaviour with organisational behaviour
- the building of capacity that leads to outstanding performance



The process not only supports a school working party to develop the framework, but the working party create a scaffold or resources and approaches to support teacher development and growth, as well as supports the roll-out of the framework to the entire staff.

Intuyu Consulting Can Provide:

Facilitated workshops that support the development of a high performance professional learning culture.

Approx. Costing: Charge for 2014 work = \$242 per hour plus travel expenses (\$253 p/h in 2015)
Expected time of Work (negotiated with the school - dependent on needs)

Sample Performance Rubrics and notes from work with other schools are available upon request.

Appendix - Associated Workshops

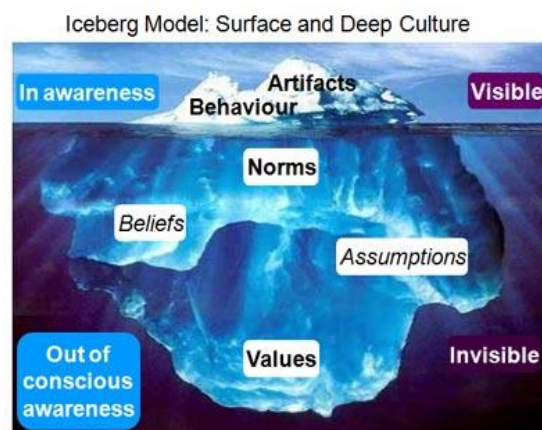
The following series of workshops for leaders explore a range of issues that support the process of developing high performance learning cultures. They are designed from a range of leading edge thinking and research carried out across a range of business and organisational domains.

The workshops will address issues such as trust, leadership, purpose, coaching and processes. These are all elements of a workable culture.

Topic A: Introduction to Developing a High Performance School Culture

Schools and teachers are increasingly being held accountable for their performance. Yet, despite the breadth of research, leadership teams struggle with the “what” and the “how” of creating a high performance school culture. It is not as difficult or as obvious as one thinks.

- In this 3 hour workshop participants will be led through a series of conversations and inquiries that will uncover the hidden elements of building an exceptional school culture.
- Based on research and practical experience this session will ignite thoughtful discussions and practical actions that school leaders and individuals in positions of leadership can begin to take.



Note: we have found that this workshop can last far longer than 3 hours when the leadership team gets down to assessing the school within the discussions raised by the workshop. This is natural and encouraged as it has given school leadership team some deep insight into what has been blocking or hindering progress within the school.

Topic B: Relationship Trust

Relationship Trust, from [Stephen Covey's "The Speed of Trust" book](#), is about individuals demonstrating consistent behaviour and building trust accounts with the people around them. The intention of this workshop is for the participants to explore the areas upon which trust and relationship is built and explore and go to work upon what matters for them.

A 4 hour workshop will be run to tune the leadership team into the topic and then the team can meet to read through the book and discuss and apply what they have learnt.

Developing an individual's self-trust is best handled through the one-on-one coaching discussed later.

1. Talk Straight
2. Demonstrate Respect
3. Create Transparency
4. Right Wrongs
5. Show Loyalty
6. Deliver Results
7. Get Better
8. Confront Reality
9. Clarify Expectations
10. Practice Accountability
11. Listen First
12. Keep Commitments
13. Extend Trust

Topic C: Tribal Leadership

Just like birds flock together, and fish swim in schools, human beings form tribes. The performance of a tribe depends on its dominant conversation. David Logan *et al* distinguished 5 stages of tribes in their book "[Tribal Leadership](#)".

This 2-3 hour workshop would kick start the leadership team exploring how to build a high performing school culture by nudging individuals up a tribal level. The team can define actions and create projects to embed structures, habits, and rituals to develop a Stage 4 professional learning culture within the school.

Again team will meet through the term to read the book and create actions.

Tribal Leadership

Stage	Relationship to Values	Behavior	Tribe's Language
5	Vital	Innocent Wonderment	"Life is great"
4	Important	Tribal Pride	"We're great"
3	Useful	Lone Warriors	"I'm great"
2	Ineffective	Apathetic Victims	"My life sucks"
1	Undermining	Despairing Hostility	"Life sucks"

From *Tribal Leadership*, Logan, King & Fischer-Wright. 2008, HarperCollins

Topic D: Situational Leadership

Ken Blanchard in his book "[Leadership and the One Minute Manager](#)" introduced the importance of Situational Leadership as a leadership concept. The essential idea is that the leadership style that a leader should use is dependent on the competency stage of the person they are coaching and mentoring.

Situational Leadership is about providing the leadership team with a model and the tools for creating open communication and developing self-reliance in those they manage. It is designed to increase the frequency and quality of conversations about performance and development. As a result, competence is developed, commitment is gained, and talented individuals are retained.

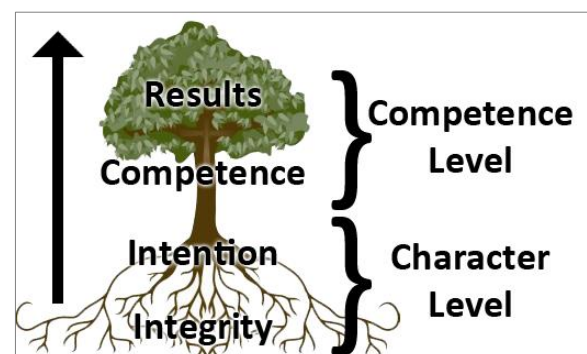
This 2 hour workshop would kick start the leadership team exploring Situational Leadership. Again teams will meet through the term to read the book and create actions.



Topic E: Building the Individual's Professional Capacity

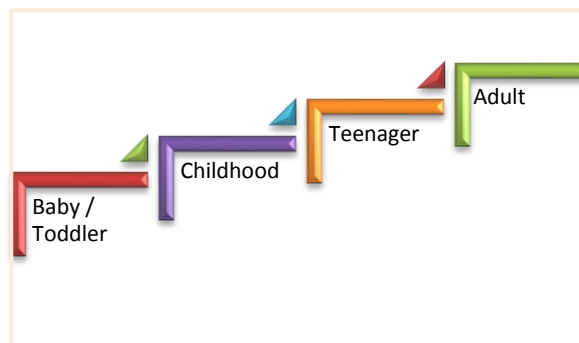
Each member within the school leadership team is at a different place with regards to their capacity to lead. Each individual has had different experiences, has different strengths, and different levels of competence, integrity and intentions. To develop the capacity of each individual would require a personalised approach.

As discussed within Stephen M.R. Covey's book "*The Speed of Trust*", for an individual to develop performance they must first *trust* themselves and create themselves as trustworthy individuals. That requires them to develop integrity, solid intentions, a level of demonstrable competence, and deliver results. Covey refers to these as the 4 cores of credibility and represents them in the tree image as shown on the right.



The process to work with the individual could be along the following lines:

- Interview the individual to articulate their own personal vision that drives them. The intention is to have them in touch with why they are a teacher, why they are in a position of leadership, and what their personal goal is.
- Distinguish what their fundamental way of being is. In Steve Zaffron and David Logan's "3 Laws of Performance", the first law of performance is that everyone's actions are consistent with their viewpoint of the world. As we grow up there are there spans where we undergo large physiological and neurological changes. From being a baby to a child, child to teen, teen to adult. As we go through these periods we make certain critical decisions that shape our mental model or viewpoint of the world and these decisions are fundamental to the way that we operate every day. How we become present to the fundamental way of being we have in life is by looking at the actions we take and thinking about what viewpoint makes those actions logical and consistent. The intention of having the individual clear about this is that it will give them a deep insight into their own motivations, reactions, and actions so they can free themselves up to grow and develop their own leadership. If they are unconsciously hampered by their past then it will limit their own performance. This exercise will also allow them to become more intuitive and empathetic towards the staff that they are responsible for.
- Explore with each individual where they see themselves with regards to the 4 cores of credibility (strengths, weaknesses) and then work with them to create a mini-project (aligned with the school's vision and plan) to develop themselves. Leadership can only be developed through leading something. The intention is to identify the areas that the individual needs to develop their capacity in and co-design a project they will lead to develop that capacity and fulfil the school's plan.
- Partner with each individual to develop any practices and structures that will enable them to more effectively fulfil on their roles and their goals for the year.



Intuyu Consulting has worked with over 200 Government, Catholic and Independent schools around Victoria, Queensland, Western Australia, and New Zealand. They are currently working with a range of schools including CBC St Kilda (VIC), Guildford Grammar (WA), Heatherhill PS (VIC), Mt Alvernia College (QLD), Proserpine State School (QLD), Epping Secondary (VIC), Catholic College Wodonga (VIC), Heany Park PS (VIC), Marion College Myrtleford (VIC) and Catholic Education Office Melbourne.



Dr. Adrian Bertolini is the Founder & Director of Learning of Intuyu Consulting. He is one of Australia's foremost thought leaders on practical and real education that empowers and develops resilient, independent learners. Whilst his journey began as an engineer and Senior Lecturer in Aerospace Engineering at RMIT University, Adrian has worked across Australia, with students and teachers in primary, secondary and tertiary environments, to create authentic learning structures and experiences. He redeveloped the ruMAD? (aRe yoU Making A Difference) program for the Education Foundation and it is was acknowledged as one of the pre-eminent inquiry-based learning models in the country. In 2009 it won the **Garth Boomer Award** for curriculum development.

Adrian is much sought after by schools and businesses for his simple and effective presentations that not only challenge people to think deeply but also provide listeners with the practical "how's" to move forward. He is constantly acknowledged for being an engaging, passionate and knowledgeable speaker, facilitator and coach.

To request a proposal and full costing tailored to your specific requirements, contact our office and we will be happy to provide these details for your perusal.

Contact: Rachel Manneke-Jones

Email: office@intuyuconsulting.com.au

Call: +61 (0)411 270 277

Mail: 21 Charming St, Hampton East,
VIC 3188 Australia