

LEADING Flourishing SCHOOLS

Building HIGH CAPACITY School Culture

Masterclass Program Workbook

Dr Pete Stebbins PhD
With Alistair Kerr

3rd Edition!



Before Your Start:

Have you finished reading the book?



All activities require a detailed understanding of the specific discipline in focus....



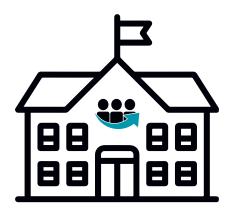
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"The crux of the matter for Flourishing Schools is the extent to which their school culture increases the CAPACITY of staff and students."



School Leadership & High Capacity School Culture



School Leadership & High Capacity School Culture

You do not rise to the level of your goals. You fall to the level of your systems. James Clear



Key Points:

- School is important: It helps or hinders our adult lives!
- Teaching & learning require energy: You cannot pour from an empty cup!
- In a high capacity school culture 'systems' matter more than 'Influence' the Lightbulb vs the Torch.
- There are 4 key support systems which need to be embedded in a school in order to build a high capacity culture.
- When a teacher-student relationship is optimized it creates a 'Unicorn Effect' enabling extraordinary levels of growth and development.
- For the 'Unicorn Effect' to occur both the Teacher and the Student need to have high levels of Capacity to effectively engage together.
- Capacity is easily diminished in both teachers and students by competing priorities, peer pressure and poor communication all of which can be prevented if leaders focus on building high quality support systems in their schools.



Readings:

Available at 'Articles' on HPTschools.com CORE:

LFS Introduction: Leading Flourishing Schools: Cups, Torches & Lightbulbs



Videos:

'HPT Level Up!' YouTube Channel: 'Leading Flourishing Schools' Playlist

- Leading Flourishing Schools: Guiding Principles
- Leading Flourishing Schools P2: The Unicorn Teacher Effect



Activities, Tools & Systems

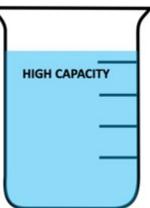
- Activity: Assessing Capacity Students, Staff & Leaders
- Activity: School Leadership & Your Reliance on Influence vs Systems
- Activity: School Support Systems Scorecard & Implementation Planner



Activity: Assessing School Capacity Students, Staff and Leaders

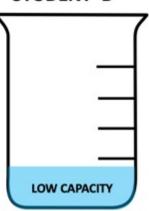






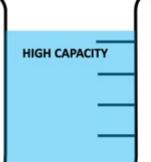
student A comes to school with their cup full. At home they feel fully supported. At school their peer relationships are stable and they're confident they can ask teachers for help.... Very high capacity to learn and manage difficulties.

STUDENT 'B'



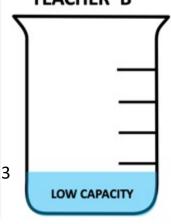
student B comes to school with their cup almost empty. At home they lack adequate support. At school their peer relationships are unstable and they're not confident they can ask teacher for help.. Very low capacity to learn and manage difficulties.

TEACHER 'A'



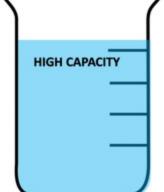
Teacher A comes to school with their cup full. Confident in their peer relationships and current goals & objectives, eager to share practice and confident about management support when dealing with parent and student concerns.... Very high capacity to focus on student needs.

TEACHER 'B'



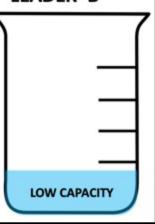
Teacher B comes to school with their cup almost empty. Worried about fitting in with peers, staying up to date with jargon, performing under observation and anxious about management criticism when dealing with parent & student concerns.... Very low capacity to focus on student needs.

LEADER 'A'



Leader A comes to school with their cup full. Confident in relationships with peers and regional administrators, using effective systems to support staff and students, well planned realistic improvement agenda.... Very high capacity to lead effectively...

LEADER 'B'



Leader B comes to school
with their cup almost
empty. Worried about
unstable relationships
with peers and
administrators, operating
in 'crisis mode' with staff
& students due to
inadequate systems and
an overloaded
improvement agenda....
Very low capacity to lead
effectively.

What is the current capacity of our leaders, staff & student? **My reflections...**



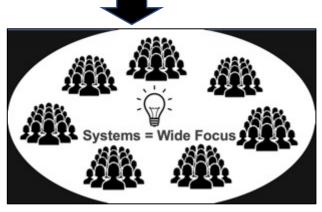
Activity: School Leadership & Your Reliance on Influence vs Systems...











Does our school leadership team focus more on support systems or personal influence to ensure <u>all</u> staff and students are flourishing?

My reflections ...

8 8 8

Activity: School Support Systems Scorecard & Implementation Planner

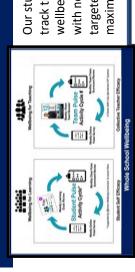
Very High 10



Look For...

LFS School Support Systems Scorecard:

Ratings & Ideas For Action



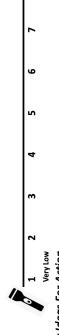
wellbeing in real time, compare targeted booster activities to with norms AND complete Our students and staff can track their class/team maximise wellbeing.

My Ideas For Action...

within their normal meeting, communication & data cycle. that teams regularly review team specific dashboards We have schoolwide AND

(D+P),T

My Ideas For Action...



My Ideas For Action...

access information about the

Every staff member can

communication preferences

match communication to

maximise feedback.

of their peers AND can



AND this is documented and aligned to the wider school available to everyone 24/7. constructed their team systems and processes Every team has co-



Activity: School Support Systems Scorecard & Implementation Planner



LFS School Support Systems: EXAMPLE ACTION PLAN

meetings after monthly report release. Student Pulse – Introduce Student Pulse to Student Leadership Group to familiarise and plan for Term 2 **Term 1:** Team Pulse – Introduce Team Pulse during Student Free Week (SFW) to start Week 2, Term 1. Review data during cohort or staff whole school rollout. Mid Term 1 complete Student Pulse onboarding training for SLT, YCOs and Home Group/Wellbeing Teachers.

Term 2: Team Pulse - Reinforce monthly debriefing of results and weekly check-in on progression of actions. Introduce 2 x team boosters per term in staff meetings or teaching teams. Student Pulse – Whole school rollout and consistent wellbeing/home group lessons implemented.

teaching teams. Student Pulse – Business as Usual (BAU) wellbeing lessons/learning passports and monthly class scorecard discussions. **Term 3:** Team Pulse - Embed monthly scorecard of Team Pulse data. Implement 3 x team boosters per term either in staff meetings or

Term 4: SLT Dashboard discussions and team level dashboard discussion noting interactions between CTE and SSE.

• Term 1: Set up termly meeting activity cycle – teams, improvement groups and staff meetings. Cohort meeting training on HPT protocols.

(D+P).T

Term 2: Review activity cycles across teams and improvement groups. Senior Leadership Team (SLT) undertakes Golden Thread training to fine tune schoolwide meeting and communication cycles.

Term 3: Implementation of Golden Thread and Dashboard training and development with SLT.

Term 4: Dashboard implementation and quality assurance of Team Specific and SLT Dashboard Discussions.

Term 1: SFW - KPI 3 Platinum Rule Workshop and completion of the three HPT Team Engagement Documents (i.e., Team Profile, Above &

Term 2: Early Term 2, whole school workshop and skills drill training in using protocols.

Term 3: At the start of Term 3, refresher training on HPT Team Engagement System Documents.

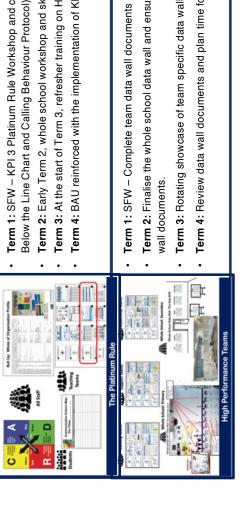
Term 4: BAU reinforced with the implementation of KPI3 Team Boosters during staff meetings or teaching teams.

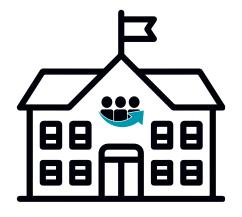
Term 1: SFW - Complete team data wall documents for Team Engagement, HPT Meeting Protocols, Activity Cycle and HPT Team Pulse.

Term 2: Finalise the whole school data wall and ensure teams are using the data wall documents during team meetings. Review HPT data

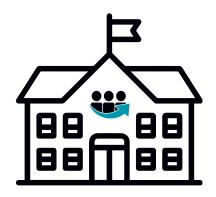
Term 3: Rotating showcase of team specific data walls by HoDs at SLT and General Staff meetings.

Term 4: Review data wall documents and plan time for new team member on boarding and updating of strategy for the following year.





Building High Performance Teams



Building High Performance Teams

Accomplishing the maximum impact on student learning depends on teams of teachers working together. John Hattie

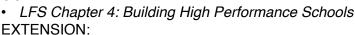


Key Points:

- Teams (when compared to 'individuals' and 'all staff') are the sweet spot (i.e., neither too time consuming by focusing on every individual nor too impersonal by focusing on all staff) for proactive support in order to improve school performance.
- In the anthropological model of Family Village Tribe, teams refer to smaller family
 units whilst Departments or Faculties are compared to villages and all staff across
 the school would be compared to the whole tribe.
- High Performance Teams 'Fit In' and 'Stand Out' better than their peers. They 'Fit In' by having extraordinary levels of engagement. They 'Stand Out' due to their extraordinary levels of achievement.
- The twin factors of achievement and engagement reflect a series of interconnected team systems which can be mapped and represented in 4 layers on a data wall.
- The top layer refers to the team's foundational information such as their role chart and activity cycle, the next layer refers to the team's achievement strategy which shows the links between purpose, vision and action plans. The third layer highlights the teams engagement strategy including their team profile, above and below the line chart and protocols for difficult conversations and the final layer is about their team meeting systems and metrics that track collective efficacy.
- When teaching teams and support teams implement these systems effectively there is a massive uplift in school performance (as measured by collective efficacy, quality teaching and learning and student behaviour and attendance.



Available at 'Articles' on HPTschools.com CORE:



- A Tale of Two Teams: Collective Efficacy & Student Outcomes
- Rethinking Teaching Teams & Improvement Groups

Videos

HPT Level Up YouTube Channel: Leading Flourishing Schools Playlist

- High Performance Teams: Flourishing Staff = Flourishing Schools EXTENSION:
- CTE: A Tale of Two Teams School Improvement Playlist
- Quality Team Time for Higher CTE School Improvement Playlist
- 7 Signs of Extraordinary Leadership Teams Level Up Playlist

Activities, Tools & Systems

- Systems Snapshot: High Performance Teams As A School Wide System
- Activity/Tool: Team Systems Diagnostic
- Activity/System: Data Wall Review Teaching Team
- System: Data Wall Exemplars Leadership, Teaching & Non-Teaching Teams
- · Tool: HPT Team Session Planner





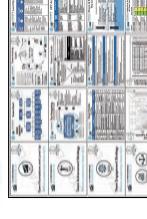


SNAPSHOT SYSTEMS

High Performance Teams **As A School Wide System**



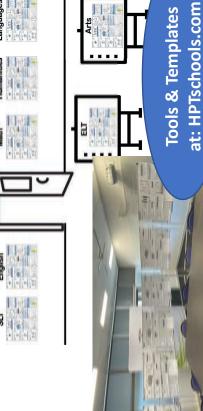




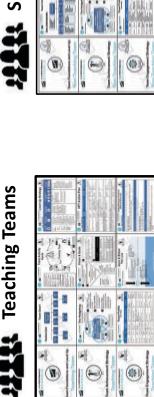
Whole School: Secondary







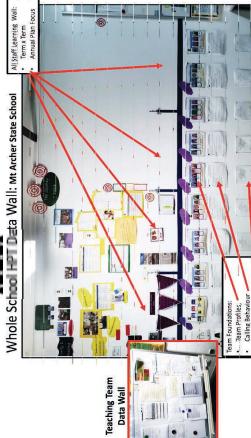








Whole School: Primary







Team Systems Diagnostic P1: Quick Quiz



<u>INSTRUCTIONS:</u> Circle the items below as they best relate to your team, and then calculate the 'Factor Score' for each section.

		Strongly Disagree	Disagree	Agree	Strongly Agree	Factor Score (Total)
ons	a) Role Clarity - We have clearly defined roles for every team member which highlight key 'people' 'data' and 'strategy' responsibilities.	1	2	3	4	
Feam Foundations	b) Activity Cycle - We have a clearly defined activity cycle which includes meetings, huddles, check-ins and time for professional development which we almost always adhere to.	1	2	3	4	
Теа	c) Team Development - We have a shared understanding and agreement about our teams current level of performance and next steps for growth and development.	1	2	3	4	
nent	d) Team Purpose - We have a clearly articulated team purpose which differentiates us from other teams and shows how we fit in to the wider organisation.	1	2	3	4	
Team Achievement	e) Vision and Goals - We have clearly defined team goals which stem from our agreed vision for the future of our team and organisation.	1	2	3	4	
Team	<i>f) Action Plan</i> - We have a comprehensive action plan for all our team goals detailing all milestones and accountabilities which is updated in team meetings regularly.	1	2	3	4	
ent	g) Team Profile - We regularly complete/ review our team profile identifying and discussing personality types that align or clash and how to manage the risks of group think and conflict.	1	2	3	4	
m Engagement	h) Above and Below Line - We have clearly articulated important examples of team specific 'do's and dont's' of appropriate and inappropriate behaviour to minimise risk of unhealthy team conflict.	1	2	3	4	
Теа	<i>i) Calling Behaviour</i> - We have developed a team specific protocol to call each other on any problematic behaviour before it becomes an issue.	1	2	3	4	
etrics	<i>j) Team Meetings</i> - We use a high performance meeting agenda and chair and moderator in all our team meetings.	1	2	3	4	
Meetings & Metrics	<i>k) Meeting Dynamics</i> - We complete a quick meeting dynamics assessment at the end of each team meeting noting strengths and areas to improve.	1	2	3	4	
Meet	<i>I) Team Wellbeing</i> - We use a team pulse system to continuously measure and manage our team's wellbeing.	1	2	3	4	

Go to next page to complete your Team Systems Diagnostic Report



Activity: Team Systems Diagnostic (cont.)



SCORING INSTRUCTIONS: - Copy the 'Factor Score' for each Factor from the previous page in the table below to identify highest and lowest factors...

	_			Factor Score
Team Foundations & Level Up	Description has Cell 1979	Action in the second se	© Communication being C C C C	
Team Foundations	a) Team Chart	b) Activity Cycle	c) Level Up Plan	
Tean Activement Strology	Distriction () o o	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Action Flag	
Team Achievement	d) Hedgehog	e) Vision Casting Worksheet	f) Team Action Plan	
Team Engagement Strategy	O a	O a reconstruction for the first term of the fi	Q =	
Team Engagement	g) Team Profile	h) Above & Below the Line	i) Calling Behaviour Protocol	
(all) Therm Dustress As Usual	P. de	Entropy of the control of the contro	December 1 1 1 1 1 1 1 1 1 1	
Meetings & Metrics	j) Team Meeting Agenda	k) Team Dynamics Scorecard	l) Team Pulse Report	

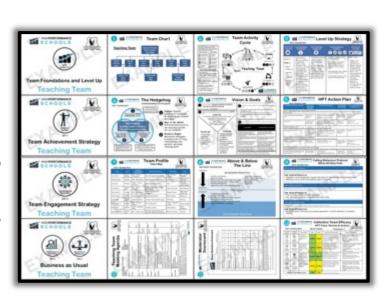


Activity P2/ System: Data Wall Review

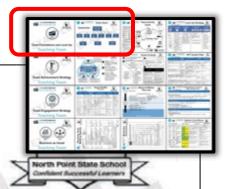


INSTRUCTIONS

Review the example team data wall on the following pages to compare your team systems with each of these examples from a high performance teaching team.



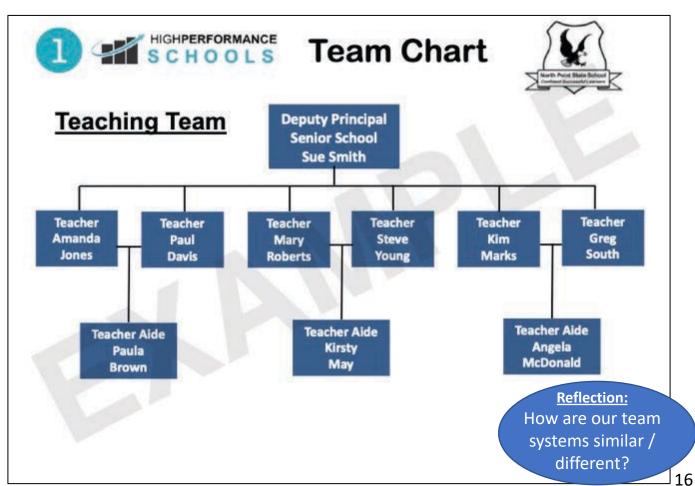






Team Foundations and Level Up

Teaching Team

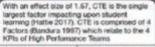




HIGHPERFORMANCE SCHOOLS

Team Activity Cycle







Our Team Schedule

Work/Life & Wollbeing

Team Meetings: Team Mtg Tues 3:15-4:15pm (Whole Staff Week 1,5,10)

Team Huddles/Stand Ups:

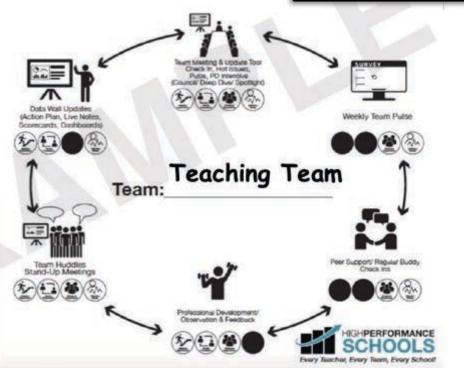
30mins Fridays 1" break (wkly cycle P-3 1"break 4-6 2"break)

Buddy Check Ins:

Weekly all team members

Professional Development:

As per term calendar







SCHOOLS Level Up Strategy



Team Level Summary

Team Challenges: Achievement



Team: Teaching Team



Team Challenges:

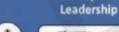


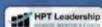
Team Development Strategies











Team Specific

2, 2, 2, 2, 3, 2 (AVG 2.2)

LEVEL 2

- Value: 1x Focus: Constructive
- · Confidence: 50% Drive: Acceptance
- · Challenge: Systems Approach: Manage

- · Improve Activity Cycle - HPT Team Meetings, Team Check Ins, Data Wall huddles / convos.
- Actively use Team Pulse Data to improve team performance.
- On board new team members - sit down and set a team specific vision for the year with clear goals and actions.
- Shift from partial to full achievement of all goals this year.
- Greater connections with other year levels especially Year 6.
- More clarity around backward planning new subjects.

Engagement

- Establishing as new team - build trust quickly feedback & sharing aligned to increasing
- trust. Culturally onboard new members ASAP, team profiling - valuing strengths - buddy
- check-ins & barometers Above and below line to clarify ways of working using calling behaviour protocols effectively.

Team Chart & Activity Cycle -

Clear and Consistent.

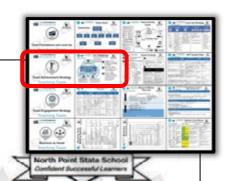
- Team Purpose, Vision & Goals Documented, Action Plan Completed, Using Effective Meeting Protocols & Update Tools.
- Team Talent Map, Above & Below Line and Feedback Protocols.
- Trust Matched Teaming & Team Pulse for Wellbeing Planning.

Manage / Mentor

- Manage more feedback and classroom visits.
- Manage role model effective meeting disciplines & best practice data walls.
- Mentor work towards increasingly frank feedback practice being OK with being uncomfortable.
- Mentoring behaviour and

Reflection: How are our team systems similar / different?

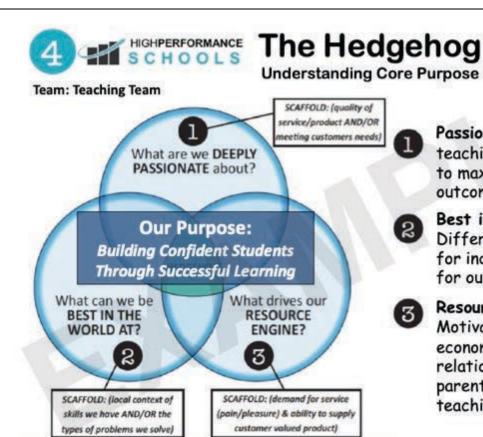






Team Achievement Strategy

Teaching Team





- Passion: Expert teaching of curriculum to maximise our student outcomes
- Best in the World:
 Differentiated practice
 for individual growth
 for our students
- Resource Engine:
 Motivated colleagues,
 economy/cost of living,
 relationships with
 parents, and wider
 teaching st Reflection:

How are our team systems similar / different?



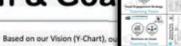


Vision & Goa



Through Successful Learning

Range of Vision Casting is: 12 months



T



- Levelling Up (HPT) Consistent curriculum delivery across the cohort
- 4. Providing timely and constructive feedback around pedagogy

time if everyone was 100% committed to our Core Purpose 100% of the Looks Like

Describe what would we look like, sound like and feel like in 12 months

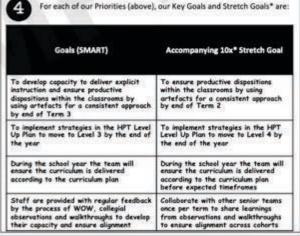
- Professional conversations inter/intra cohort
 - Unprompted learning wall use
 - Assessment capable learners · WALT/WILF
 - Learning goals displayed Self-regulated learning

Sounds Like

- · Welcoming
- · Confident
- Successful
- Achievement
- · Comfortable to challenge

Feels Like

- Positive feedback teacher/student
- Productive dispositions vocabulary used in everyday speaking
- · All students answering 'the Big 5'
- Professional Pedagogical discussion



- 1. "How could we leverage this to benefit to a much larger audience?
- 2. "How could we do it faster / easier and/or with less inputs / resources?

Teachers are skille their work and are

supportive of de-



Priority 4: Providing timely and constructive feedback around pedagogy

Staff access the expectations of El pedagogy by the use of regular watching others work (WDW) where a specific focus is in place and ensure supportive feedback sessions are provided.

Goal: Staff are provided with regular feedback by the process of WOW, collegial observations and walkthroughs to develop the

learnings

Staff working together to develop their capacity and support each other

SCHOOLS HPT Action Plan



How are our team

systems similar /

different?

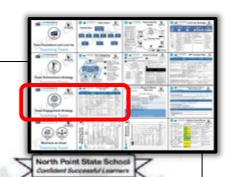
Team: Teaching Team

Issue (Problem to Solve - What P1)	Key Goals & Stretch Goals (What P2)	Execution Strategy (How)	Link to Broader Strategy (Why)	Accountability (Who) and Reporting (When)
Priority 1: Pedagogical Practices – El and f Goal: To develop capacity to deliver explic by end of Term 3		ss are productive dispositions within the classr	rooms by using artefa	cts for a consistent approach
To use a cycle of inquiry (Professional Development and coaching) to develop capacity to ensure consistency of practice	All teachers trained in El All teachers use artefacts in the classroom	Ensure the cycle of inquiry is used during PLTs to address any insconceptions and further develop consistency At feat-first have the El book to support their development.	Students know the clear expectations of El and the classroom systems	All Teachers in Team Deputy Principal Coach End of Term 2
Develop III artefacts for a consistent approach across all searchers in seam	All classrooms will have a clear framework of artefacts to support putting in place El	Develop artifacts to detail the expectations and systems in place for using El pedagogy Staff ensure all are used ouring the lessons Students are able to verbalise the expectations and systems in place.	Artifacts are clearly detailed with expectations and systems in place	All Teachers in Team Deputy Principal Ceach End of Term 3 (End T2 stretch)
Priority 2: Levelling Up – HPT Goal: To implement strategies in the HPT L	evel Up Plan to move	to Level 3 by the end of the year		
To improve current achievement and engagement by implementing the HPT Level Up Plan	Use Activity Cycle more productively as Pulse data Use Team Talvert Maps, Above & Below and Ceiling Seheviour Protocol	Consistently use Activity Cycle, in particular weekly huddles and check ins outside of meeting times. Monthly discussion of pulse data and weekly check in of welliering. Put data wall up in central location and refer to in meetings. Revise Level Up Plan each term.	HPT is a schoolwide initiative to improve both performance and engagement	All Teachers in Team Ongoing
Priority 3: Consistent Delivery of Curriculu Goal: During the school year the team will		is delivered according to the curriculum pla	in	
To develop a curriculum plan that is clear and detailed with timeframes and expectations of completion	Teachers supporting and ensuring the cuntculum is delivered	Clear detailed curriculum plan All Teachers in Team deliver the curriculum according to the curriculum plan.	Students access the curriculum as detailed by ACARA and planning documents	All Teachers in Team Deputy Principal Ceach Head of Curriculum Term x Term Planning as required

WOW sessions timetabled
 Focus areas detailed
 Focus areas detailed
 Feedback presented using a consistent protocol
 Schedule roselings with other senior teams to share

19







Team Engagement Strategy

Teaching Team



Team Profile Talent Map



Name	Role	Strengths (Personality Traits / Work Skills)	Work Interests & Goals	Secret Skills	Other
Sue Smith	Deputy Principal	Blue - Action Orientated	Data and supporting teachers	NRL - Go The Cowboys	Outdoors
Amanda Jones	Teacher	Red - Enthusiastic	Improving reading outcomes	Masterchef	Motorcycles Fast cars
Paul Davis	Teacher	Yellow - Curious and social	Behaviour management	Golf	New year resolution to find a "hobby"
Paula Brown	Teacher Aide	Red - Child focused	Queen of booklets, teaching kids reading	Cake decorating	Grandchildren
Mary Roberts	Teacher	Red - Enthusiastic	Numeracy, consistent resources	Mango Farming	Enjoy house renovating
Steve Young	Teacher	Green - Punctual	Science and writing	Motor Sports	Eating out
Kirsty May	Teacher Aide	Yellow - Creative	Science, find my passion again	Gardening	Dancing
Kim Marks	Teacher	Red - Listens to others	ICT, staying calm	Travel - Anywhere in Asia	Family outings
Greg South	Teacher	Green - organised, funny	Teaching reading	Prawn peeling	Home Reflection:
Angela McDonald	Teacher Aide	Red - helpful, kind	Working collaboratively with teachers to get best outcomes	Hand de gar day racks	are our te

20

different?



HIGHPERFORMANCE Above & Below The Line



Team Name: Teaching Team

Objective

Acceptable Behaviour

- Actively contributing
- Ideas are valued
- What's said in the room stays in the room .
- Flexible communication + collaboration
- Professional behaviour
- Supportive within classroom management
- Good time management
- Share resources willingly Solution oriented
- Be on time
- Be present

Subjective

······ The Line ·····

Subjective

- Taking things personally
- Devices in meeting
- Not sharing resources between teachers
- Not praising others' successes
- Unhealthy competition regarding results
- Side conversations in meetings

Unacceptable Behaviour





Team: Teaching Team

HIGHPERFORMANCE Calling Behaviour Protocol When All Else Fails



STEP 1: Preparing for the Conversation

Notifying the other party of the 'type' of conversation requested and setting an appropriate time to talk.

OUR TEAM APPROACH IS: Organise a 1:1 meeting time – where both can be present and really listen – meet within a maximum 3 working days – face to face (preference) – safe place as agreed - max 30 min. Flag verbally (preference) or email that it is a "Reset Conversation" and give as much info as able to.

STEP 2: Having the Conversation

Establishing clear ground rules to prevent conflict, allow breaks if needed and promote healthy outcomes.

OUR TEAM APPROACH IS: Use red/ yellow cards is a tap out signal as needed. Use SBAR (Situation, Background, Assessment, Recommendation) Protocol & speak respectfully. Use "I" statements and have a clear outcome you are seeking that is realistic upon reflection.

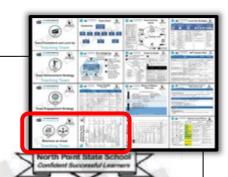
STEP 3: Failure to Resolve Next Steps

The agreed process to escalate issues and involve third parties if the matter is unable to be resolved.

OUR TEAM APPROACH IS: If needed to defer part-way through due to reflect & re-convene with mutually agreed third party support. If any party line manager include other party in the communication (CC no BCC).

Reflection: How are our team systems similar / different?









Business as Usual

Teaching Team



Teaching Team Meeting Agenda

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	-		20	-	7772	100
	Chair	₹	All & Led by nominated individual	All & Line Manager	All or corriented presenter/s	Chair & Moderator
Apologies:	PRE-WORK – Complete Update Tool & Review/ Update Team Data Wall Focus	School Purpose, Team Rate & Accountability; Meeting Team Purpose & Outcomes; Moderator Cards & Ground Raise Check The Control of Teams Raise Check The Control of Teams Raise Check The Control of Teams Teams Team Update Tool One world Basemeter & 1x Success 1x Challenge from Update Tool	Hot issues – focus on day to day operational issues. Pair & Share Top 2-3 issues – Write on whiteboard and Vegas vote (5 licks per perion) (7 mins). Top 2 topics selected. Ton o aborate / 1 min – clarify / 3 mins – discuss / 1 min takeaways. In votes:	Leader's Update/ Team Pulse/ Dashboard & Action Plan (Cycle) • Monthly Team Pulse Wellbeing Scorecard Discussion, or • Dashboard Review & Action Plan Update, or • Senior Leaders Update and Q&A Live Notes:	PD Intensive (Cycle)-1000s on professional/ personal prouth & specific student support needs • The Council (all Members) • Deep Diver (deep dive x 2)s • Quality Teaching Spotlight • The Council groups side 5 max then spir (into 3s and 4s. Cycle times are 5px = 1/1/3/1 4px 1/1/4/1 3px 1/1/5/1 # Deep Divers must be prepared prior with peer coach and use (at minimum) the preparation worksheet as handout. A Quality Teaching Spotlight see PD session planner - Engage (3) Explain (7) Explore (3) Explored (3) Explored (3) Explored (4) Explored (4) Explored (5) Explored (6) Explored (7) Ex	Check Dut Moderator feedback
	Item 1	Inclusion	item 2 Proactive	item 3 Strategic 1	Strategic 2	

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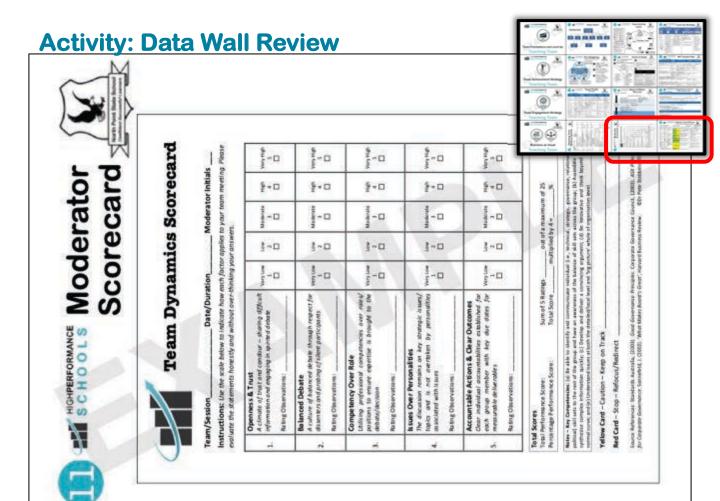
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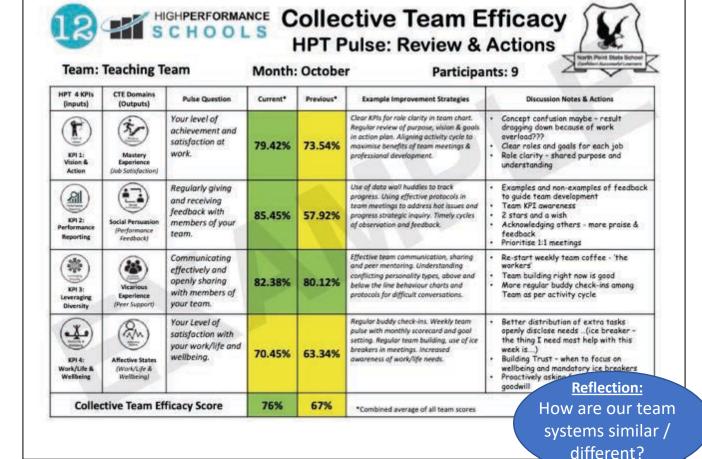
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Reflection:
How are our team
systems similar /
different?





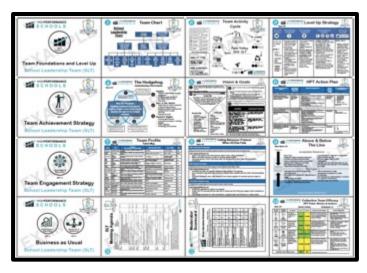


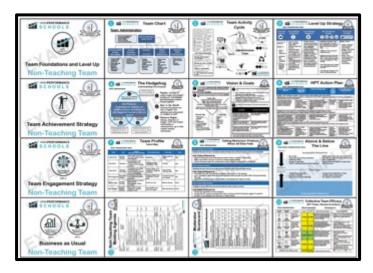
System: Additional Team Exemplars (Leadership & Non-Teaching Teams)

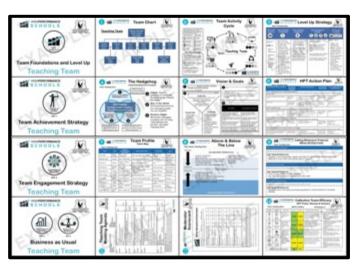


Download further examples of Teaching Team, Non-Teaching Team, and School Leadership Team Data Walls from:

www.hptschools.com/hpt-worksheets-download









Tool: HPT – Activity Planner

Review the example HPT Activity planner below and then map out when you will run each HPT Activity at your school.



Step 1: Building HPT Team Awareness

HPT Activity Planner

Name: Mary Smith Team: Date:

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	-7-5-	
	The Culture Change	

Book Club (Reading 'CTE HPT Selected Readings and Toolkits' and discussing as a team)

☐ Sharing Video Links (Sharing video links from 'HPT Level Up!' YouTube Channel with questions for discussion)

Team Activities (Completing online diagnostic tools exploring HPT artefacts and conducting Team Booster sessions) □ My strategy is: Quick vids at huddles team booster Ixpermity, articles / to als - planning

Key Dates / Times: As per team activity cyc

Step 2: Implementing HPT Strategies

Domain	Activity	Components / Time	Implementation Plan	Timing
	Team Role Chart	Team Booster #1: Link Team Roles With Strategic Plan (10 mins) Role Chart Discussion (20 mins)	TOTAL TIME 30 MINS: Single Session (30 mins) Two Sessions (1 x 10 mins, 1 x 20 mins) Other:	Date/Time: Faculty Binty Week 1. 9.30-10.30
Inperior Section 1977	Team Activity Cycle	Team Booster #3: Review Team Activity Cycle (10 mins) Activity Cycle Discussion (10 mins)	TOTAL TIME 20 MINS: Single Session (20 mins) Two Sessions (1 x 10 mins, 1 x 10 mins) Other:	Date/Time: Faculty A mtg Week 2. 9.30-10.30
	Level Up Team Plan	Video – Quickstart: The HPT Level Up Framework (7:55 mins) Level Up Individual Assessment and Plan (12 mins) Team Planning (20 mins)	TOTAL TIME 40 MINS: Single Session (40 mins) Two Sessions (2 x 20 mins) Other:	Date/Time: Faculty B mtg week 6 9-30-10-30
Nan-A Jesse Achievement	Purpose, Vison, Goals & Actions	Video – Quickstart: KPI 1 Vision & Action (5:58 mins) Core Purpose: The Hedgehog Conversation (14 mins) Vision Casting (25 mins) Action Plan (45 mins)	TOTAL TIME 1 HR 30 MINS: ☐ Single Session (1.5 hrs) ☑ Two Sessions (2 x 45 mins) ☐ Other:	Date/Time: Faculty B mtg week 3 9.30 Faculty Amtg
Engagement	Team Profile & Calling Behaviour	Video – Quickstart: KPI 3 Leveraging Diversity (5:48 mins) Team Profile & Talent Map (54 mins) Above and Below the Line Chart & Calling Behaviour Protocol (30 mins)	TOTAL TIME 1 HR 30 MINS: ☐ Single Session (1.5 hrs) ☐ Two Sessions (1x 60 mins, 1 x 30 mins) ☐ Other: /x 30 mins	Date/Time: Part I general Staff Mtg Wk Faculty B mtg Wk 7 9 3c
	HPT Team Meetings	✓ Video – Quickstart: KPI 2 Performance Reporting (8:25 mins) Meeting Training – Moderator, Chair & Hot Issues (35 mins) Best Practice Trial Run (60 mins) *Deep Dive Video & Training Module Additional 60 mins	TOTAL TIME 1 HR 45 MINS: Single Session (1 hr 45 mins) Two Sessions (1 x 45 mins, 1 x 60 mins) Other:	Date/Time: Extended Faculty mtg week 10 9:30-11.30
Primary Pagerba Business As Usual (BAU)	Team Pulse & Trust Matched Teaming	Video – Quickstart: KPI 4 Work/Life & Wellbeing (4:56 mins) Trust Matched Teaming (10 mins) Team Pulse Conversations (15 mins)	TOTAL TIME 30 MINS: ☐ Single Session (30 mins) ☐ Two Sessions (2 x 15 mins) ☐ Other: SFP Whole Staff.	Date/Time: Done. SFD Jan.

Step 1: Building HPT Team Awareness

HPT Activity Planner

Name:	
Team:	
Date:	

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■ Book Club (Reading 'CTE HPT Selected Readings and Toolkits' and discussing as a team)

☐ Sharing Video Links (Sharing video links from 'HPT Level Up!' YouTube Channel with questions for discussion)

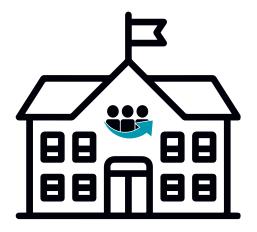
Key Dates /

■ My strategy is:

Team Activities (Completing online diagnostic tools exploring HPT artefacts and conducting Team Booster sessions)

Step 2: Implementing HPT Strategies

Domain	Activity	Components / Time	Implementation Plan	Timing
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Achievement	Purpose, Vison, Goals & Actions	☐ Video – Quickstart: KPI 1 Vision & Action (5:58 mins) ☐ Core Purpose: The Hedgehog Conversation (14 mins) ☐ Vision Casting (25 mins) ☐ Action Plan (45 mins)	TOTAL TIME 1 HR 30 MINS: Single Session (1.5 hrs) Two Sessions (2 x 45 mins) Other:	Date/Time:
Engagement	Team Profile & Calling Behaviour	☐ Video — Quickstart: KPI 3 Leveraging Diversity (5:48 mins) ☐ Team Profile & Talent Map (54 mins) ☐ Above and Below the Line Chart & Calling Behaviour Protocol (30 mins)	TOTAL TIME 1 HR 30 MINS: Single Session (1.5 hrs) Two Sessions (1x 60 mins, 1 x 30 mins) Other:	Date/Time:
	HPT Team Meetings	☐ Video — Quickstart: KPI 2 Performance Reporting (8:25 mins) ☐ Meeting Training — Moderator, Chair & Hot Issues (35 mins) ☐ Best Practice Trial Run (60 mins) *Deep Dive Video & Training Module Additional 60 mins	TOTAL TIME 1 HR 45 MINS: Single Session (1 hr 45 mins) Two Sessions (1 x 45 mins, 1 x 60 mins) Other:	Date/Time:
Business As Usual (BAU)	Team Pulse & Trust Matched Teaming	☐ Video — Quickstart: KPI 4 Work/Life & Wellbeing (4:56 mins) ☐ Trust Matched Teaming (10 mins) ☐ Team Pulse Conversations (15 mins)	TOTAL TIME 30 MINS: Single Session (30 mins) Two Sessions (2 x 15 mins) Other:	Date/Time:



Following The Platinum Rule of Communication



Following The Platinum Rule of Communication

The Platinum Rule: Do Unto Others As They Would Want It Done Unto Them. Unknown



Key Points

- A feedback culture is a school culture that is focused on honest, constructive feedback between students, staff and leaders.
- Effective communication sits at the foundation of all effective feedback and the
 most effective form of communication follows the 'Platinum Rule' (do unto others
 the way they want it done unto them) in contrast to the more commonly referred to
 approach of the 'Golden Rule' (do unto others as you would have them do unto
 you).
- To follow the Platinum Rule we must quickly understand the communication needs and preferences of others and the C.A.R.D. model of personality and communication allows us to easily map our own and others' communication preferences.
- When we apply this to our communication we enhance all forms of feedback from simple positive affirmations (i.e., praising others) to more complex help seeking and conflict resolution processes – all of which can be easily understood by staff and students (with some minor scaffolding) to maximise success.
- When we create (1) team/class profile maps and (2) whole school maps of individual needs and preferences we enable everyone to have access to these insights ahead of communicating which allows us to systematically improve the quality of communication across the school.



Readings

Available at 'Articles' on HPTschools.com CORE:

- LFS Chapter 3: Following The Platinum Rule EXTENSION:
- Leveraging Diversity Starts with 'What' not 'Why'



Videos

HPT Level Up YouTube Channel: Leading Flourishing Schools Playlist CORF:

- The Platinum Rule: Communicate Successfully Every Time EXTENSION:
- · Flourishing Students School Improvement Playlist
- 5D Discipline No. 3 5 Disciplines Playlist
- KPI 3: Leveraging Diversity Level Up Playlist



Activities, Tools & Systems

- Systems Snapshot: The Platinum Rule As A School Wide System
- Activity: Your CARD Preferences Self Reflection Quickstart
- The Platinum Matching Tool
- School Wide Tools: CARD Communication Tips, Kids CARDs Quickstart & Team Engagement Strategy Templates

SYSTEMS



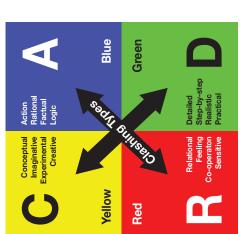
SNAPSHOT

As A School Wide System

The Platinum Rule

Roll Up: Whole of Organisation Profile







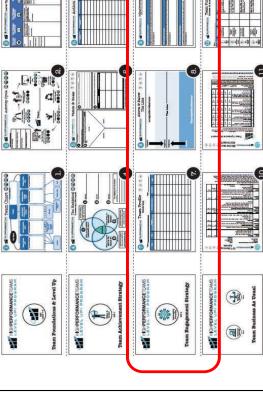


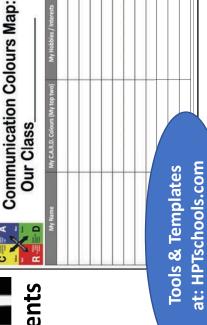


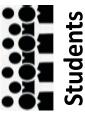




Teams









Activity: Your CARD Preferences Self Reflection Quickstart



1. Who I am

Activity: Rank Order 1-4 (1 = most like me 4 = least like me)

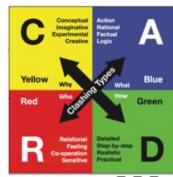
CONCEPT	ACTION	RELATIONAL	DETAIL
I like to focus on thinking 'big picture' – innovating and solving complex problems.	I like to focus on the here and now – taking logical & realistic steps to get things done.	I like to focus on making sure people feel engaged and work together effectively.	I like to focus on the detail and the process – making sure things are done properly.

2. Working with others: clashes and comfort zones

Activity: Based on your preferences above, who are you most likely to clash with and who are you most comfortable working with?

I'm most comfortable working with...

I'm at risk of clashing with...



3. Motivating myself with praise



CONCEPT	ACTION	RELATIONAL	DETAIL
Awesome!	Great job!	You're so kind!	That's perfect!
Amazing!	Well done!	You're so helpful!	That's excellent!
Genius!	Nice one!	You're so nice!	That's brilliant!

Activity: Identify the 'praise' that resonates most with you (ie., makes you feel really good inside)...

4. Understanding my inner critic

CONCEPT	ACTION	RELATIONAL	DETAIL
I'm an idiot / dumb!	I'm lazy!	I'm a loser / can't fit in!	I should've got it right!
I'm stupid!	I suck/ I'm hopeless!	I'm ugly / unattractive!	I'm a fraud / failure!
I should be smarter!	I should've done better!	People should like me!	I'm not good enough!

Activity: Identify the negative self-talk most reflective of your 'inner critic'...

5. Supporting myself when I'm struggling

CONCEPT	ACTION	RELATIONAL	DETAIL
"No one is an instant genius!	"You're not a machine! Your	"Not everyone has to like	"No one is perfect. Everyone makes mistakes as part of improving."
Everyone needs time to	best varies according to	me! I accept myself as I	
think things through."	your energy at the time."	am. Friendships take time."	

Activity: Identify the supportive/ positive self-talk you need to remind yourself of when struggling...

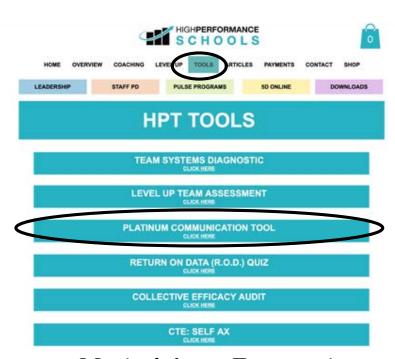


Platinum Communication Tools I Matching Communication 1:1 Tool

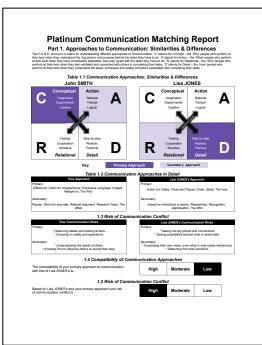


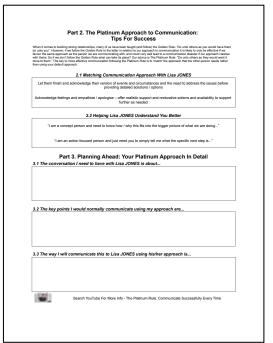
How can staff at your school make the most of the Platinum Rule?

Go to hptschools.com/tools and complete the Platinum Communication Tool to identify how your Communication Preferences match those of your colleagues, as well as tips for better matching.



SAMPLE Platinum Matching Report







Platinum Communication Tools II



Download at: https://www.hptschools.com/hpt-worksheets-download



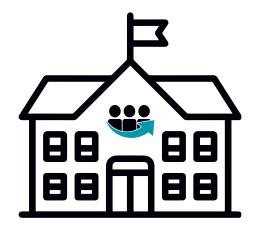
CARD
Communication:
1:1 & Group Tip
sheet



Team Profile,
Above/ Below Line
& Calling Behavior
Templates



CARD
Communication
DIY Kit



Maximising Whole School Wellbeing



Maximising Whole School Wellbeing

Teacher and student wellbeing interact. Thus, the old saying rings true: 'you can't have one without the other.' Pete Stebbins



Key Points

- To genuinely maximise 'whole school wellbeing' we need to answer two key questions: (1) What does 'wellbeing' mean in a school context? and (2) How do we measure and maximise wellbeing so all staff and students can flourish?
- When schools don't clarify the definition of wellbeing in the school context and simply
 promoting ad hoc ideas and initiatives around wellbeing, they run the risk of 'trying to
 fit a square peg in a round hole'.
- In the context of schools, wellbeing can be broken down into two categories one for students: 'Student Self Efficacy' and one for teachers (and support staff): 'Collective Teacher Efficacy'.
- Student Self-Efficacy (SSE) is "the self-belief of a student in their ability to successfully complete their schoolwork and improve in their learning." This can be broken down into four inter-related factors: (1) Self-Regulated Learning (Work Completion), (2) Academic Achievement (Level of Achievement), (3) Enlisting Social Resources (Help Seeking) and (4) Self-Regulatory Efficacy (Staying Motivated).
- Collective Teacher Efficacy (CTE) is "the collective belief of teachers in their ability to
 positively impact upon student learning" and, like SSE is made up of four distinct yet
 inter-related factors (1) Mastery Experience, (2) Social Persuasion, (3) Vicarious
 Experience and (4) Affective States.
- When we track student and teacher wellbeing term by term, we can see that teacher wellbeing (CTE) and student wellbeing (SSE) appear to interact – meaning one seems to influence the other and vice versa.



Available at 'Articles' on HPTschools.com CORE:

- LFS (3rd Ed) Chapter 1: Maximising Whole School Wellbeing EXTENSION:
- Is Every Student Flourishing? Maximising Student Self Efficacy
- Students Flourishing P2: Wellbeing From Years 4-12
- CTE: Optimising Team Activity Cycles

Available at 'Downloads' on HPTschools.com

10-Minute Team Boosters Vol. 1 & 2



Videos

CORE

HPT Level Up YouTube Channel: Leading Flourishing Schools Playlist

• Maximising Whole School Wellbeing: Wellbeing for Teaching & Learning EXTENSION

HPTschools.com – Pulse Programs pages:

- Staff Pulse Onboarding Video
- Student Pulse Onboarding Video

HPT Level Up YouTube Channel: 10-Minute Team Boosters Playlist

Activities, Tools & Systems

- Systems Snapshot: Self & Collective Efficacy As A School Wide System
- Activity: Collective Efficacy Audit Tool
- Activity: Collective Efficacy Team Scorecard





SNAPSHOT SYSTEMS

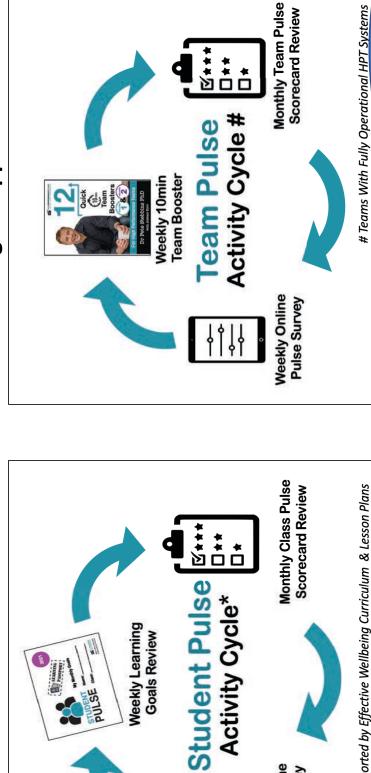
Staff and Student Wellbeing As A School Wide System



Students x Class



Teaching & Support Teams



Veekly Learning Goals Review

Weekly Online Pulse Survey * Supported by Effective Wellbeing Curriculum & Lesson Plans



Activity Wellbeing for Teaching: Collective Efficacy



Collective Efficacy Audit Tool - Quiz

<u>Instructions:</u> Read the statements for each factor below. Think about your team and mark an 'X' in the appropriate box (very low – very high) for each statement.

Factor 1 – Mastery Experience

IN THEORY: Mastery Experience is built not only through sharing and celebrating success but also through the problem solving experiences and resilient and sustained effort needed to overcome failures.

IN PRACTICE: Clear KPIs for role clarity in team chart. Regular review of purpose, vision and goals in action plan. Improving team activity cycle.	Very	L	Mod	I	Very
1) Mastery Experience - Know: Our team's level of shared understanding is	1	2	3	4	5
2) Mastery Experience - Do: Our teams use of specific tools and strategies to improve this is	1	2	3	4	5
3) Mastery Experience - Review: Our teams use of outcome measures to track our progress is	1	2	3	4	5

Factor 2 - Social Persuasion

IN THEORY: Social Persuasion is a means of strengthening our team's conviction that we have the capabilities and insights we need to achieve our goals.

IN PRACTICE: Use of data wall huddles to track progress. Using effective protocols in team meetings. Timely cycles of observation and feedback.	N N		Ž		Ne
4) Social Persuasion - Know: Our team's level of shared understanding is	1	2	3	4	5
<i>5) Social Persuasion - Do:</i> Our teams use of specific tools and strategies to improve this is	1	2	3	4	5
<i>6) Social Persuasion - Review:</i> Our teams use of outcome measures to track our progress is	1	2	3	4	5



understanding is...

strategies to improve this is...

Activity Wellbeing for Teaching: Collective Efficacy



Factor 3 – Vicarious Experience

IN THEORY: Vicarious experience enables us to expand beyond learning from our own direct experiences by listening to (and learning from) stories the achievements and challenges of our colleagues.

IN PRACTICE: Effective team communication and peer mentoring. Understanding personality types and above & below the line behaviour.

7) Vicarious Experience - Know: Our team's level of shared

8) Vicarious Experience - Do: Our teams use of specific tools and

9) Vicarious Experience - Review: Our teams use of outcome

Very Low	Low	Moderate	High	Very High
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

Factor 4 – Affective States

measures to track our progress is...

IN THEORY: Efficacious teams can tolerate pressure and stress continuing to function without severe negative consequences and learn how to adapt and cope with disruptive forces.

IN PRACTICE: Regular huddy check- ins. Regular team huilding and

use of icebreakers in meetings. Increased awareness of work/life needs.					
10) Affective States - Know: Our team's level of shared understanding is	1	2	3	4	5
11) Affective States - Do: Our teams use of specific tools and strategies to improve this is	1	2	3	4	5
12) Affective States - Review: Our teams use of outcome measures to track our progress is	1	2	3	4	5

CTE Factor Scores:

Calculate the total factor score for each of the 4 CTE Factors by adding up the assigned value in each box. Which factors are yoiur highest and lowest and why?

	Collective Efficacy Audit Tool – Factor Scores									
Collective Efficacy Factors	(1)		***							
	Mastery Experience	Social Persuasion	Vicarious Experience	Affective States						
Factor Score (Total)				:						



Activity Wellbeing for Teaching: Collective Efficacy



Collective Efficacy Audit Tool – ACTION PLAN **Collective Efficacy Factors** Mastery Vicarious **Experience** Persuasion Experience **States** IN THEORY: Mastery Experience IN THEORY: Vicarious experience is built not only through sharing IN THEORY: Efficacious teams can IN THEORY: Social Persuasion is a enables us to expand beyond and celebrating success but also tolerate pressure and stress learning from our own direct means of strengthening our team's through the problem solving continuing to function without conviction that we have the experiences by listening to (and experiences and resilient and severe negative consequences and capabilities and insights we need to learning from) stories the sustained effort needed to learn how to adapt and cope with **Explanation** achieve our goals. IN PRACTICE: achievements and challenges of our overcome failures. IN disruptive forces. IN PRACTICE: Use of data wall huddles to track colleagues. IN PRACTICE: Effective PRACTICE: Clear KPIs for role Regular buddy check- ins. Regular progress. Using effective protocols team communication and peer clarity in team chart. Regular team building and use of in team meetings. Timely cycles of mentoring. Understanding review of purpose, vision and icebreakers in meetings. Increased personality types and above & below the line behaviour. observation and feedback. goals in action plan. Improving awareness of work/life needs. team activity cycle. Know: How our team develops a shared understanding... Do: The tools and strategies we use to improve this... Review: The outcome measures we use to track our progress...



Activity: Collective Efficacy - Team Snapshot









Team Pulse: Review & Actions



Team:	Month:	Participants:

HPT 4 KPIs (inputs)	CTE Domains (Outputs)	Pulse Question	Previous*	Current*	Example Improvement Strategies	Discussion Notes & Actions
KPI 1: Vision & Action	Mastery Experience (Job Satisfaction)	Your level of achievement and satisfaction at work.			Clear KPIs for role clarity in team chart. Regular review of purpose, vision & goals in action plan. Aligning activity cycle to maximise benefits of team meetings & professional development.	
KPI 2: Performance Reporting	Social Persuasion (Performance Feedback)	Regularly giving and receiving feedback with members of your team.			Use of data wall huddles to track progress. Using effective protocols in team meetings to address hot issues and progress strategic inquiry. Timety cycles of observation and feedback.	
MPI 3: Leveraging Diversity	Vicarious Experience (Peer Support)	Communicating effectively and openly sharing with members of your team.			Effective team communication, sharing and peer mentaring. Understanding conflicting personality types, above and below the line behaviour charts and protocols for difficult conversations.	
KPI 4: Work/Ulfe & Wellbeing	Affective States (Work/Life & Wellbeing)	Your level of satisfaction with your work/life and wellbeing.			Regular buddy check-ins. Weekly team pulse with monthly scarecard and goal setting. Regular team building, use of ice breakers in meetings. Increased awareness of work/life needs.	
Collec	tive Team Effica	cy Score			*Combined average of all team scores	0-54% 55-74% 75-100%



SCHOOLS Staff & Student Pulse Index 2020



Staff Pulse CTE Index

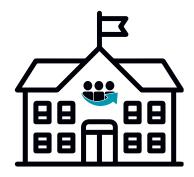
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Job Satisfaction		71.53	70.57	65.45	71.84	73.66	75.18	73.24	75.11	77.45	74.67	
Performance Feedback		72.01	71.37	68.69	73.05	74.23	75.39	73.91	75.37	76.46	75.00	
Peer Support		78.60	76.99	76.80	78.31	78.85	79.70	77.86	79.33	80.55	78.91	
Work/Life & Wellbeing		63.63	63.20	62.31	69.18	68.97	70.11	67.72	69.83	73.52	69.10	
CTE - Collective Team Efficacy		71.43	70.56	68.31	73.10	73.93	75.09	73.18	74.91	77.00	74.42	
CTE - All Schools (Norms)		70.96	66.58	66.45	64.05	59.12	64.84	69.81	66.79	67.80	65.15	



Student Pulse SSE Index

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Work Completion						77.44	79.43	75.43	74.62	72.49	78.62	
Level of Achievement						70.84	70.25	72.86	70.10	68.00	74.09	
Help Seeking						68.52	70.54	69.69	66.99	64.01	68.15	
Self- Motivation						59.30	58.74	61.08	61.09	57.25	64.75	
STUDENT SELF EFFICACY						69.03	69.74	69.77	67.85	65.44	71.42	





Boosting Your Return on Data

Return on Data = (D+P) x T*
*right Data, right People, right Teams



Key Points

- All schools generate a lot of data but Flourishing Schools stand out because they get a higher 'Return On Data' – their use of data generates higher levels of learning and wellbeing compared to their peer schools.
- Return on Data can be represented in the formula R.O.D = (D+P)xT* (*right Data, right People, right Teams) which can be used to assess the effectiveness of relevant school systems and processes.
- Right Data refers to prioritising the measuring and managing of Lead Indicators such as self and collective efficacy rather than post hoc examination of Lag Indicators such as Attendance & Annual Results.
- Right People refers to giving the right people the right data they need at the
 right time to be able to improve teaching and learning outcomes and requires
 customised dashboards which are updated and accessible in a timely
 manner.
- Right Teams is about developing explicit Data Conversation Protocols that channel the collective genius of teams into effective analysis, interpretation and improvement strategy in the most time efficient and effective way.



Readings

Available at 'Articles' on HPTschools.com CORE:

- LFS Chapter 2: Boosting Your Return On Data EXTENSION:
- Data Driven Decisions Flourishing Schools RL
- Student Leadership: A HPT Approach Flourishing Schools RL Available at 'Downloads' on HPTschools.com
- 5D Disciplines Chapter 2 Chapter in 5 Disciplines Book



Videos

HPT Level Up YouTube Channel: Leading Flourishing Schools Playlist CORF:

- Return On Data: Enable Staff & Students To Flourish EXTENSION:
- Data Driven Decisions School Improvement Playlist
- · Great vs Extraordinary Schools School Improvement Playlist
- Student Leadership: A HPT Approach School Improvement Playlist



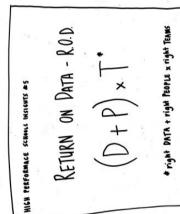
Activities, Tools & Systems

- Systems Snapshot: Return On Data As A School Wide System
- Activity: Return On Data (R.O.D.) Quiz
- Leadership Tools: School Wide Meeting & Communication Cycle & Leadership Dashboards Examples

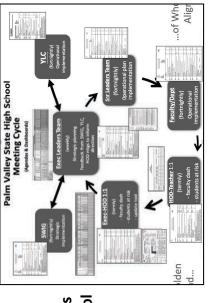


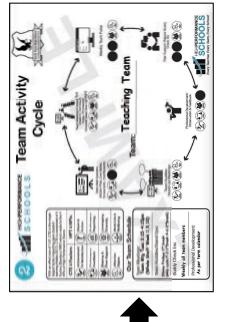
Return On Data SYSTEMS

As A School Wide System SNAPSHOT



With School **Data Cycles** Meeting Aligning & Team Cycles





Conversation Data

Item 6

Protocols in Meeting Agendas

> School Roll Up x Team **Dashboards Whole** Lead Indicator

Action Plan Update Dashboard Review action plan live noting day sprint on selected (7min) Scroll through updates P2 (8min) 90 Strategic 2 Items In Cycle

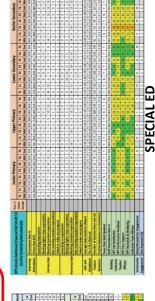
(3min): Review monthly dashboard data (elbow partners). P2 (5 min) trends/ anomalies P3 (7min) key focus area discussion and SMART Round room pairs feedback on actions.

Presentation (use template) brainstorm (whiteboard) (7 min) (P3) (1 min) Presenter (7 min) (P2) Discussion / takeaway actions from Deep Dive discussion.

Sponsor

Led by Items

15 mins





SECONDARY

PRIMARY

at: HPTschools.com **Tools & Templates**



Activity: Return on Data (R.O.D.) Quiz



<u>INSTRUCTIONS</u>: Complete the quiz by rating your organisations performance to identify your current R.O.D. (Return On Data).

Factor 1 - Data Awareness - Rate your organisation's level of Data Awareness.

All staff have a practical understanding of lead vs lag indicator data relevant to their roles. * Very Low (1)	l erate l	Very High (5)
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Factor 2 - Data Dashboards - Rate your organisation on the implementation of Data Dashboards.

Our organisation has implemented cascading dashboard systems from whole of organisation into departments, and teams.	Very Low (1)	Low (2)	Mod erate (3)	High (4)	Very High (5)	
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Factor 3 - Data Eco-Systems & Activity Cycles - Rate your organisation on the utilisation of clearly defined data eco-systems.

Our organisation utilises clearly defined data ecosystems which show the data collection, reporting, analysis and planning cycles.	Very Low (1)	Low (2)	Mod erate (3)	High (4)	Very High (5)	
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Part 4 - Data Conversation Protocols - Rate your organisation on the use of Data Conversation Protocols.

Our organisation has developed specific instructional protocols to use in meetings for teams to collectively analyse data efficiently and effectively.	Very Low (1)	Low (2)	Mod erate (3)	High (4)	Very High (5)
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Calculate Your Organisation's Current ROD:

Create your Total R.O.D. Score by using the formula: Total R.O.D. Score = (Factor $1 + Factor 2 + Factor 3 + Factor 4) \times 4$

Table 1: Overall R.O.D.

Factor	Description	Total R.O.D. Score	R.O.D.
	Your Organisation's Return On Data (R.O.D.) is determined by (1) Staff Members' Data Awareness, (2) The robustness of Organisation wide Data Dashboards, (3) The maturity of Data Eco Systems & Activity Cycles, and (4) The efficiency and effectiveness Data Conversation Protocols.		



Activity: Return on Data (R.O.D.) Quiz



Return On Data (R.O.D.) Action Plan: HPT

Use the R.O.D. Action Plan to record the Improvement Actions, Timelines, and Accountabilities that your Organisation could implement to maximise R.O.D.

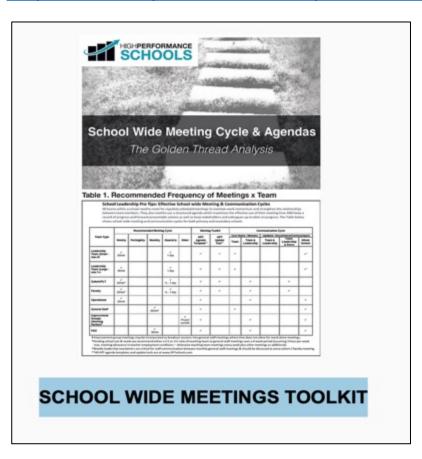
Factor	Description	Improvement Actions	Timelines & Accountabilities
1. Data Awareness	All staff have a practical understanding of lead vs lag indicator data relevant to their roles.		
2. Data Dashboards	Our organisation has implemented cascading dashboard systems from whole of organisation into departments, and teams.		
3. Data Eco Systems & Activity Cycles	Our organisation utilises clearly defined data eco- systems which show the data collection, reporting, analysis and planning cycles.		
4. Data Conversation Protocols	Our organisation has developed specific instructional protocols to use in meetings for teams to collectively analyse data efficiently and effectively.		

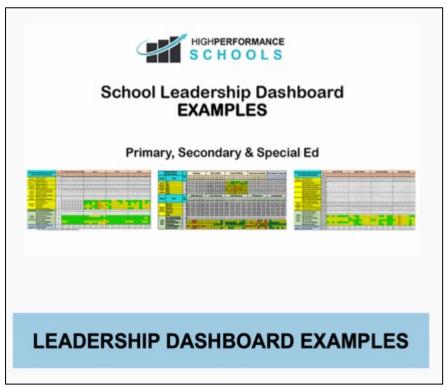


School Wide Systems: School Meeting & Communication Cycle ் Dashboards: Primary Secondary & Special Ed



Download at: https://www.hptschools.com/hpt-worksheets-download





Dr Pete Stebbins, PhD



Dr Pete is Australia's leading expert on building High Performance Teams in education and health. He has worked with over 5000 leaders, across more than 500 schools and health services developing high performance leaders and teams to maximise Collective Efficacy (CE) - the number 1 factor affecting organisational performance.

Pete is:

- An Evidence Based Practitioner & Research Psychologist with numerous peer reviewed journal articles on leadership, teams and organisational performance.
- An advisor to leading education industry associations (QASSP, QASEL, QSPA).
- The author of over 10 books on leadership, teams, change, resilience and school performance.
- The Founder and CEO of an AFR fast 100 company.
- A regular guest Psychologist on Channel 7 (Sunrise & The Morning Show).

Pete's BIG GOAL is to ensure every school in Australia is led by extraordinary leaders who ensure that every staff member belongs to a High Performance Team – thus maximising organisational outcomes!

He is also:

- The father of 5 wonderful daughters with the youngest being 7 year old twins and the eldest now at University.
- A keen Adventurer & Athlete climbing high altitude trekking peaks across the world, completing triathlons in the desert, and squeezing in some running, rockclimbing and surfing whenever he gets a chance.
- Eco-Friendly Upcycler! Converting an old milk depot into an eco-firendly home living by the beach on the southern Gold Coast.
- Secret Skills cooking & coffee! Can cook without recipes previously a chef's assistant and makes a fantastic coffee – previously a barista.

Pete is a popular keynote speaker at conferences and events, consultant and facilitator with leadership teams in education and health sectors and workshop leader for several leadership and High Performance Teams masterclass programs.

Find out more at: DrPeteStebbins.com or email admin@hptschools.com

Find out more about Dr Pete and the range of High Performance Schools

Programs available at HPTschools.com

LEADING Flourishing SCHOOLS



"The crux of the matter for Flourishing Schools is the extent to which their school culture increases the CAPACITY of staff and students."

Dr Pete Stebbins PhD









Building High Performance Teams

Masterclass Program Workbook