



LEADING *Flourishing* SCHOOLS

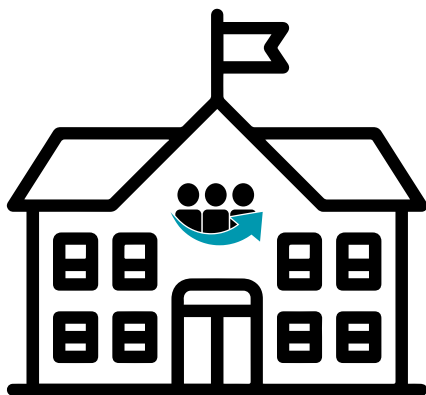
Building HIGH CAPACITY School Culture

Dr Pete Stebbins PhD
With Alistair Kerr

3rd Edition!



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



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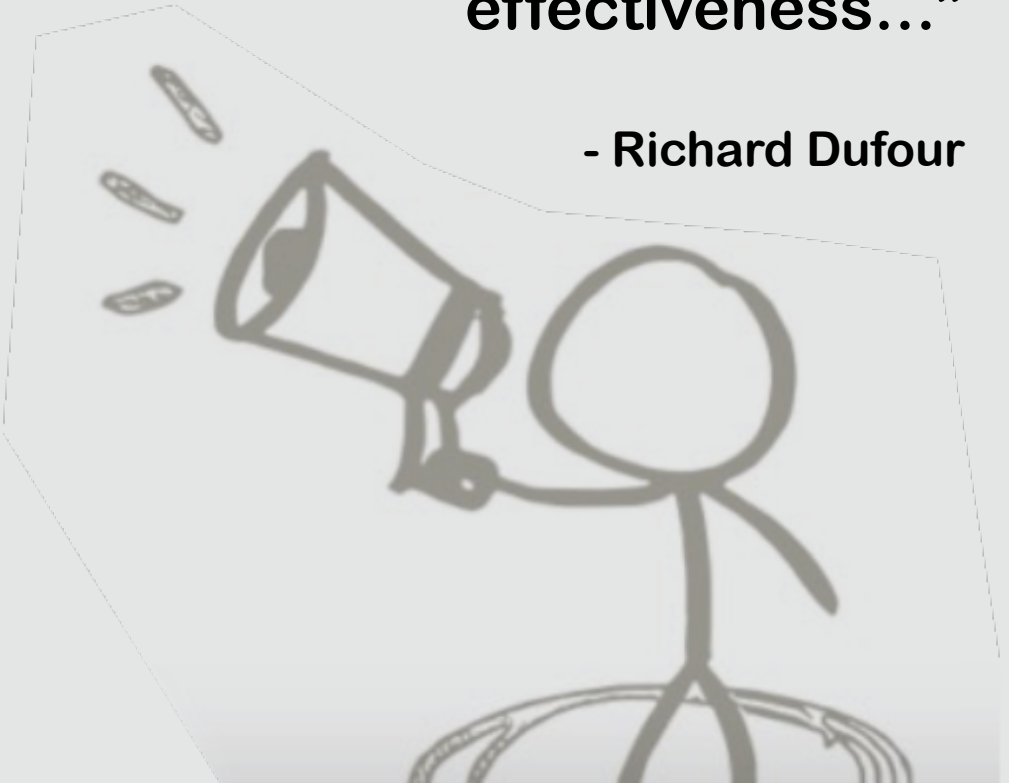
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“Creating a collaborative culture is the single most important factor for successful school improvement initiatives, the first order of business for those seeking to enhance their school’s effectiveness...”

- Richard Dufour



INTRODUCTION

Leading Flourishing Schools: Cups, Torches & Lightbulbs!



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

The Legacy of School: Helping or Hindering Our Adult Lives...

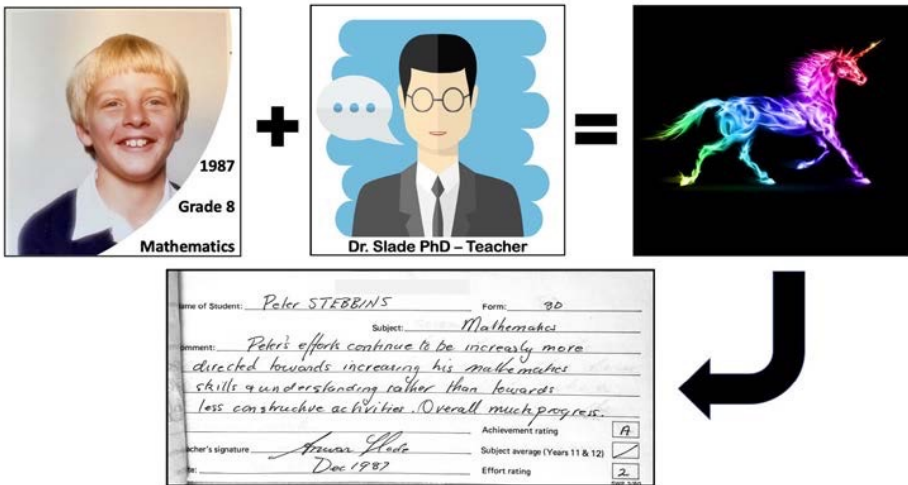
One of the greatest gifts we can receive from our time at school is the discovery of the skills, attitudes and beliefs that underpin lifelong learning. Yes, curriculum knowledge is important, but the impact on our lives from knowing that the capital of Peru is Lima is far and away surpassed by developing a love for learning and the knowledge of how to learn. Lifelong learning is about resilience, creativity and the ability to adapt to an ever changing and uncertain environment (no matter what may unfold) and underpins all success in life.

“A Teacher Affects Eternity” – H. Adams

This most precious of gifts is sparked and then cultivated by dedicated educators, who know and care for their students. These educators not only meet each and every student at their academic level, but they help them push far beyond what they imagined they were capable of. We call these very dedicated educators ‘unicorn teachers’ because they have such a magical and monumental impact on the students in their care. When you close your eyes and think of the teacher that had the biggest positive impact on your career and life, that’s your unicorn teacher.

The Unicorn Teacher Effect

I am a firsthand witness to the transformative power that a dedicated teacher can have on a struggling student, and when I close my eyes, I see my Year 8 maths teacher, Dr Slade. In my time as a student, Dr Slade was a rare blazing ray of light who, despite my learning difficulties and poor behaviour, was able to completely engage with me and 'boot camp' me all the way to the most unlikely of results, an 'A' grade – the high point of my entire high school journey.



But sadly, for most, unicorn teachers are a rare occurrence. When some people close their eyes to think of the teachers that had a significant positive impact on their lives, they may not remember any, or if they're lucky, they may remember one or two at best. This is not because their memories are failing them but rather because the way many schools operate inadvertently block the potential for unicorn teachers to deliver magic moments of learning to their students.

But it doesn't have to be this way! As you will see in this book, if we make simple changes to the way we run our schools, changes that do not disrupt all the other essential activities and obligations, changes that can be easily applied across different countries and cultural contexts, we can increase the magic moments that unicorn teachers can provide their students – transforming their lives for the better!

Teaching & Learning Require CAPACITY: You Cannot Pour from an Empty Cup!

In every school, each student, teacher and staff member arrives each day with a baseline level of capacity (energy, focus, and beliefs) that directly impacts the teaching and learning experiences that will occur. If you imagine capacity like water in a cup some students, teachers and staff have cups that are full to overflowing, while others have barely a few drops.

UNPACKING THE UNICORN TEACHER EFFECT



“You cannot pour from an empty cup.” – Deborah King

Returning to Dr Slade, although I couldn’t put my figure on it at the time, there was something very different about him compared to my other teachers. My other teachers had written me off as a ‘lost cause’. My report cards were full of teacher comments like: *“I am most disappointed in Peter...”*, *“He lacks the will to work hard...”*, *“He can’t control his behaviour and talkativeness...”*, *“He needs to show greater effort and concentration...”*

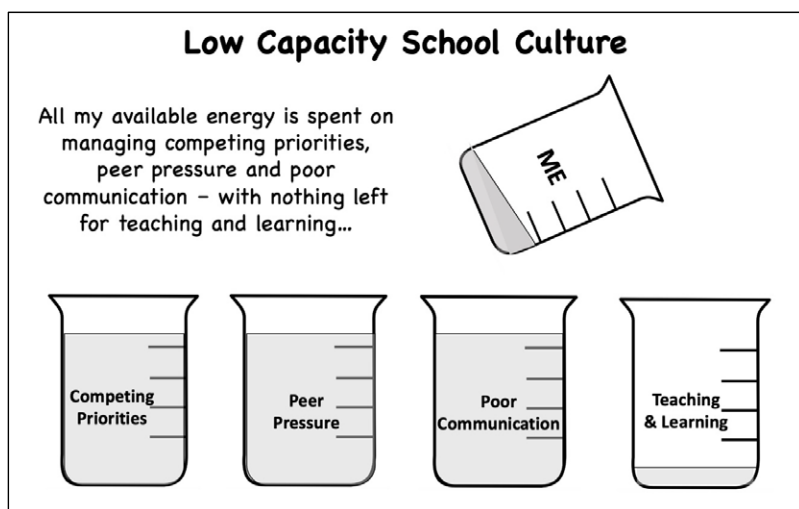
But Dr Slade was different. Despite all my difficulties, he gave me his attention and offered both words and deeds of encouragement. Despite my protests and acts of sabotage, he took no offence and persevered. I can still remember Dr Slade giving up his lunch breaks for an entire term

to make sure that I completed my homework and learned to my fullest. Despite my outbursts of frustration and self-doubt he would sit with me and firmly yet calmly repeat *“Pete, you can, and you will, work through these equations, let’s start from the top”*, until all the work assigned was completed correctly.

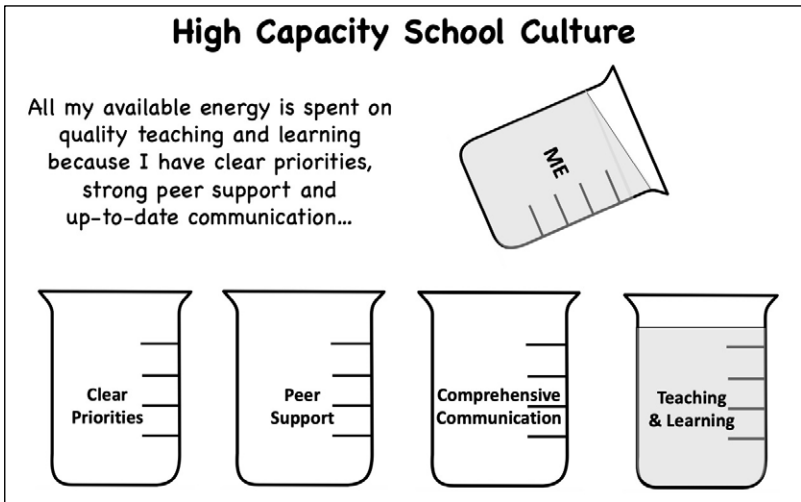
As I look back now, it is with tremendous gratitude as well as decades of experience working to improve the education sector, that I realise the thing that separated Dr Slade from all my other teachers. It was Dr Slade’s incredible CAPACITY to focus on my needs (and the needs of the other students) that gave me a sense of confidence in my own ability to learn – lifting my CAPACITY as a student to work at a deeper level and try harder than I ever imagined was possible! I now know that the key to unlocking the potential of Unicorn Teachers to create magic moments in the classroom is CAPACITY!

What is a Flourishing School?

Quality teaching and learning requires high levels of capacity in both teachers and students with school culture being the linchpin in the preservation or depletion of capacity. In schools with a low capacity culture (characterised by ill-defined and inconsistent support systems for staff and students) tremendous amounts of energy are burned across the school on navigating competing priorities, uncertain relationships and poor communication (see diagram below). This leaves little to no energy for quality teaching and learning. In short, schools with a low capacity culture drain the cups of students, teachers and support staff alike, and you cannot pour from an empty cup.



In stark contrast, schools with a high capacity culture (characterised by clearly defined and consistent support systems for staff and students) help staff and students to preserve tremendous amounts of energy to engage in quality teaching and learning because priorities are clear and known, relationships are supportive, and comprehensive communication enhances performance and support across the school (see diagram below). In short, schools with a high capacity culture help all staff and students to flourish by keeping their cups as full as possible.

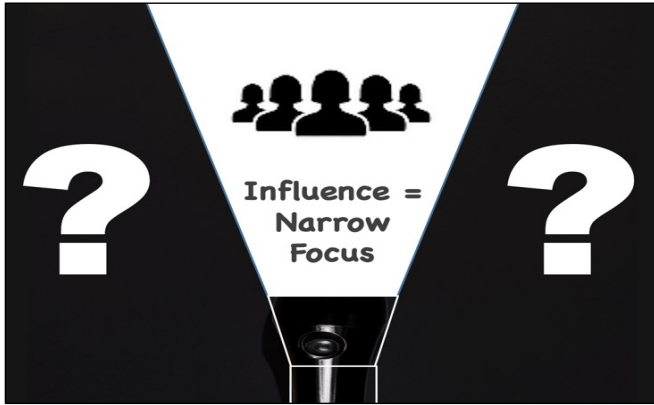


High Capacity School Culture: Systems Matter More Than Influence – The Lightbulb vs. The Torch

Creating a high capacity culture where all staff and students can flourish is THE MOST important thing that a school leader can do to ensure the success of their school. Throughout the world there are some extraordinarily dedicated school leaders who have taken it upon themselves to use their individual influence and personal effort to shine the light of improvement. But while admirable, individual influence and personal effort isn't sufficient for this most important of tasks.

Just like the narrow beam of light from a torch (see diagram on next page), the impact of a leader's individual influence and personal effort is narrow. Thus, where the leader's focus is maintained, excellence is guaranteed. However, an individual leader cannot focus everywhere all the time. When leaders rely solely on their influence and personal effort not only will performance be skewed to reflect their own areas of focus but

also the risk of burnout will be exponentially magnified as the size of the school increases.



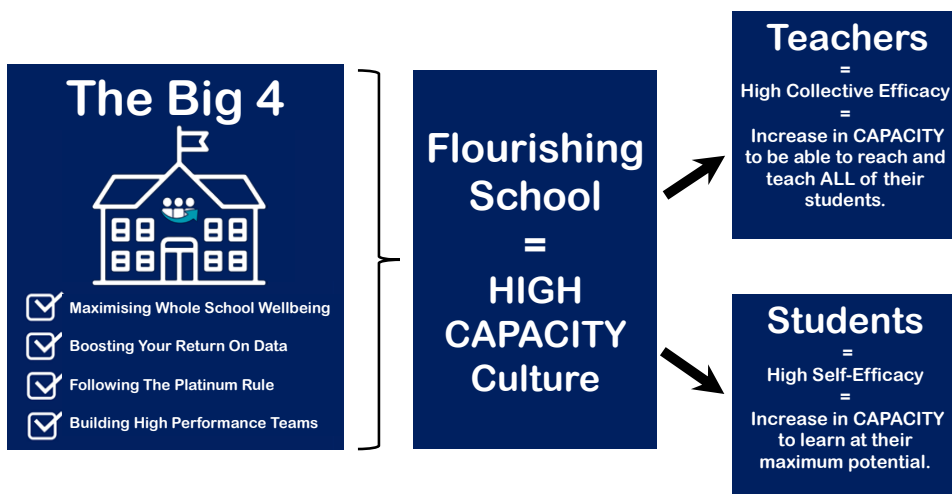
To achieve ultimate success in creating a high capacity culture, school leaders need to broaden the effects of their influence from the narrow beam of torchlight to the all encompassing glow of the lightbulb. For ultimate success, school leaders need schoolwide systems that are understood and practised by everyone.



High Capacity School Cultures: The 'BIG 4' Support Systems

As you can see in the diagram below, there are 4 key support systems that need to be embedded in a school in order to facilitate a high capacity culture:

1. The system of *Maximising Whole School Wellbeing*;
2. The system of *Boosting the Return on Data*;
3. The system of *Communication Following the Platinum Rule*; and
4. The system of *Building High Performance Teams*.



In the chapters that follow we'll unpack each of these four support systems and show you how you can practically embed these across your school, to create a High Capacity School Culture where all your staff and students can flourish!

Dr Pete Stebbins, PhD

Introduction: Leading Flourishing Schools: Cups, Torches & Lightbulbs - Chapter Summary -

- School is important: It helps or hinders our adult lives!
- Teaching & learning require energy: You cannot pour from an empty cup!
- 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 optimised it creates a 'Unicorn Effect' enabling extraordinary levels of growth and development.
- For the unicorn effect to occur both the Teacher and Student need to have high levels of Capacity in order to engage effectively 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 within their schools.

CHAPTER 1

Maximising Whole School Wellbeing: Self & Collective Efficacy



“All life is interrelated. Whatever affects one directly, affects all indirectly.” – Martin Luther King Jr.

“It’s a rare classroom indeed where the level of student wellbeing exceeds that of the teacher.” – Clifford Morgan

If the ideal vision of a Flourishing School could be expressed as ‘*students both enjoying and excelling in their learning among cohesive, friendly and supportive classmates overseen by teams of very bright, caring and enthusiastic teachers*’ then one of the key indicators of success would be high levels of student and teacher wellbeing. But what exactly do we mean by wellbeing? And perhaps even more importantly: *“How do we measure and maximise wellbeing so that our students and staff can flourish?”*

‘Wellbeing’ vs ‘Wellbeing in Schools’

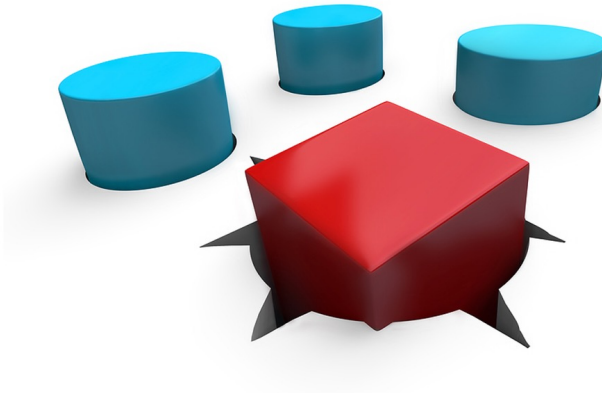
When it comes to the topic of ‘wellbeing’ there are an infinite number of concepts and strategies that school leaders can consider when pondering how to best support staff and students. While the wide playing field of wellbeing in schools is certainly well intentioned, the broad array of approaches has led to an unintended (and counterproductive) consequence – a lack of definitional clarity, which in practice has ultimately created more confusion and distraction from the core business of schools – quality teaching and learning. If we wish to genuinely maximise ‘whole school wellbeing’ we need to understand 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?

The Problem of Square Pegs in Round Holes...

When schools don’t clarify the definition of wellbeing in the school context and do not have a clear strategy to measure (and maximise) wellbeing, simply promoting ad hoc ideas and initiatives around wellbeing, they run the risk of ‘trying to fit a square peg in a round hole’. The ‘square peg’ means that their definition of wellbeing is either unclear or unsuitable to their context and their programs and strategies don’t ‘fit’ within the ‘round hole’ of the school’s scope of practice to maximise quality teaching and learning.

Wellbeing In Schools: Scope of Practice

Trying to fit a square peg in a round hole?

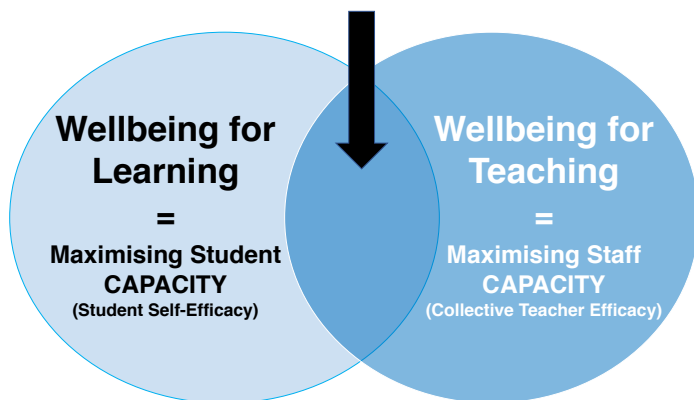


Wellbeing for Teaching & Learning

In addressing what 'wellbeing' means in a school context, we need to take a step back. Wellbeing is multifaceted, with many professional groups having 'skin in the game'. Counsellors, Psychologists and Psychiatrists focus on the mental health domain. Nutritionists, Exercise Physiologists and GPs focus on the physical domain. Priests, Pastors, and Imams focus on the spiritual domain. When considering where schools fit into this mix, it is important to remember that the ultimate responsibility of a school is to foster quality teaching and learning. Therefore, schools are most responsible for wellbeing for teaching and learning, while other professions are most responsible for mental, physical and spiritual wellbeing.

With this sharp focus, the equation for maximising whole school wellbeing becomes much clearer. In the diagram below you can see that true whole school wellbeing involves both staff and students and sits at the intersection of wellbeing for learning (left hand circle) and wellbeing for teaching (right hand circle).

Maximising Whole School Wellbeing



As we know, the precursor to quality teaching and learning is staff and student CAPACITY. Therefore, the crux of the matter for maximising whole school wellbeing so that staff and students can flourish hinges entirely on the extent to which the school environment increases the CAPACITY of both staff AND students to engage in quality teaching and learning.

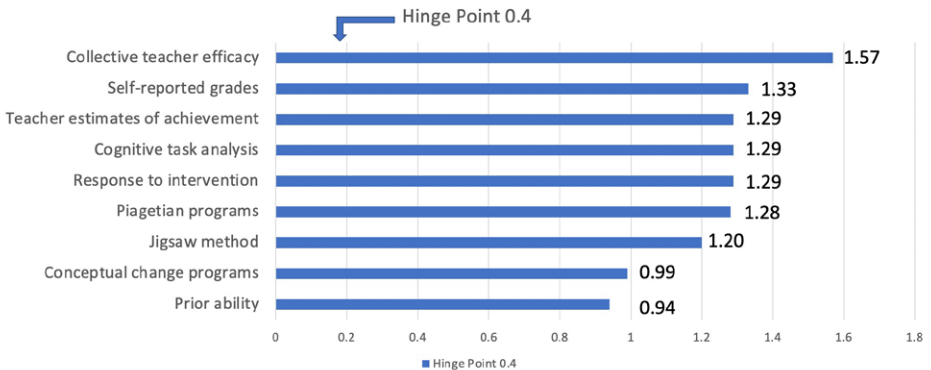
For students, their CAPACITY is reflected in their motivation and confidence to learn and grow in both academic subjects and in peer relationships with classmates. For staff, their CAPACITY is reflected in the creation of engaging and differentiated learning experiences for their students whilst working with their peers to: (a) deliver a consistent cycle of assessment and grading appropriate to wider academic standards and (b) stay on top of advances in research within their subject areas and evolve curriculum accordingly.

Sidebar: The Link Between Capacity & Efficacy

In educational research terms, the quest for boosting the capacity of teachers and students is more readily described as the goal of improving the efficacy of teachers and students – and indeed the definition of efficacy (‘The capacity for producing a desired result or effect’) highlights the interconnection with ‘capacity’. The goal of improving efficacy in schools is typically focused on two distinct populations: (1) improving the collective efficacy of teachers and (2) improving the self-efficacy of students. Research shows that both collective teacher efficacy and student self-efficacy have a significant impact on learning outcomes (see diagram).

Hattie’s 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen’s d)

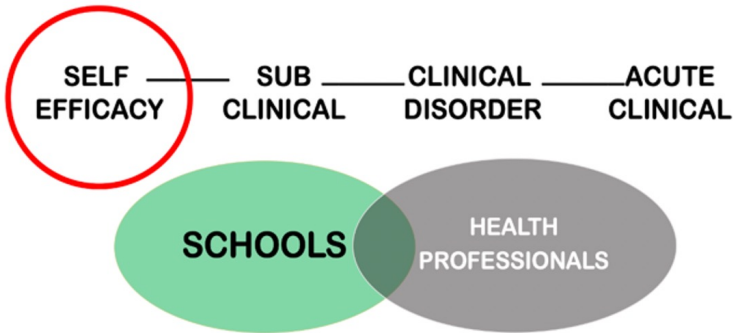
Source: J. Hattie (December 2017) visiblelearningplus.com
 Diagram: S. Waack (2018) visible-learning.org



Now that we have defined wellbeing within the school context (Collective Efficacy for teaching and Self-Efficacy for learning) let's take a closer look at each of these factors in order to understand how wellbeing can be maximised across a school.

Wellbeing for Learning: Student Self-Efficacy

We have previously mentioned the 'square peg in a round hole' conundrum when it comes to wellbeing in schools, and as we further unpack how schools can support students, it bears repeating. Schools should take the lead role in boosting student capacity for learning (a.k.a. Student Self-Efficacy). However, when more serious mental or physical health problems emerge schools should play a support role collaborating in partnership with specialist health professionals.

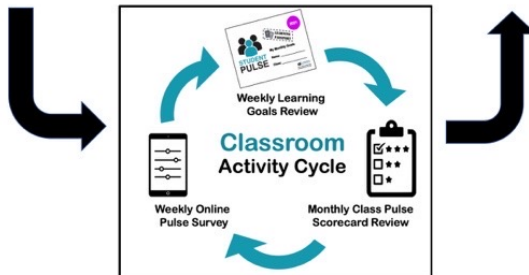
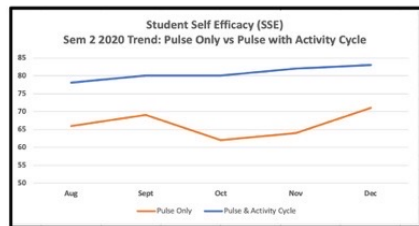
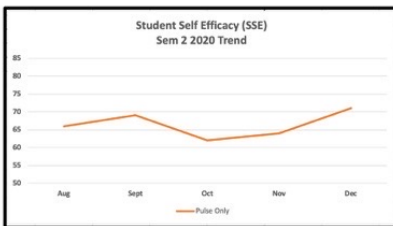


As a construct, Student Self-Efficacy (SSE) has been defined by pioneering social psychologist Albert Bandura as *“the self-belief of a student in their ability to successfully complete their schoolwork and improve in their learning.”* This can be broken down into four inter-related factors: (1) Self-Regulated Learning (Work Completion), (2) Academic Achievement (Level of Achievement), (3) Enlisting Social Resources (Help Seeking) and (4) Self-Regulatory Efficacy (Staying Motivated). The theoretical link between each of the self-efficacy factors and quality teaching and learning practices has long been established (and is further expanded upon in the Table on the next page).

Theoretical Links: Student Self-Efficacy & Teaching & Learning Domains

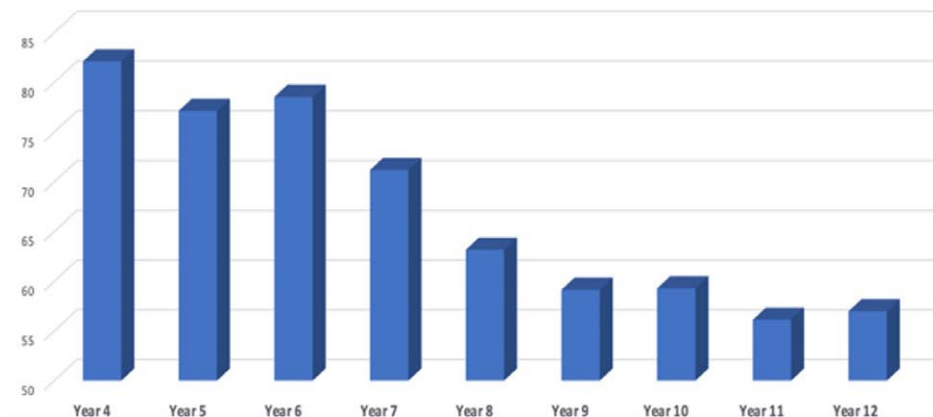
Student Self-Efficacy Factors	Teaching & Learning Domains
Self-Regulated Learning (Work Completion): For students to have confidence in their ability to complete required schoolwork within scheduled timeframes	Capacity & Engagement in Assessment Tasks: Awareness and capacity to complete subject assessment schedules
Academic Achievement (Level of Achievement): For students to have confidence in their own ability to learn and improve their level of achievement in academic subjects	Metacognition & Effective Instruction: Metacognition strategies, learning intentions and success criteria
Enlisting Social Resources (Help Seeking): For students to have confidence in their ability to enlist the help of teachers and advisors to assist them with challenges or difficulties	Student/Teacher Relationships: Student/teacher relationships, rapport and feedback processes
Self-Regulatory Efficacy (Self-Motivation): For students to have confidence in their own ability/self-discipline to manage their mood and emotions to maximise their learning and achievement	Resilience & Coping Skills: Student resilience, coping skills and real world links with subject learning

For several years now we have assisted schools to measure SSE using a simple repeated measures pulse survey, with 4 questions aligned to Bandura's SSE Factors. Initially we found that students' self-beliefs fluctuate over time, however in our more recent work using a similar repeated measures approach, we found that when students engage in quality reflection and goal setting cycles, self-efficacy increases above and beyond baseline norms (see below diagram).



Interestingly, when we look at SSE between year level cohorts we see significant variation, highlighting that there is no ‘one size fits all’ when it comes to wellbeing for learning. As a result, how schools assist students to maximise their wellbeing for learning will look different as students’ progress through their education journey.

SSE Averages X Cohort

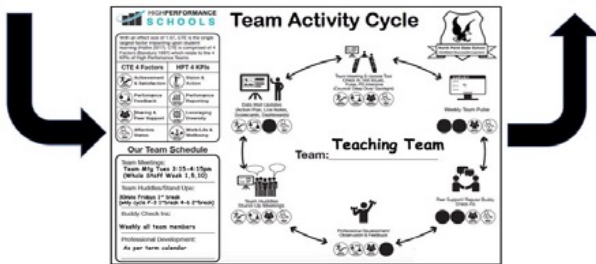
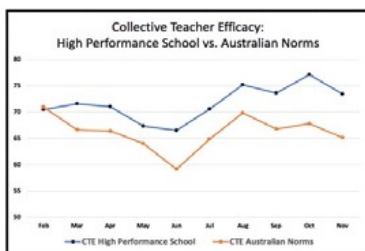
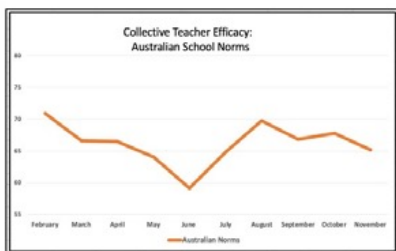


“There is no one size fits all when it comes to wellbeing for learning.”

Wellbeing for Teaching: Collective Teacher Efficacy

Like SSE, Collective Teacher Efficacy (CTE) has a long research history. As defined by Bandura, 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.

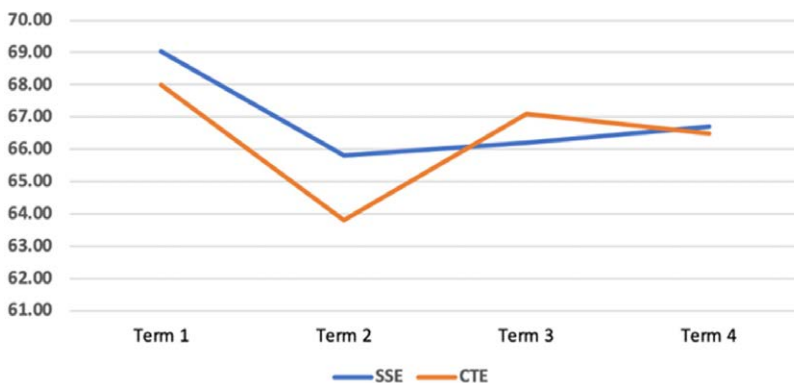
Given collective beliefs are prone to fluctuate over time, using a repeated measures/pulse design to assess these four factors in teaching teams enables both teaching teams and school leaders to collaboratively optimise team activity cycles which in turn lifts collective efficacy above and beyond baseline norms (see diagram on page 22). *N.B. You can learn more about our long-term work in building High Performance Teaching Teams and the results of Optimising Teaching Team Activity Cycles in the Appendix case study on Page 83.*



Wellbeing for Teaching and Learning: You Can't Have One Without The Other

So far, we have shown that repeated measure pulse surveys based on Bandura's 4 factors of collective efficacy in staff and self-efficacy in students are an extremely useful way to measure wellbeing for teaching and learning. Beyond this, when the data is used in schools for teaching teams and students to engage in reflective practice and subsequently take improvement actions, teacher and student wellbeing can be maximised. But there is one more home truth that such data reveals – the strong relationship between teacher (CTE) and student (SSE) wellbeing.

CTE vs SSE Term x Term Comparison

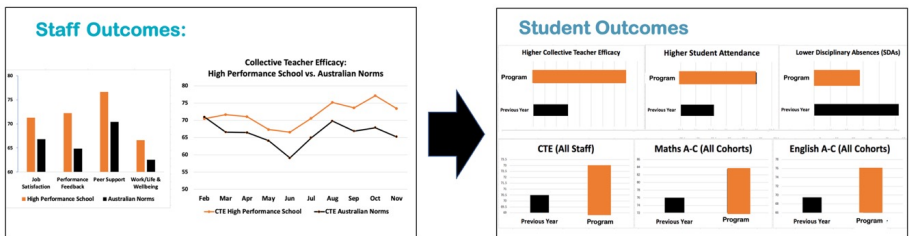


When we track student and teacher wellbeing term by term, teacher wellbeing (CTE) and student wellbeing (SSE) appear to interact – meaning one seems to influence the other and vice versa (see diagram on previous Page). Thus, if we really want to maximise Student Wellbeing, we MUST also improve Teacher Wellbeing. The evidence is clear: *‘You can’t have one without the other!’*

Sidebar: Teacher Wellbeing Also Improves Student Attendance, Achievement & Behaviour

The evidence is also clear that when schools properly invest in the wellbeing of their teaching staff so that they can put all their CAPACITY into quality teaching, not only is there an improvement in student learning but also in attendance and behaviour!

Improved Wellbeing = Quality Teaching and Learning



Bringing It Together

The first step to truly maximise wellbeing in schools is to be clear about defining wellbeing in the school context. Whole school wellbeing is about maximising teacher and student CAPACITY. Flourishing Schools are schools where both students and teachers engage together in the important work of teaching and learning in a state of HIGH CAPACITY. Student and teacher wellbeing is interlinked, so if we really want to maximise Student Wellbeing, we MUST prioritise Teacher Wellbeing because ‘you can’t have one without the other!’

How does your school measure and maximise the efficacy of students and staff? What’s working well right now and what needs to improve so that you can build a Higher Capacity School Culture where all staff and students can flourish?

Take It Further

If you'd like to:

- Find out more about Bandura's 4 factors of collective efficacy in teaching staff and self-efficacy in students;
- See how other schools have used a weekly pulse system to generate monthly team/class scorecards highlighting strengths and areas for support;
- Download free classes and team guides to support engagement in brief improvement cycles targeting areas for support across the 4 factors; and
- Get started with the Staff Pulse or Student Pulse in your school...

Visit: www.hptschools.com/pulse-programs

Chapter 1: Maximising Whole School Wellbeing: Self & Collective Efficacy

- Chapter Summary -

- 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 promote adhoc 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, teacher wellbeing (CTE) and student wellbeing (SSE) appear to interact – meaning one seems to influence the other and vice versa. Thus, if we really want to maximise Student Wellbeing, we MUST also improve Teacher Wellbeing. The evidence is clear: 'You can't have one without the other!'

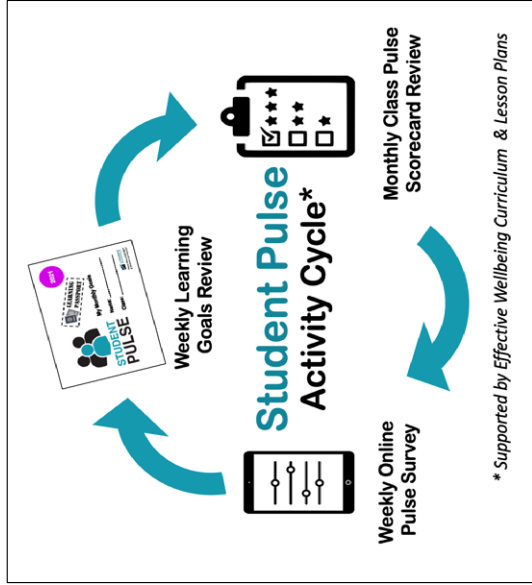


SYSTEMS SNAPSHOT

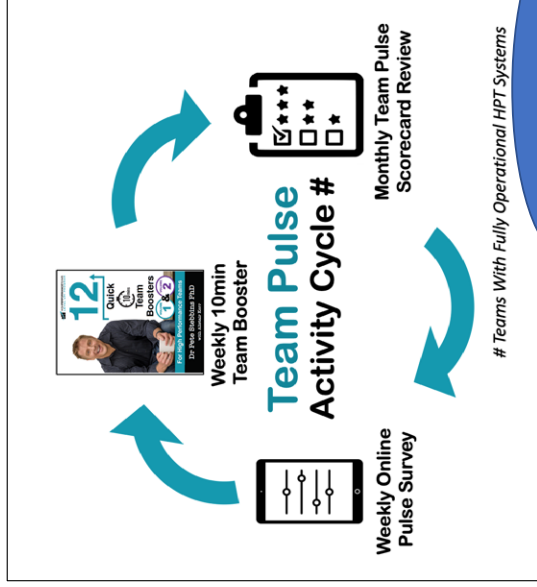
Staff and Student Wellbeing As A School Wide System



Students x Class



Teaching & Support Teams



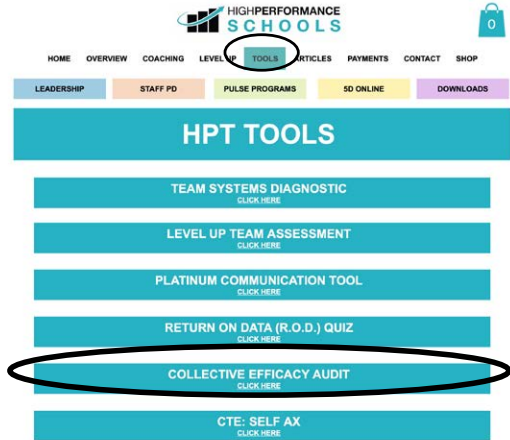
Tools & Templates
at: HPTschools.com

Maximising Whole School Wellbeing: Self & Collective Efficacy

Next Steps: Toolkit

What's the level of collective efficacy in your school right now?

Go to hptschools.com/tools and complete the Collective Efficacy Audit to identify current levels of performance, as well as steps to boost collective efficacy across your school.



SAMPLE Collective Efficacy Audit Report

Collective Efficacy Audit Tool – REPORT				
Collective Efficacy Factors	Mastery Experience	Social Persuasion	Vicarious Experience	Affective States
Know: How our team develops a shared understanding...	LOW	MEDIUM	VERY HIGH	HIGH
Do: The tools and strategies we use to improve this...	MEDIUM	LOW	MEDIUM	LOW
Review: The outcome measures we use to track our progress...	HIGH	VERY LOW	HIGH	VERY LOW

Collective Efficacy Audit Tool –ACTION PLAN				
Collective Efficacy Factors	Mastery Experience	Social Persuasion	Vicarious Experience	Affective States
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...				

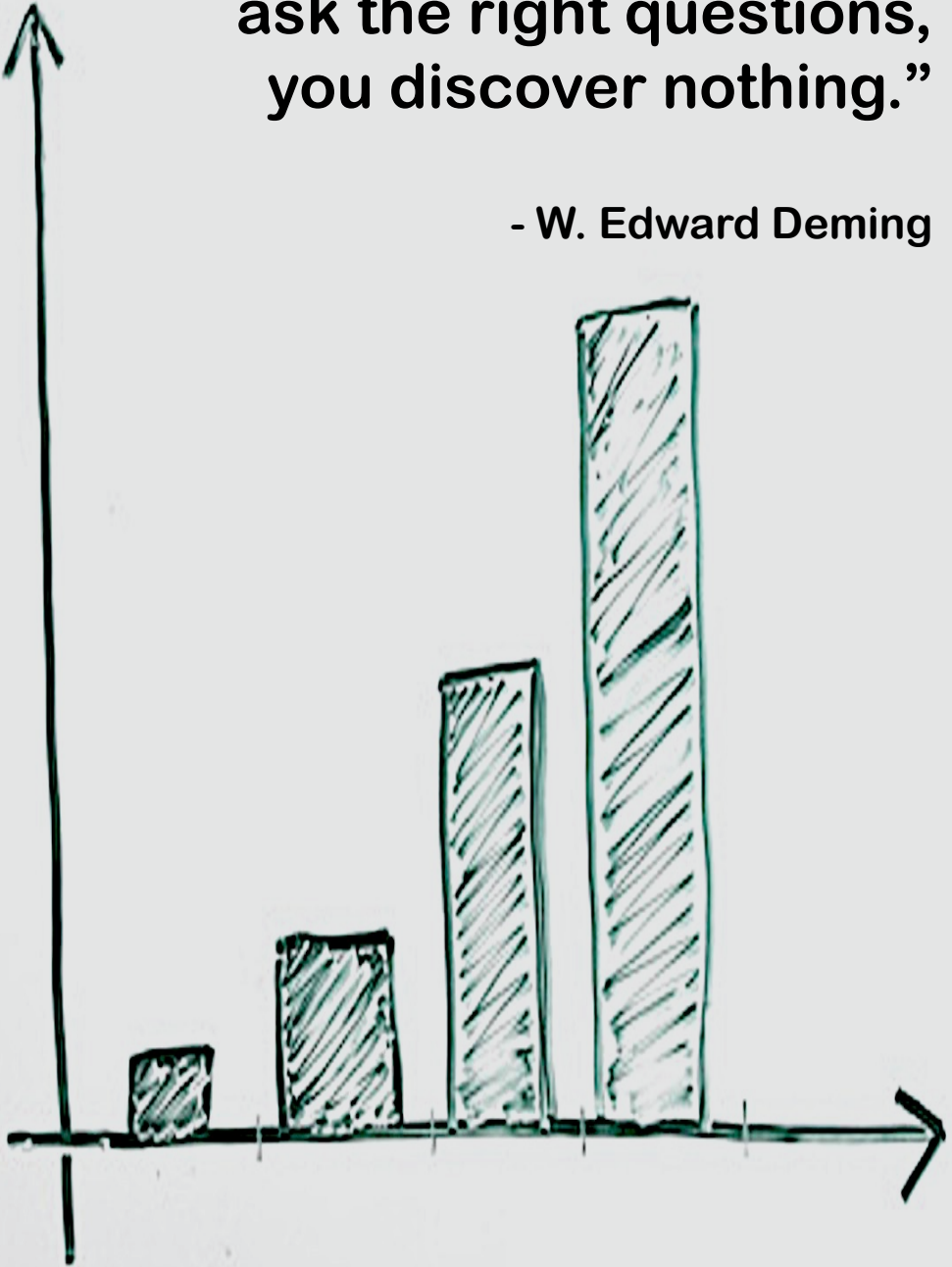
Next Steps: Quickstart Video

Channel: HPT Level Up!
Playlist: Leading Flourishing Schools
Title: Maximising Efficacy – High Capacity School Culture (4.53)



“If you don’t know how to ask the right questions, you discover nothing.”

- W. Edward Deming



CHAPTER 2

Boosting Your Return On Data

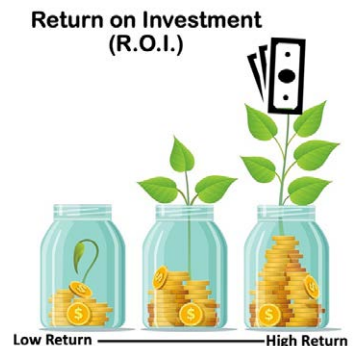


“You can have data without information, but you cannot have information without data.” – Daniel Keys Moran

At first glance, a Flourishing School and the Banking and Finance Sector have little in common, however they are far more similar than you might realise. In the world of banking and finance, serious investors are always looking to ‘cash in’. They want bang for their buck, and to make sure that every dollar they invest makes them back more money in return every time (a.k.a. high Return on Investment – R.O.I.).

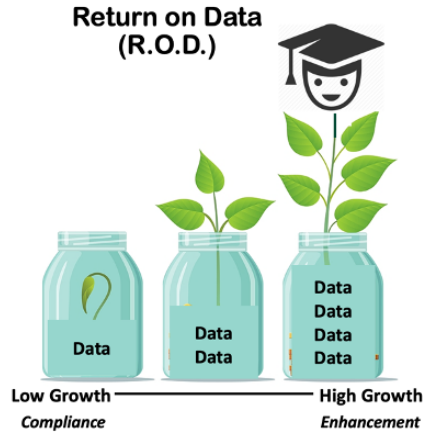
Return on Investment

‘Return on Investment’ is a simple concept. As you can see in the diagram, low return on investment occurs when you have an undisciplined short-term approach to investing (i.e., following the latest boom/bust trends, speculating on unfamiliar fringe stocks etc.). High return on investment occurs when you have a disciplined long-term approach to investing (i.e., carefully study the markets, spot the trends, and then heavily invest the right amount, in the right assets, at the right time).



Return On Data

Flourishing Schools also invest heavily, but instead of ‘money’ their investment is in ‘data’ – with the goal of getting as much use out of this data as possible to maximise quality teaching and learning. As you can see in the diagram, schools with low Return on Data have very low use of data to inform teaching and learning – maybe looking at data sets only once or twice to ‘comply’ with their obligations. In schools with a high Return on Data, data is used by multiple people, multiple times to optimise teaching and learning to ‘enhance’ the growth of all students.



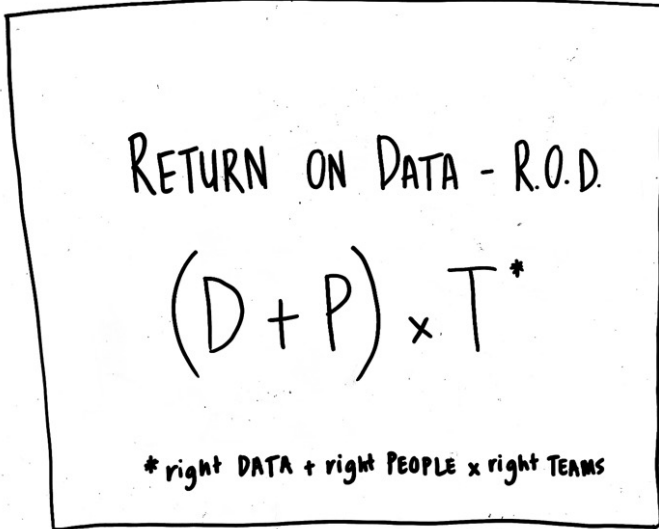
Flourishing Schools are able to generate a much higher Return on the Data they collect compared to their peer schools because they follow a simple formula that maximises the use of data to drive higher levels of learning and wellbeing for both students and staff. The R.O.D formula is quite simple: $R.O.D = (D + P) \times T^*$ – where D stands for Data, P stands for People and T for Teams. The little ‘*’ refers the important caveat of the ‘right’ Data, People & Teams which is a very important nuance in making each element of this simple formula work effectively to lift the performance of your school! In this chapter we want to share some practical things you can do to boost your school’s R.O.D!

The Business of Data in Schools

R.O.D. in schools works a lot like R.O.I. for investors. At the end of the day, when making any investment (be it time, resources, or money) the result can be positive (i.e., that investment resulted in positive gains) or negative (i.e., that investment resulted in no gains, or an overall loss). Unfortunately, when investing in data, many schools are on the wrong side of this ledger. In fact, most schools have pretty low or negative R.O.D.

When we look at the school environment there are four clear (and very understandable) reasons for negative R.O.D.:

- 1. Too Much of a Good Thing:** While every Australian school has more data than you can shake a calculator at, it's often difficult for schools to tell which data is the right data to drive improvement. Lead indicator data is the 'right data' to drive improvement, however many schools expend extraordinary amounts of time, energy and effort focusing on 'lag' indicator data that significantly reduces their overall R.O.D.
- 2. Hidden or Dirty Data:** In many schools, data isn't as organised as it could be. Data is often held in formats that cannot be exported or consolidated into meaningful dashboards (excels with varying versions, in filing cabinets, or on the back of a napkin), by multiple people. As a result, data isn't easily accessible to all relevant people in the most relevant timeframe.
- 3. Fighting the Clock:** It's fair to say that schools are becoming busier and busier. Because of this, data is often looked at 'on the fly' or in passing, reducing staff members' ability to be systematic in analysing data and 'gold mining' for insights.
- 4. Lazy Data Conversations:** In many schools, data literacy among staff is assumed and specific protocols to aide in data conversations are deemed unnecessary. Then, when data is presented, staff may be silently confused about what they're expected to discuss leading to high variability in both the quality and outcomes arising from data conversations. From our experience, never assume either data literacy or agreed understandings for data conversations.



Positive Return On Data: The Nuances That Make or Break...

As we outlined earlier, the simple formula to gauge your school's R.O.D is:

$$(D + P) \times T^*$$

**right Data + right People x right Teams*

Where *'right Data'* refers to the measurement of Lead Indicators (as opposed to relying on Lag Indicators); People refers to *'right People'* – making sure data is easily accessible in a timely manner to the people who can make the best use of it; and *'right Teams'* refers to having established High Performance Teaching Teams who can use Collaborative Data Conversation Protocols. Naturally, the more lead data you can share to the right people the better. However, the force multiplier in this equation is in the Teams – the power of High Performance Teams using Collaborative Data Conversation Protocols. Let's unpack each element further now:

Boosting Positive R.O.D - D is for Data: But what is the right Data?

"Not everything that can be counted counts." – Albert Einstein

The first part of our formula is about measuring the *'right Data'*. Let's face it, there is an abundance of Data available to schools and, the first step to boosting R.O.D is to focus on the lead indicator data that is most impactful on school outcomes. A lead indicator is data that predicts something about to happen (whilst there is still time to modify the outcome or prepare for the impact). A lag indicator on the other hand is data that shows us the result of something that has already occurred.

A weather report on the news contains both lead data (i.e., the forecast for tomorrow's weather) and lag data (the summary of today's weather). In a typical school's annual/bi-annual reporting cycle, there is a strong focus on academic achievement and attendance data which are lag indicators – telling us what has already happened in learning and engagement.

In a High Performance School's monthly/termly reporting cycle there is a strong focus on student self-efficacy and collective teacher efficacy data which are lead indicators of subsequent learning and engagement outcomes. These lead indicators are far more useful forms of data for staff to analyse to improve teaching and learning than lag indicators such as post-assessment achievement, attendance etc.

According to visible learning research, two of the most important predictors (aka lead indicators) that have the biggest impact on student learning are the Collective Teacher Efficacy of teaching teams (effect size 1.57) and Student Self Expectations (aka Self-Reported Grades – effect size 1.33) which can be measured and managed using a continuous measurement strategy. The third highest predictor – Teacher Estimates of Student Achievement [effect size 1.33] also appears to be a very useful lead indicator when implemented as a midterm strategy.

Thus, taking a lead indicator approach to data, High Performance Schools use continuous (i.e., weekly) measurement systems for both Collective Teacher Efficacy and Student Self-Efficacy and report this data on a minimum monthly basis to enable the results to inform ongoing adjustment of teaching and learning strategies to optimise school performance (schools using teacher estimates tend to do this at the 'mid-term' time point). We've previously written about our research into effective ways to continuously measure and manage both (1) student self-efficacy and (2) collective teacher efficacy.

Boosting Positive R.O.D - P is for People: Data access to the Right People (at the Right Time)

Now that we've got the '*right Data*', the next part of our formula is about getting the data to the people – more specifically, the right people and in the right time. We need to filter data effectively to both (a) avoid giving the wrong people data they don't need (aka firehose effect) and (b) giving the right people data at a time when they can make the most use of it. The keys to success in this step are (1) organising data into meaningful dashboard displays and (2) setting up effective distribution processes and accessibility parameters so key staff can be alerted to the availability of useful lead indicator data as soon as it is available.

Regarding the first step of organising data into meaningful dashboards and displays, the example provided shows you how you can quickly organise student self-efficacy and collective teacher efficacy data in a way which tracks against critical outcome measures. For more detailed examples of primary, secondary and special education schools using some simple dashboard templates see the HPTschools website (www.hptschools.com/downloads). Regarding the second step, we prefer the dual strategy of sending reports directly to staff as well as loading to relevant share portals to increase the likelihood of data being received and utilised in a timely manner.

Boosting Positive R.O.D – T is for Teams: High Performance Teams using Data Conversation Protocols

With the right Data accessible to the right People (at the right time) we bring in the last variable and force multiplier of the equation – Teams. The maximum Return on Data occurs when High Performance Teaching Teams hardwire data discussions into their activity cycle by (a) displaying lead indicator data on team data walls, (b) engaging in informal check-ins and huddles discussing data trends, and (c) explicitly using Data Conversation Protocols during team meetings to maximise the effectiveness of discussions, decisions and subsequent planning processes.

Regarding the first few points above, given the frenzied daily activity of most schools, to boost R.O.D it's vital to enable teaching teams to schedule time for data analysis and discussions. This can be done by designing activity cycles to sync with data updates and timetable explicit activities such as team meetings, targeted lesson plans and shorter huddles and warm up/reflection activities that focus on using data to optimise the next phase of learning and wellbeing activities.

Regarding the final point about Data Conversation Protocols, it is important to develop explicit agenda items inside team meeting agendas to enable staff to manage time and the process of data discussions effectively, as well as ensuring that S.M.A.R.T. actions are the natural outcome of data conversations.

Below is an example of a simple protocol schools use for cyclical dashboard data conversations:

<p>Item 7 Strategic 2</p>	<p>ACTION PLAN/ DASHBOARD REVIEW/ DEEP DIVE* (*select one in cycle) Action Plan Update: P1 (7min) – Scroll through action plan live noting updates to all items P2 (8min) – 90 day sprint discussion on selected goal (as determined by chair) <i>Live Notes</i></p> <p>Dashboard Review P1 (3min): Review monthly dashboard data (elbow partners). P2 (5 min) Round room pairs feedback (ie., What doesn't make sense; What looks too good/ bad to be true; What practices may need to change...) P3 (7min) Exploration of key focus area (determined by Chair) and follow up SMART actions. <i>Live Notes</i></p> <p>Deep Dive (P1) Present strategic issue & question for discussion (use template) (7 min) (P2) Discussion / brainstorm (use whiteboard to track conversation) (7 min) (P3) Presenter comment on takeaway value of discussion (1 min) <i>Live Notes</i></p>	<p>Presenter/ All</p>	<p>15 mins</p>
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Case Study: Getting it Right at Helensvale State School

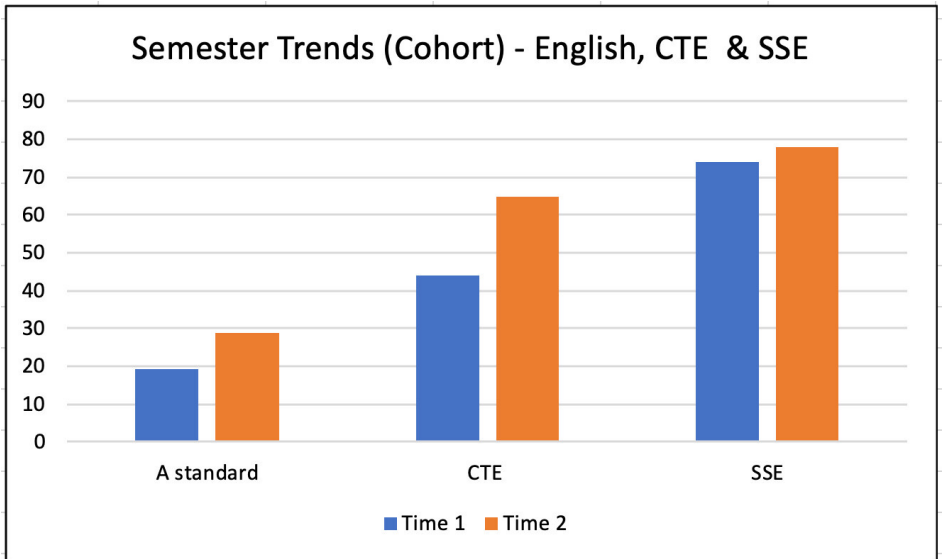
“Being able to see the alignment between our teaching team’s collective efficacy data and their student self-efficacy data enables more targeted support which enhances our culture of learning and caring for each other.”

– Heidi Booth, Principal Helensvale State School

Getting a very high Return on Data has been a critical success factor enabling staff and students to flourish at Helensvale State School during 2020. By implementing effective continuous monitoring of Collective Teacher Efficacy and Student Self-Efficacy, Principal Heidi Booth was able to systematically support the wellbeing and growth of both staff and students during a global pandemic – enabling the school to act as a buffer

to the stressors staff and students were experiencing in the wider community.

By following the formula of $R.O.D = (D + P) \times T^*$, Heidi focused on making lead indicators the 'right data' gathering priority. Data was then distributed in weekly and monthly dashboard reports to the 'right people' (at the right time) and teaching team activity cycles that enabled data wall conversations, informal huddles and check-ins, and use of more formal explicit data conversation protocols during teaching team meetings to drive continuous improvement and adaptation in teaching and learning as the year progressed. As you can see in the data snapshot below – gains in Collective Teacher Efficacy and Student Self-Efficacy were strongly related to growth in student achievement – all amidst a global pandemic – well done Helensvale State School! You can watch a short video case study at www.hptschools.com/studentpulse.



Bringing It Together

High Performance Schools are savvy in how they invest in their use of data, resulting in a comparatively higher level of R.O.D – Return On Data. The simple formula to gauge a school's R.O.D is:

$$(D + P) \times T^*$$

**right Data + right People x right Teams*

Where *'right Data'* refers to the measurement of Lead Indicators (as opposed to relying on Lag Indicators); People refers to *'right People'* – making sure data is easily accessible in a timely manner to the people who can make the best use of it; *'right Teams'* refers to having established High Performance Teaching Teams who can use Collaborative Data Conversation Protocols. However, the force multiplier in this equation is in the Teams – the power of High Performance Teams using Collaborative Data Conversation Protocols.

How would you rate your schools current R.O.D? When it comes to Data, People and Teams, what are you already doing well and where could you improve? Take action now. Get your school leadership team to audit your current R.O.D to set some improvement goals so all your staff and students can flourish in the year ahead!

Chapter 2: Boosting Your Return on Data

- Chapter Summary -

- 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 $R.O.D = (D + P) \times T^*$ (*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 that 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.



SYSTEMS SNAPSHOT

Return On Data As A School Wide System

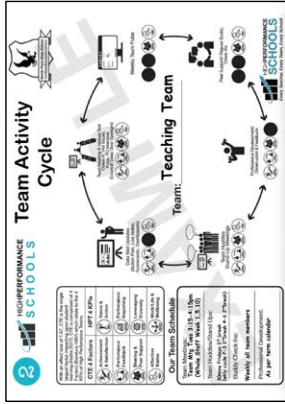
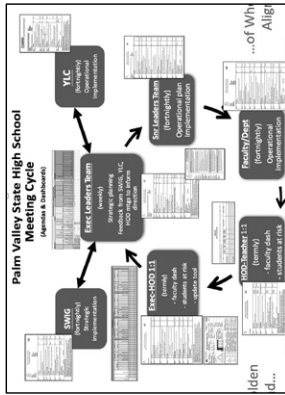
HIGH PERFORMANCE SCHOOLS SYSTEMS #5

RETURN ON DATA - R.O.D.

$$(D + P) \times T$$

* Right DATA + Right PEOPLE x Right TEAMS

Aligning Data Cycles With School & Team Meeting Cycles



Data Conversation Protocols in Meeting Agendas

Lead Indicator Dashboards Whole School Roll Up x Team

Item 6 Strategic 2 Items in Cycle	Action Plan Update (7min) Scroll through action plan live noting data updates P2 (8min) 90 day sprint on selected goal.	Dashboard Review (3min): Review monthly dashboard (elbow partners). P2 (5 min) Round room pairs feedback on trends/ anomalies P3 (7min) key focus area discussion and SMART actions.	Deep Dive Presentation (use template) (7 min) P2 Discussion / brainstorm (whiteboard) (7 min) P3) (1 min) Presenter takeaway actions from discussion.	Items Led by Sponsor	15 mins
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PRIMARY

SECONDARY

SPECIAL ED

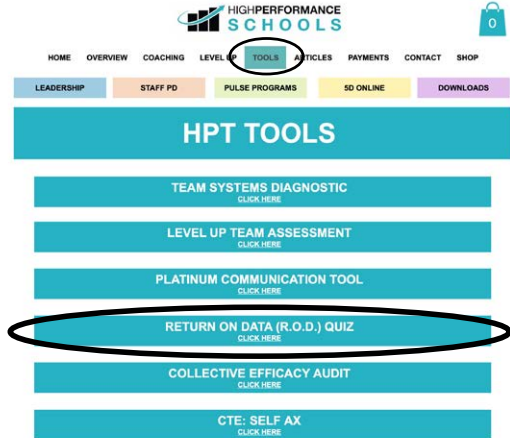
Tools &
Templates at:
HPTschools.com

Boosting Your Return On Data

Next Steps: Toolkit

How can you boost your School's Return On Data?

Go to hptschools.com/tools and take the Return On Data (R.O.D.) Quiz to generate your School's R.O.D. Report to identify your current level of performance and suggested next steps.



SAMPLE R.O.D. Report

HIGH-PERFORMANCE TEAMS
LEVEL UP! HPT® FOR SCHOOLS

Return On Data (R.O.D.) Quiz:
HPT

The trade secret of High Performance Organizations is that they always measure their Return On Data (R.O.D.)

Table 1: Overall R.O.D.

Factor	Description	Score	R.O.D.
Return On Data (R.O.D.)	Your Organization's Return On Data (R.O.D.) is determined by the 20-Item Return On Data Assessment (RODA) tool, which assesses the organization's use of data, including the quality of data, the systems and activity cycles, and the efficiency and effectiveness of data collection and analysis.	60	Moderate

Table 2: R.O.D. Factors

Factor	Description	Factor Score	Factor R.O.D.
1. Data Assessment	All staff have a general understanding of what is key indicator data related to their role.	20	High
2. Data Dashboards	The organization has implemented existing dashboard systems from which organization data departments, and teams.	15	Moderate
3. Data Systems & Activity Cycles	The organization utilizes clearly defined data into systems which drive the data collection, reporting, analysis and planning cycles.	15	Moderate
4. Data Communication Protocols	The organization has developed specific operational protocols to use in meetings for teams to collectively analyze data effectively and efficiently.	10	Low

Key

Very Low
Low
Moderate
High
Very High

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

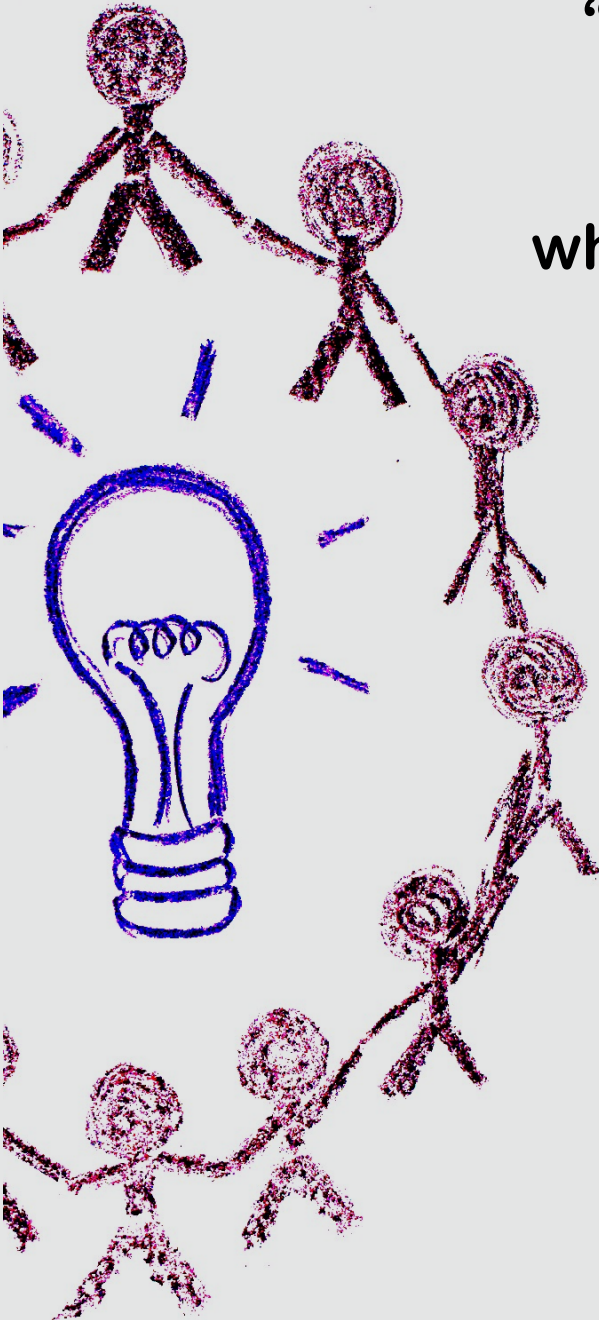
Use the R.O.D. Action Plan to target the improvement actions, timelines, and accountability that your Organization could implement to maximize R.O.D.

Factor	Description	Improvement Actions	Timeline & Accountability
1. Data Assessment	All staff have a general understanding of what is key indicator data related to their role.		
2. Data Dashboards	The organization has implemented existing dashboard systems from which organization data departments, and teams.		
3. Data Systems & Activity Cycles	The organization utilizes clearly defined data into systems which drive the data collection, reporting, analysis and planning cycles.		
4. Data Communication Protocols	The organization has developed specific operational protocols to use in meetings for teams to collectively analyze data effectively and efficiently.		

Next Steps: Quickstart Video

Channel: HPT Level Up!
Playlist: Leading Flourishing Schools
Title: Return on Data: Enables Staff & Students to Flourish (4.58)





**“I've learned
that people
will forget
what you said,
people will
forget what
you did,
but people
will never
forget how
you made
them feel.”**

- Maya Angelou

CHAPTER 3

Following The Platinum Rule I: Flourishing Students

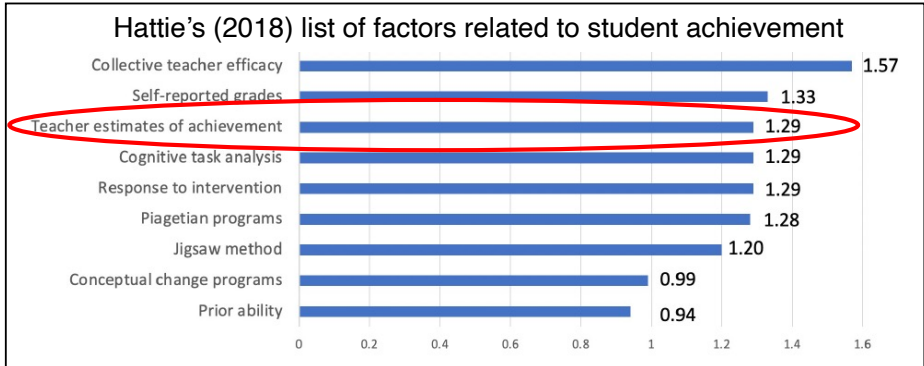


The Golden Rule: *“Do unto others as you would have them do unto you.”*

The Platinum Rule: *“Do unto others as they would want it done unto them.”*

You Get What You Expect: Teacher Estimates and Self-Fulfilling Prophecies

Since the late 1960’s research on teacher student relationships highlights an uncomfortable truth – teacher expectations of student performance (academic, motivation and behaviour) can create a self-fulfilling prophecy. In general, teachers tend to spend more time providing guidance, encouragement and feedback to students whom they predict will do well. These students in turn benefit from the extra attention, with assessment results reflecting the teacher’s original prediction. The reverse is also true, where teachers predict that students will likely struggle regardless of the amount of extra support they receive, that support is often redirected elsewhere, and again the results conform to original expectations. When we look at more recent research, teacher estimates of student achievement continue to have a very large impact on student learning (see diagram on Page 44).



Teacher-Student Communication

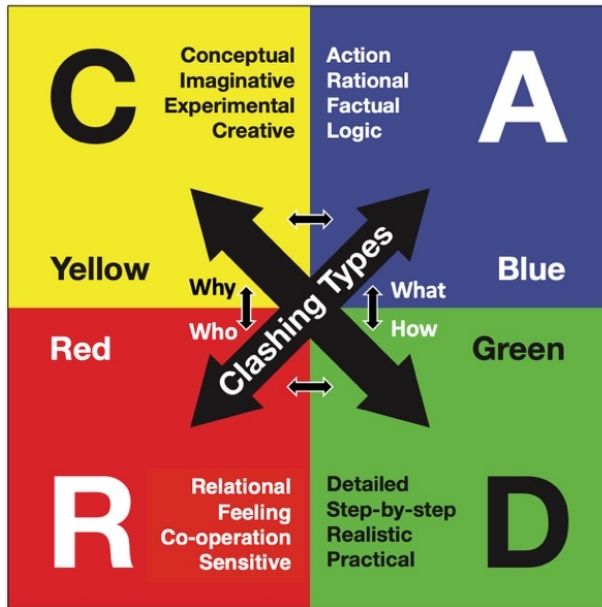
So, if teacher expectations of student performance are so important in determining student success, what influences a teacher's expectation and beliefs about a student...? While there are many factors involved, one of the main drivers of a teachers' expectations and beliefs about their students (and vice versa) relates to the quality and satisfaction they derive from their teacher-student communication. And this is where personality and communication preferences between students and teachers can become either a blessing or a curse!

Teacher-Leader & Teaching Team Communication

Whilst we are currently focusing on the degree of alignment in personality and communication preferences between teachers and students it is also important to note that misalignments of this type are usually at the heart of conflicts within teams and between school leaders and staff (read more about this later in the chapter).

Understanding Individual Communication Preferences

There are countless frameworks to explain personality and communication preferences, however in order to keep it simple and real, we find it useful to consolidate and simplify all the various theories down into 4 important personality types reflected in the C.A.R.D. acronym (and link them to basic colours to keep things easy to remember).



The C.A.R.D. acronym stands for Concept (Yellow), Action (Blue), Relational (Red) and Detail (Green) which tends to be the most useful descriptors to understand individual differences and personality clashes. 'C' stands for Concept – the 'Why' people who perform at their best when they understand the 'big picture' and purpose behind the tasks they have to do. 'A' stands for Action – the 'What' people who perform at their best when they have immediately attainable 'next step' goals with the tasks they have to do. 'R' stands for Relational – the 'Who' people who perform at their best when they feel validated and connected with others in completing their tasks. 'D' stands for Detail – the 'How' people who perform at their best when they understand the steps, processes and quality indicators associated with completing their tasks. When people are tired, stressed, and under pressure (typical day at school anyone?...) clashes most commonly (but not always) occur between the Concept and Detail type people who have opposing biases and between the Relational and Action type people who also have opposing biases.

The Golden Rule vs The Platinum Rule

The Golden Rule

“Do unto others as you would have them do unto you...”

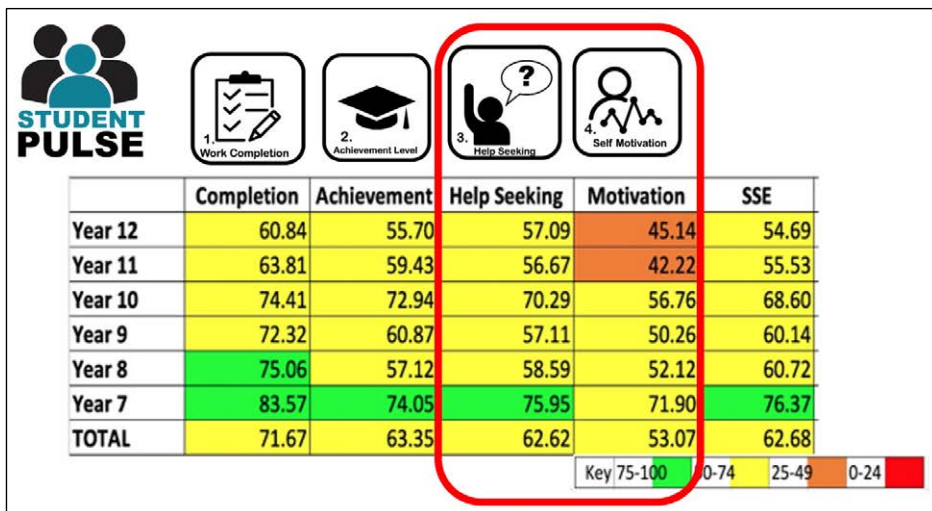
The Platinum Rule

“Do unto others as they would want it done unto them...”

When it comes to building strong relationships, many of us have been taught (and follow) the Golden Rule: *“Do unto others as you would have them do unto you.”* However, if we follow the Golden Rule in relation to communication preferences it is likely to only be effective if we share the same preference as the person we are communicating with (i.e., Yellow-Yellow, Blue-Blue, Red-Red and Green-Green), and could very well lead to a communication disaster if we are communicating with someone who has a strong preference for a communication type that clashes with our own (as we’ll see in the following case studies). So if we don’t follow the Golden Rule what can take its place? Our advice is The Platinum Rule: *“Do unto others as they would want it done unto them”*.

Teacher-Student Relationships: Students Flourishing at School

When it comes to *‘Students Flourishing’*, we’ve previously discussed student wellbeing in the context of learning, particularly the important roles schools can play in boosting *‘Student Self-Efficacy’* (SSE). Interestingly, of the four factors that underpin SSE (Work Completion, Achievement, Help Seeking and Self-Motivation), Help Seeking and Self-Motivation are likely directly influenced by Teacher-Student Relationships. As you can see on in the Table on the next page, these two factors are typically scored lower by students on the SSE scale. They are not typically dealt with in normal teaching and learning process, nor in typical student wellbeing programs. Given this, there is a clear need to better understand the impact of Teacher-Student Communication on Student Help Seeking and Self-Motivation.



When Teacher-Student Communication Goes Wrong...

Case Study 1: Praise That Doesn't Hit The Mark...

Shannon looked unnerved as she recounted a recent interaction with a student...

"While I was in the middle of sharing my response to a difficult question one of my students had stayed behind after class to ask me, they suddenly said... 'Okay, thank you for that – you've been incredibly helpful, and I very much appreciate you taking the time to talk with me!'"

"They proceeded to close their laptop, grab their notes and folders and stood up, with a beaming smile, saying thank you once more before leaving the classroom. I was uneasy... I mean, on one hand it was clear they felt good and clearly found the conversation useful... but on the other hand I felt like the best bits of the advice I was giving were missed as they wrapped up the conversation before I had finished. Although they told me I was helpful and they were grateful, I didn't find this quite as satisfying as I thought I would... What I really wanted was to be able to finish what I was saying and then have them summarise and reflect – see and hear them actually grasp the benefits of what I was saying. If I'm honest, I wanted them to thank me for my 'insights' more than I simply wanted to be 'helpful'..."

What's also concerning me is whether or not Cindy is actually listening and learning – I mean, now that I think about it, her response to me was quite superficial and I don't enjoy trying to explain things to students who don't listen properly."

Debrief: The Concept vs Relational Dilemma

Concept driven people want to be praised as 'insightful' while Relational people want to be praised as 'helpful'.

What Really Happened...

Shannon, a concept driven teacher was in the middle of answering a complex question that Cindy one of her students had asked. When Cindy got the advice she needed to solve the next step in her problem, she enthusiastically thanked Shannon – accidentally cutting off the remaining bits of advice. Cindy, being highly relational, followed the Golden Rule – heaping on the 'relationally' driven praise she would like to receive herself which ultimately did not hit the mark for Shannon. Even worse, Cindy's failure to summarise and reflect at the closure of the conversation (entirely reasonable and normal for her personality type) led Shannon to make negative judgements about Cindy's character and capability.

Had Cindy followed the Platinum Rule she would have sized up Shannon as being more of a Concept driven person and the praise would have been more like "Wow that is so insightful and I can see the next steps of (specifically describe) much clearer now – thank you!"

How many times has a scenario similar to the above happened? Potentially diminishing the goodwill between teachers and students. The issue of ineffective praise not only accidentally diminishes teacher perceptions of students but also students' perceptions of teachers. Time and time again teachers follow the Golden Rule when praising students instead of following the Platinum Rule. The result is only the students of similar personality types feel warm and fuzzy about the praise – ultimately filling up their self-motivation tank to keep trying when the learning becomes tough. The rest of the students dismiss the praise as hollow or false (they don't really mean it... They say it to everyone...) when sadly this is not the case at all.

Common Praise Interactions by Communication C.A.R.D Type (Colour)

Praise x Colour		How Praise is Heard by Receivers
Giver	Receiver	
Conceptual (Yellow)	Yellow	Very Positively
	Blue	Praise may be heard as unrelated to task, lacking depth or too general in nature
	Green	
	Red	
Action (Blue)	Blue	Very Positively
	Yellow	Praise may be heard as insufficient, insincere or too infrequent
	Green	
	Red	
Detailed (Green)	Green	Very Positively
	Yellow	Praise may be heard as overly detailed, paint by numbers or lacking appreciation for any broader context
	Blue	
	Red	
Relational (Red)	Red	Very Positively
	Yellow	Praise may be heard as over the top, avoidant of constructive improvement suggestions or given too freely
	Blue	
	Green	

Case Study 2: Help Seeking That Fails to Inspire..

David was distraught...

“There’s no way I’m going to put up my hand in class again! The other day we did a quick quiz and the teacher asked for people to share their answers. As they did so he quickly yells out ‘correct’ or ‘incorrect’ to everyone and mine was wrong – I was so embarrassed in front of the whole class. He’s always telling people to be more ‘concise’ with their answers and seems to want everybody to try to complete activities before stopping and asking questions. It just stresses me out always worrying that I’ll get it wrong....”

Debrief: The Action vs Relational Dilemma

When being provided with feedback Relational Driven people don’t want to feel singled out in a negative way, while Action oriented people want to provide concise feedback and move on to the next task.

What Really Happened...

This is pretty common – the teacher was trying to create an efficient classroom environment, treating people fairly (i.e., quizzing everyone), and encouraging responsibility for learning (giving immediate feedback following the task), but only in a way that would most appeal to students with an Action orientated personality type.

David, a Relationally oriented student, felt ‘put on the spot’ and ‘singled out’ by the process (definitely not the teacher’s intention). As a result, it is unlikely that David will reach out to this particular teacher for feedback in the future.

Had the teacher realised the mix of students’ different communication preferences within the class and followed the Platinum Rule to adjust the process, things may have gone a little differently. The teacher could have scanned the room and quickly identified the Action oriented students, called on them for answers, and then set them up with the next task. Then, the teacher could have checked in one on one with the Relational oriented students like David, meeting them in their feedback comfort zone.

Although accidental, communication preference clashes around feedback similar to the above are all too common when teachers follow the Golden Rule instead of following the Platinum Rule. Again, the result is that only the students of similar personality types feel safe to ask for feedback – ultimately making them confident to request help when needed. The rest of the students hold back and continue to struggle in silence when they really don’t need to.

Common Feedback Reactions By Communication C.A.R.D Type (Colour)

Feedback Dimension		How Feedback is Heard by Receivers
Giver	Receiver	
Conceptual (Yellow)	Yellow	Very Positively
	Blue	Feedback may be heard as high level, vague or overly theoretical
	Green	
	Red	
Action (Blue)	Blue	Very Positively
	Yellow	Feedback may be heard as blunt, narrow focused or overly critical
	Green	
	Red	
Detailed (Green)	Green	Very Positively
	Yellow	Feedback may be heard as nit-picking, overly technical or overwhelming in depth
	Blue	
	Red	
Relational (Red)	Red	Very Positively
	Yellow	Feedback may be heard as sugar coated, overly positive or Pollyanna
	Blue	
	Green	

Bringing It Together

There is often wisdom in '*sage advice*' but sometimes it can steer us in the wrong direction. As we've seen from our case studies, if teachers only follow the '*Golden Rule*' (*do unto others as you would have them do unto you*) and don't account for the communication preferences of their students, they may inadvertently set up negative self-fulfilling prophecies, particularly around motivation and help seeking behaviour. So, while the '*Golden Rule*' sounds nice in theory, it is far better that teachers reach for the top shelf and follow the '*Platinum Rule*' (*do unto others as they would want it done unto them*) by matching the way they communicate to the preferences of their students. This is not as hard as it may seem once you have mastered the skills of C.A.R.D type communication preferences – the very same skills that teams and leaders use to Leverage Diversity in High Performance Teams.

The ability of teachers and students to communicate effectively is crucial to setting positive expectations for learning. If every teacher in every classroom followed the Platinum Rule, we would create a positive self-fulfilling prophecy – ALL students would flourish because they would be hearing praise that was meaningful to them and feel safe to ask for help when they needed it. They would believe that their own learning matters, that they have the ability to improve, and that their classroom teacher believed in them and was expecting them to succeed!

Following The Platinum Rule II: Leveraging Diversity In Staff



"Strength lies in differences, not in similarities." – Stephen Covey

Leveraging Diversity: When The Curse Becomes A Blessing...

One of my guilty pleasures is to sit down and watch a good Romantic Comedy – the plot lines are all the same but I love them nonetheless. Usually the two main characters meet and get off on the wrong foot. Moving into Act 2, miscommunications are compounded which leads to a war between the characters and great hilarity. By Act 3 the plot twists and the miscommunications are revealed and resolved to the point where the characters sheepishly admit that there was fault on both sides and by the close of the movie the characters are closer than ever.

To me, it seems as though life imitates art, but only up to a point. In most workplaces and teams, miscommunications abound. However, unlike romantic comedies, the main players in the workplace usually go to war without the hilarity and the plot twist that offers swift resolution rarely, if ever, comes. In fact, prolonged workplace conflict is one of the most stressful life events, resulting in great cost to staff and organisations in the form of poor health (both mental and physical), lack of productivity and expensive interventions (stress claims).

Yet, taking a helicopter view, it's clear to see that just like in rom coms, generally the characters on all sides of workplace conflict are good people, with conflicts beginning due to seemingly minor misunderstandings that could have easily been avoided before they escalated into more serious dysfunctional situations.

All High Performance Teams are acutely aware of the serious issues that can develop because of failing to understand each other. Because of this they invest time and energy in helping individual team members to get to know each other to ensure that team diversity becomes a blessing rather than a curse. Members of High Performance Teams understand that success in communication with others is not about simply communicating in a way they themselves prefer (aka the Golden Rule) but rather communicating in a way that the other person prefers (aka the Platinum Rule). To be able to follow the Platinum Rule they must first understand the different personalities and communication preferences that exist within their team.

Personalities & Team Profiling: Keeping It Real...

"The essence of synergy is to value differences - to respect them, to build on strengths, to compensate for weaknesses."

– Stephen Covey

At the foundational level, Leveraging Diversity in a High Performance Team begins with establishing a basic understanding of the personalities, communication style, work interests and career goals of each member of the team and mapping these onto a Talent Map document that can become a ready reference on the Data Wall to remind people of key individual differences at times when personality clashes may be occurring.

One of the best ways for team members to understand each other better is to do a team profiling activity with the group. There are a range of excellent free and paid team profiling tools that can be used as the basis for better understanding the different personalities in the team. However, each profiling tool is typically packed with a range of extra features to guide career development, recruitment and selection, and leadership skills. Whilst these features are fantastic for their specific purposes, when it comes to *'leveraging diversity'* in teams we find that sometimes these additional features and benefits can get some team members distracted from the main point, so it is important to keep the process as simple and team focused as possible.

In order to keep it simple and real, we typically consolidate and simplify all the various theories down into 4 important workplace personality types reflected in the acronym C.A.R.D. (as previously discussed in Part 1) and link them to basic colours. This simplification process enables staff to have a common language to use in integrating their understanding of individual differences as a team.

To get started on team profiling, have team members complete their individual profiles. This can be done by playing an interactive game (instructions available at www.hptschools.com/hpt-worksheets-download) or by simply completing a quick self reflection activity (see Page 56).

Then, physically separate the group into their different primary/dominant personality types and briefly discuss (1) the possible secondary type they also identify with (as most people can strongly identify with two personality types) and their lowest or shadow type; followed by (2) a much longer conversation about (a) the significant benefits that each type brings to the team, (b) the potential clashes that could occur between the types, and then (3) the proactive ways and specific protocols the team could use to resolve personality clashes instead of avoiding and back-stabbing (passive aggressive) OR becoming openly hostile (aggressive).

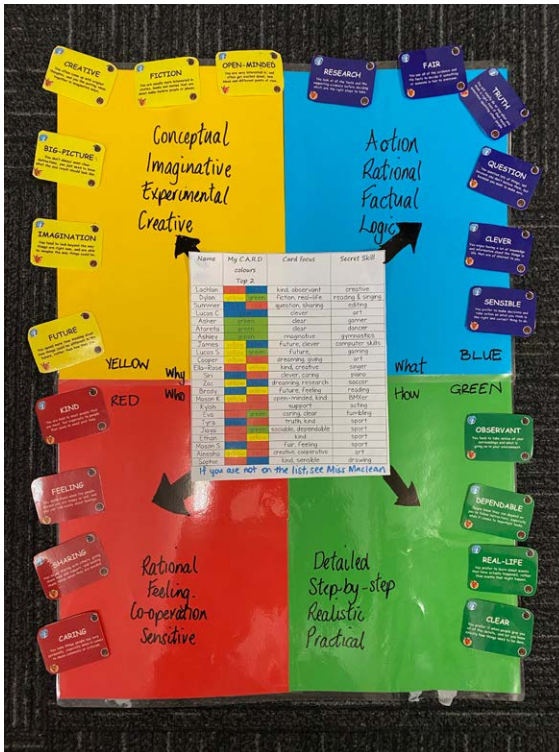
To round out the activity and to ensure that the key learnings are used in the business-as-usual environment (and not just forgotten after the fun training day is over) capture everyone’s personality type into a simple ‘Talent Map’ (see example Staff Team Profile below and Student Talent Map on Page 55) which is then placed on the Team Data Wall.

Example Staff C.A.R.D. Team Profile

7 HIGH PERFORMANCE SCHOOLS		Team Profile Talent Map			
Team: Example Team					
Name	Role	Strengths (Personality Traits / Work Skills)	Work Interests & Goals	Secret Skills	Other
Sue Smith	Deputy Principal	Blue & Red - Strategy & Ops	Data and supporting teachers	NRL - Go The Cowboys	Outdoors
Amanda Jones	Teacher	Red & Green-Enthusiastic	Improving reading outcomes	Masterchef	Motorcycles Fast cars
Paul Davis	Teacher	Yellow & Red - Curious and social	Behaviour management	Golf	New year resolution to find a "hobby"
Paula Brown	Teacher Aide	Red & Green - Child focused	Queen of booklets, teaching kids reading	Cake decorating	Grandchildren
Mary Roberts	Teacher	Green & Blue - Enthusiastic	Numeracy, consistent resources	Mango Farming	Enjoy house renovating
Steve Young	Teacher	Green & Red - Punctual	Science and writing	Motor Sports	Eating out

In addition to team profiling, a good Talent Map should also include work interests (i.e., team members describe the tasks within their roles that they enjoy or prefer) and career goals (i.e., team members describe their career goals – “5 years from now I want to...”). Housing the team Talent Map on the data wall allows for a readily accessible map of the diversity and interests within the team. This can be harnessed to ‘best match’ people to projects and opportunities as well as allow for deeper conversations on common interests. A team Talent Map can also be one of the best ‘short cuts’ for helping new staff to ‘get to know’ their new team mates. At a team-wide level, the only result possible from understanding ourselves and others better is the strengthening of trust across the team.

Example Student C.A.R.D. Class Profile



Name	Role	Strengths Personality Traits/ CARD colors	Work Interests & Goals	Secret Skills
Clancy	Yr 5 Rep.	Yellow and Blue	To get more funding for instrumental music.	Ballroom, gymnastics card playing
Jakiah	5B rep.	Yellow/Red	MUSICIAN	MUSIC
Emma	Yr 6 rep	Yellow/Blue	To be a life-guard!	Singing
Arielle	Yr 5 rep	Yellow/Green	To be an Actor	Very fashionable

STEP 1. (2min)

Rank Order Your Workplace Personality...



TEAM PULSE

Type	Concept	Action	Relational	Detail
Description	<i>I like to focus on thinking 'big picture' – innovating and solving complex problems.</i>	<i>I like to focus on the here and now – taking logical and realistic actions to get things done.</i>	<i>I like to focus on making sure people are actively engaged and are working together effectively.</i>	<i>I like to focus on the detail, the process and the quality – making sure things get done properly.</i>
You: Rank Order (1-4) (1 = most like me)				

STEP 2. (5min)

Share Your Reflections...

My highest is _____

My lowest is _____

I'm most comfortable with _____

I'm at risk of clashing with _____

STEP 3. (3min)

Update Your HPT Team Profile...

7 HIGH PERFORMANCE SCHOOLS		Team Profile Talent Map			
Team: Example Team					
Name	Role	Strengths (Personality & Work Skills)	Work Interests & Goals	Secret Skills	Other
Sue Smith	Deputy Principal	Blue & Red - Strategy & Ops	Data and supporting teachers	NRL - Go The Cowboys	Outdoors
Amanda Jones	Teacher	Red & Green - Enthusiastic	Improving reading outcomes	Masterchef	Motorcycles Fast cars
Paul Davis	Teacher	Yellow & Red - Curious and social	Behaviour management	Golf	New year resolution to find a 'hobby'
Paula Brown	Teacher Aide	Red & Green - Child focused	Queen of booklets, teaching kids reading	Coke decorating	Grandchildren
Mary Roberts	Teacher	Green & Blue - Enthusiastic	Numeracy, consistent resources	Mango Farming	Enjoy house renovating
Steve Young	Teacher	Green & Red - Punctual	Science and writing	Motor Sports	Eating out

Case Study: Personalities Types at Jefferson State School

Conducting a team profile was eye opening for the leadership team of Jefferson State School. Once the team got their individual profile back the discussion began. Joan, the Principal, was identified as being a *'big picture thinker'* (Concept) and the team wholeheartedly acknowledged that they appreciated her creative *'out of the box'* thinking and uncanny ability to see the future needs of the school before anyone else.

However, on the downside, it was noted that sometimes Joan became overly excited by change to the point where it seemed like some changes the school was embarking on were too rushed and/or too risky.

In contrast John, the school's Business Manager, was identified as being very *'thorough and procedural'* (Detail). Again, the team was quick to acknowledge the value that John's attention to detail had brought to the school (particularly during the recent school review), however some staff identified that John's behaviour can sometimes come across as *'micro-managing'*.

Lisa, the school's Deputy Principal in charge of behaviour management, was identified as being *'realistic and logical'* (Action), and while many staff appreciated Lisa's blunt *'straight shooting'* talk, some staff noted that she can sometimes come across as lacking care, rude and offensive. Finally, James, the lead teacher for the school's Music program was identified as a *'people person'* (Relational). While everyone agreed that James' sociability and outgoing nature made the school a friendlier place overall, some staff commented that James sometimes comes across as being overly intrusive.

On reflection, the leadership team agreed with all the comments put forward and appreciated the better understanding of the strengths that they brought to the team, as well as how they may have been unintentionally sending the wrong signals at times. Following the activity, the team revisited their *'Above and Below the Line'* behaviours (team agreed behavioural norms) and expanded these based on their new insights. Now previous points of contention are more easily navigated and the team has reached a new level of trust and respect for each other's differences.

Sidebar: Team Profiles in Action: A Note of Caution

As you can see from the Case Study, activities that allow team members to better understand each other's personalities can unlock powerful learnings, thereby ensuring that future misunderstandings are 'cut off at the pass'. Having said that, there are a few key points that all staff should understand in relation to team profiling:

- 1. Types Don't Excuse Behaviour:** Just because someone has been identified as a certain profile type, it doesn't give them permission to act in the extreme, and then excuse their behaviour by hiding behind their type (*"oh it's ok I'm so blunt with everyone, after all I am 100% Action!"*). Quite the opposite, better understanding of your own personality type comes with the responsibility to moderate the extremes of your behaviour.
- 2. Acceptance of Difference is a Two-Way Street:** Just as we wish others to accept our personality type, we also need to accept theirs.
- 3. Types Don't Box Us In:** Just because someone has been identified as a certain type doesn't mean that they should be typecast (e.g., given work only highly related to that type). Everyone is capable, and must demonstrate competence in all types, regardless of their preference.

Bringing It Together

Whilst Stephen Covey was absolutely right when he said that "the essence of synergy is to value differences – to respect them, to build on strengths, to compensate for weaknesses", we would take this one step further in saying that *'leveraging diversity creates the synergy needed to fast-track the journey to higher team performance.'*

In bringing it all together and taking your team to the next level, we want to leave you with three simple questions: (1) Does everyone in your team understand the personality mix in your team?... (2) Have you discussed the strengths and potential areas for clashes that exist amongst your team?... and (3) What are your next steps to ensure the diversity within your team becomes a blessing and not a curse?

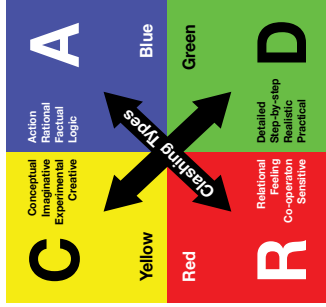
Chapter 3: Following the Platinum Rule

- Chapter Summary -

- A feedback culture is, essentially, 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.



SYSTEMS SNAPSHOT



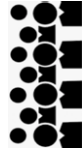
All Staff

The Platinum Rule As A School Wide System

Roll Up: Whole of Organisation Profile

Whole of Staff CARD Profiles - Mr Archer SS

HIGH PERFORMANCE SCHOOLS



Students

Communication Colours Map: Our Class

My Name: _____ My Teacher / Assistant: _____

My CAB.D Colours (My top two):



Teaching
Teams

HIGH PERFORMANCE SCHOOLS

1. School Performance Data (2013-2014)

2. School Performance Data (2014-2015)

3. School Performance Data (2015-2016)

4. School Performance Data (2016-2017)

5. School Performance Data (2017-2018)

6. School Performance Data (2018-2019)

7. School Performance Data (2019-2020)

8. School Performance Data (2020-2021)

9. School Performance Data (2021-2022)

10. School Performance Data (2022-2023)

11. School Performance Data (2023-2024)

12. School Performance Data (2024-2025)

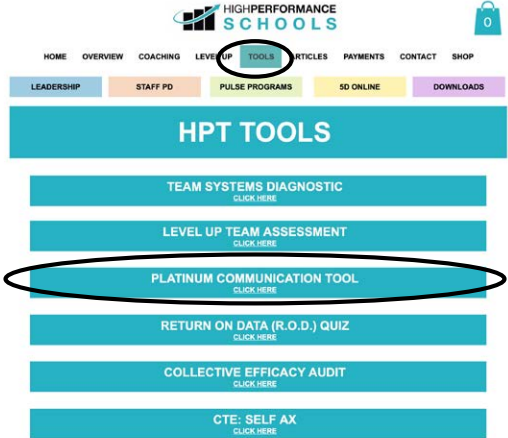
Tools & Templates
at: HPTschools.com

Following The Platinum Rule

Next Steps: Toolkit

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 Matching Report
Part 1: Approaches to Communication: Similarities & Differences

Table 1: Communication Approaches: Similarities & Differences

John SMITH				Lisa JONES			
C	Action	A		C	Action	A	
Conceptual	Relational	Practical	Detail	Conceptual	Relational	Practical	Detail
R	Faring	How to do this	Relational	R	Faring	How to do this	Relational
	Organizational	Practical	Detail		Organizational	Practical	Detail

Table 1.2 Communication Approaches in Detail

John SMITH	Lisa JONES
Primary Approach: Conceptual, Relational, Practical, Detail	Primary Approach: Conceptual, Relational, Practical, Detail
Secondary Approach: Action, Organizational	Secondary Approach: Action, Organizational

Table 1.3 Risk of Communication Conflict

John SMITH	Lisa JONES
High	Low

Table 1.4 Compatibility of Communication Approaches

John SMITH	Lisa JONES
High	Low

Table 1.5 Risk of Communication Conflict

John SMITH	Lisa JONES
High	Low

Part 2: The Platinum Approach to Communication: Tips For Success

3.1 Matching Communication Approach With Lisa JONES

Let them finish and acknowledge that content of events and circumstances and the need to address the issues before providing more detailed support.

3.2 Helping Lisa JONES Understand You Better

"I am a concept person and need to know how I can fit this into the bigger picture of what we are doing."

3.3 Planning Ahead: Your Platinum Approach in Detail

3.1 The conversation I need to have with Lisa JONES is about:

3.2 The key points I would normally communicate using my approach are:

3.3 The way I will communicate this to Lisa JONES using my approach is:

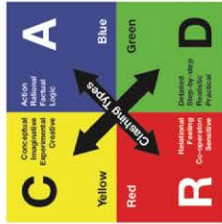
Next Steps: Quickstart Video

Channel: HPT Level Up!

Playlist: Leading Flourishing Schools

Title: The Platinum Rule: Communicate Successfully Every Time (4.46)





Collaborating Effectively: 1:1 Personality, Stress & Communication

Type	Colour	Focus	Identifiers / Key Words	Defusing Stress: Giving Support To Them	Defusing Stress: Getting Support From Them
Concept	Yellow	Why	Big Picture / Future Focused / Thinks About Long Term & Wider Impacts – Impact Focused Stress / Anxiety	Let them finish and acknowledge their perspective before offering solutions / options	"I am a concept person and need to know how / why this fits into the bigger picture of what we are doing..."
Action	Blue	What	Black & White / Immediate Focus – 'Right / Wrong' Wants it Fixed 'Now' – Direct Active Personal Stress / Anger	Agree with them about the need to take action now and then outline realistic next steps and follow-up processes	"I am an action focused person and just need you to simply tell me what the specific next step is..."
Relational	Red	Who	Strong People Focus / Feelings, Care, Respect, Alignment, Emotions – Tangential / Passive Third Party Stress / Anxiety	Acknowledge feelings and empathise / apologise – offer realistic support and restorative actions and availability to support further as needed	"I am a people person and sometimes find it hard to ask for help and worry about what others will think. What I really need from you right now is..."
Detail	Green	How	Strong 'Rules' Focus – Fairness, Compliance With Policy / Process, Justice, Equity – Verbose Fairness Focused Stress / Anger	Let them finish and acknowledge their version of events and circumstances and the need to address the issues before providing detailed solutions / options	"I am a details focused person and need you to tell me more specifically what is expected / needed / supposed to happen and by when in order to (complete this task / follow this procedure)..."

“The essence of synergy is to value differences - to respect them, to build on strengths, to compensate for weaknesses.”

- Stephen Covey





“Accomplishing the maximum impact on student learning depends on teams of teachers working together...”

- John Hattie



CHAPTER 4

Building High Performance Teams



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

Teams In Schools: Why They Matter

A Flourishing School is a place where every student can learn and grow to their maximum capacity and every staff member has the capacity to reach and teach ALL of the students in their care. This by definition means we must seek to not only maximise the capacity of each student in terms of both wellbeing and learning but also maximise the capacity of staff in a similar manner.

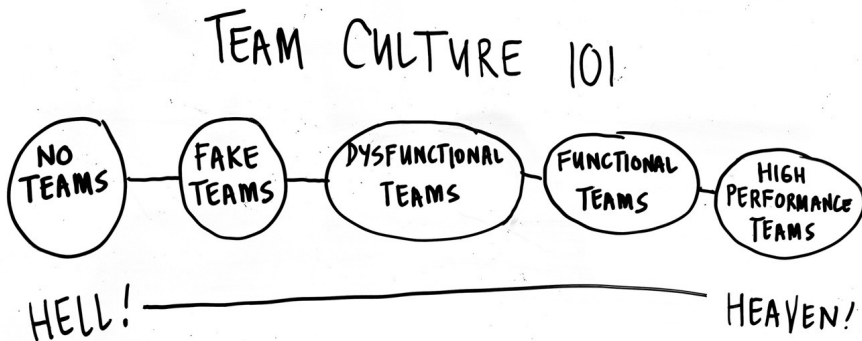
As John Hattie points out, it is ‘teams’ of teachers working together effectively which maximise the impact on student learning. When teams of teachers are working together in High Performance Teams they have the capacity to achieve extraordinary results with their students AND also the capacity to give and receive high levels of support and feedback among their peers.

It is this High Performance Teams environment that maximises teacher capacity to optimise student learning. When capacity is maximised, efficacy is enhanced (i.e., = *‘The capacity for producing a desired result or effect.’*).

Thus, the shared experiences of teachers working in High Performance Teams improves their level of Collective Teacher Efficacy – the single largest factor influencing student achievement with an effect size of 1.57.

However, it is not just ‘teams’ of teachers working together effectively that creates a Flourishing School. It is also the ‘teams’ of non-teaching staff and leadership teams that also need to work as High Performance Teams in order to maximise their capacity to fulfil their roles and in doing so maximise the efficacy of the school thus becoming a Flourishing School. The linchpin in this situation encompasses ALL ‘Teams’ within a school.

Team Culture: Heaven, Hell or Somewhere in Between?



“Pete, let me tell you how it really works around here” whispered one of the more experienced teachers sitting next to me as the meeting drew to a close... “because we may be a team by ‘name’ but we’re not a team by ‘nature’...”

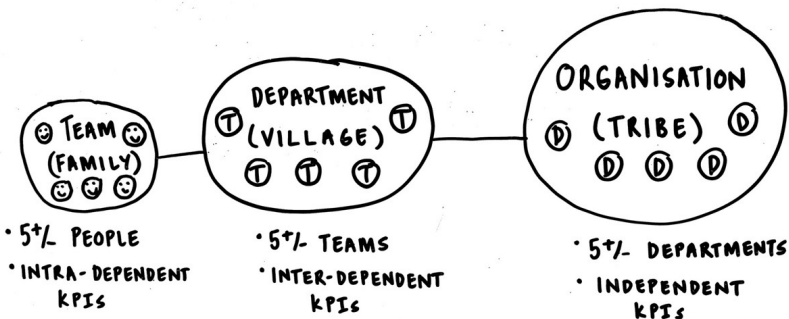
After the room was emptied and we were sitting alone she continued... *“They say we’re one big team – all working together but this is just rhetoric – all talk, no substance. When we get to meet together each month it’s in these big groups where the leaders ‘tell us’ what we’re doing right and wrong – we never get to discuss our own issues in smaller groups unless we’re chatting in the car park at the end of the day or meeting in someone’s office or at the coffee shop down the road during lunch breaks...”* It was quite clear from this teacher’s feedback that the ‘teams’ they were in were too big, not meeting often enough, and when they did get to meet there was not enough support nor collective problem solving...

This story highlights an important starting point to consider in the journey of building high Performance Teams in schools. The *'team culture'* or way in which the word 'team' is used to describe various groups within a school is either a blessing or a curse, a cultural indicator of heaven or hell – depending upon the extent to which it is used to identify and describe actual 'teams' with clearly defined boundaries and activity cycles, or simply some jargon or a euphemism for various groups of staff.

Defining A Team: The Role of Family, Village & Tribe

When it comes to understanding what a team actually is, anthropology provides some excellent insights. According to Professor Nigel Nicholson, humans have spent 4 million years existing as 'hunter-gatherers' which have 'hard-coded' many traits and instincts into our personalities. Autonomy, egalitarianism and sharing are foundations of hunter-gatherer communities. These communities existed in family groups connected together in village groups inside wider tribal networks. Family groups were the smallest units who worked together continuously to provide food and shelter. Village groups were larger units who worked together regularly to provide safety and security and coordinate efforts in larger herding and harvesting tasks. Tribal groups were the largest groups who worked together intermittently to reinforce wider cultural, language and social norms needed to maintain stability and order in the region.

WHAT IS A TEAM ?



Modern organisations use the Family, Village, Tribe structures by designating Teams as Family units of 3-7 members, Villages as 3-5 teams working together as a division or department and Tribes as the overarching Organisation. In an organisation such as a school, family units are easily understood as teams such as cohort or year level teams in primary schools and faculty teams* in high schools (*larger faculties being broken into smaller units of teams assigned to specific cohorts or curriculum specialisations). Villages would be divisions of a school such as Upper, Middle and Junior School and Tribes would simply reflect the Whole School as an organisation.

Team Size: How Big Should A Team Be?

Whilst one definition of team size based on anthropological ideas suggest 3-7 people as the ideal size for teams, there are other points of research to consider when finding the ideal number. Firstly, effort of input research by Maximilian Rigelmann (b 1861) found that when pulling on a rope more people was better than less in generating combined force – however any more than 5 people pulling at the same time created a negative effect where individuals lowered their actual effort – assuming they did not have to try as hard given the wider efforts of the larger group (aka Social Loafing). Thus, the number 5 becomes important...

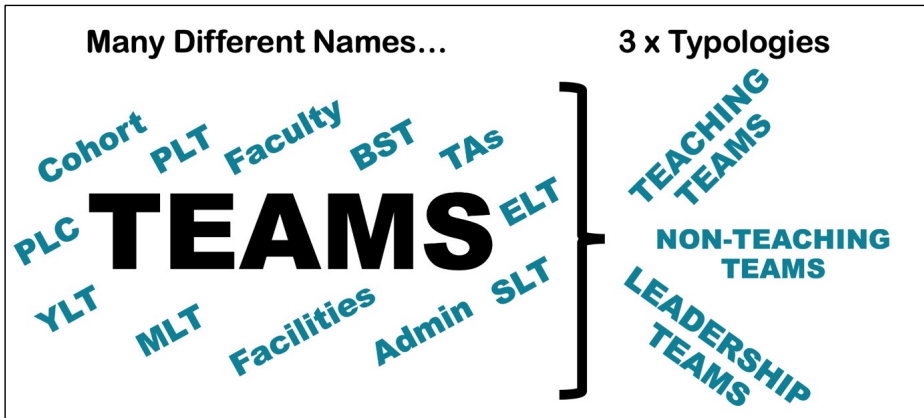
Five is also the ideal number in terms of research on the maximum beneficial social interactions in groups (i.e., enough interaction to maximise collective knowledge without too much interaction to become overwhelming or distracting). Team member interaction satisfaction data also suggests 4.6 (rounded up to 5) is the statistically optimum group size. At a practical level teams of only 3 or 4 could split/unite too easily causing 'groupthink' risks and/or unproductive conflict. Groups of between 5-7 people provides the best opportunity to mix up the interactions and alliances to ensure a more robust debate and a wider mix of inputs and a reliably healthier dynamic.

Teams In Schools: Team Types & Terminology

Schools have a vast array of different terms used to describe teams which vary not only across nationalities and jurisdictions but also between schools within the same regions and networks. Names such as 'cohort teams', 'PLCs', 'PLTs' etc. all refer to teams of teachers whilst names such as 'ELT', 'SLT', 'MLT' etc. refer to teams of school leaders and 'Admin', 'Facilities' & 'TAs' etc. refer to non-teaching teams.

Thus the 3 team typologies that need to be understood and differentiated for in a High Performance Teams environment are:

1. Teaching Teams;
2. Non-Teaching Teams; and
3. Leadership Teams.



The School Context: Teaching Teams vs. Improvement Groups

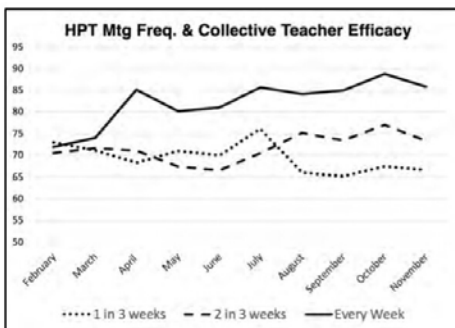
It is also important to ensure that in a school context 'Teaching Teams' are not confused with 'Improvement Groups'. In some school settings where there is only limited meeting time available, teaching team meetings are too infrequent for optimal performance as they are scheduled in cycle with other group meetings. This lowers collective efficacy and needs to be addressed by more efficient design of improvement group and general staff meeting strategy which will, in turn, increase the frequency of teaching team meetings (see breakout box on Page 70).

A Word About Meeting Frequency

Both the literature and data (see Graph) seems pretty clear about weekly 60 minute meetings being optimal for teaching teams. However, in Australian public schools there are constraints around how many meetings teachers are required to attend each week. Often this leads to team meeting schedules being compromised to fit in other required staff meetings etc.

Where this occurs teaching team meetings should be scheduled at least back-to-back to enable continuity between meetings before other meetings disrupt the cycle. The Table below shows an example of how

to maximise teaching team meeting time in an Australian state high school and primary school context where one hour per week is the maximum time provisioned for teacher meeting activity of any type.



Example School Term Meeting Cycle – Normal vs High Performance*

Weeks	60 min Meeting Cycle (Normal)	60 min Meeting Cycle at High Performance School*
1	General Staff	General Staff (with Improvement Group breakout)
2	Teaching Team	Teaching Team
3	Improvement Group	Teaching Team
4	General Staff	Teaching Team
5	Teaching Team	General Staff (with Improvement Group breakout)
6	Improvement Group	Teaching Team
7	General Staff	Teaching Team
8	Teaching Team	Teaching Team
9	Improvement Group	General Staff (with Improvement Group breakout)
10	General Staff	Teaching Team
	Team Time Per Term = 3 hours	Team Time Per Term = 7 hours

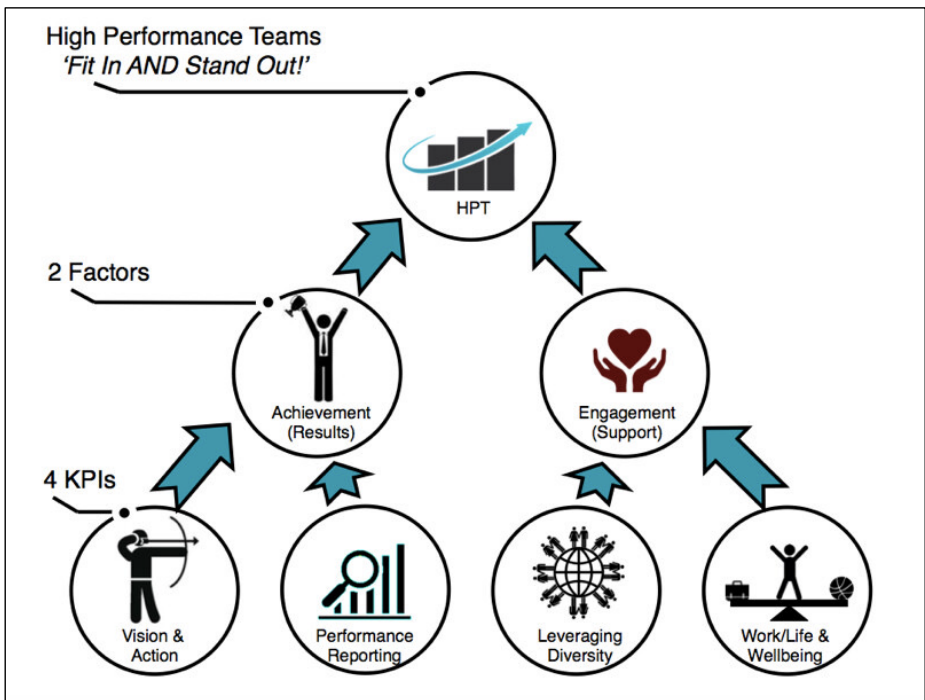
*Where timetabling permits weekly 60 minute teaching team meetings is optimal but current time restricted schools still achieve at least 7 hours per term within available resources.

So What is a High Performance Team?

“High Performance Teams both ‘Fit In’ and ‘Stand Out’. They ‘Fit In’ by having high levels of Team Engagement and they ‘Stand Out’ by having high levels of Team Achievement.’ – Pete Stebbins

Now that we’ve got a clear picture on what ‘Teams’ are in schools we can ask the question: What is a ‘High Performance Team’?

High Performance Teams are the key to maximising the Collective Efficacy of teachers (and all staff) and in turn increase their ability to positively impact on student learning. As you can see in the HPT Framework diagram outlined below, there are two distinct factors that define High Performance Teams – Achievement and Engagement and beneath these factors are the 4 Key Performance Indicators (KPIs) necessary for success.



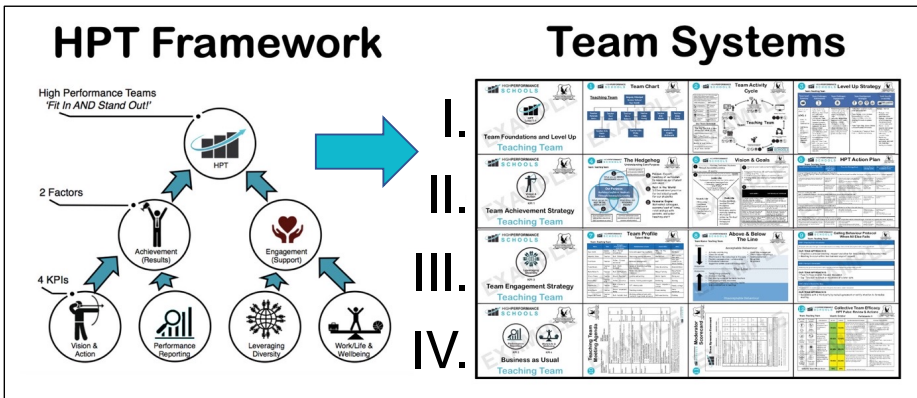
High Team Achievement is defined as the ability to consistently meet and/or exceed the team’s specific goals and targets and addresses the two KPIs of: (1) Vision and Action and (2) Performance Reporting. High Team Engagement is the ability to generate positive team dynamics to create enduring supportive working relationships and enables innovation through the cumulative knowledge of the team. Within the factor of Engagement we find the remaining two KPIs that need to be addressed: (3) Leveraging Diversity and (4) Work/Life & Wellbeing.

When Teams work together as High Performance Teams their success across these 4 KPIs leads to higher levels of Job Satisfaction, Performance Feedback, Peer Support and Work/Life Satisfaction (we’ll show you the outcomes for students shortly...) which boosts their collective efficacy and their ability to flourish!

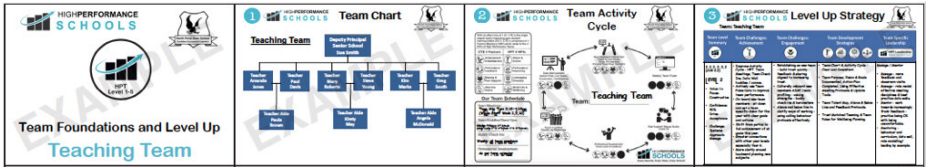
Team Systems & The HPT Framework

*“You do not rise to the level of your goals.
You fall to the level of your systems.” – James Clear*

Another great way to further understand High Performance Teams is to review the underlying systems they have for each of the 4 KPIs. You can see in the diagram below a ‘Team System Map’ (aka Team Data Wall) showing the 12 artefacts and tools for each of the key elements of the HPT Team System organised across 4 rows. We will unpack this further now using a Teaching Team System example. You can see the Non-Teaching Team and Leadership Team System Examples at www.hptschools.com/hpt-worksheets-download.

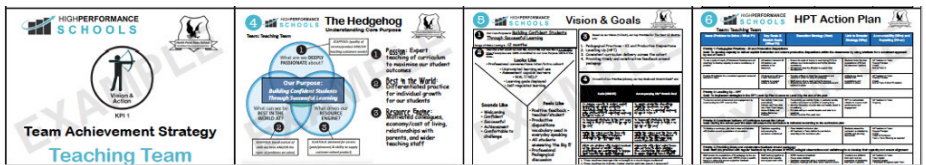


I. Team Foundations



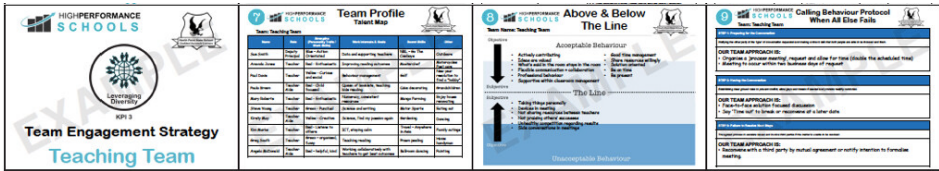
1. **Team Role Chart:** The team role chart outlines the structure within the team as well as the role that each team member plays in contributing to the team’s overarching goals.
2. **Team Activity Cycle:** The Activity Cycle captures the key team interaction processes (i.e. meetings, huddles, check-ins etc.). Clarifying the Activity Cycle ensures that 'team time' is optimised (not too little and not too much) and strong lines of communication ensures no key message slips through the cracks.
3. **Team Level Up Strategy:** The Level Up Strategy captures the team’s own rating of their performance based on the 5 Levels of High Performance Teams as well as the steps that the team believes are needed to Level Up. You can assess your teams Level of Performance with the Level Up Assessment at www.hptschools.com/tools.

II. Team Achievement



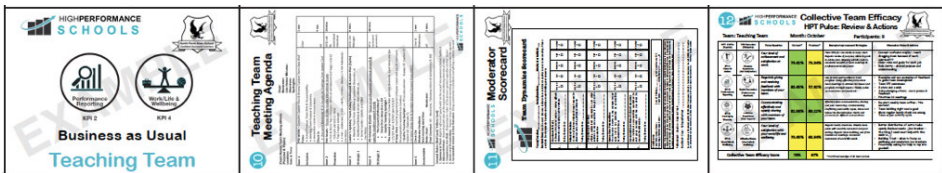
4. **Core Purpose Hedgehog:** The Hedgehog captures the core reason that the team exists through crystallising what they are (a) passionate about, (b) want to be the best in the world at, and (c) the drivers of the team’s resource engine.
5. **Vision & Goals:** A good Vision and Goals document captures the team’s short to mid-term Vision and Goals – starting with a Y Chart of Vision leading into SMART and Stretch Goals.
6. **Team Action Plan:** The Team Action Plan captures the details of how the team will achieve its ambitious goals. Regularly referring back to Team Action Plans ensures that all team members keep the most important priorities front of mind.

III. Team Engagement



- 7. Team Profile/Talent Map:** The Team Talent Map captures each team members’ personality type and interests. This enables all team members to be mindful of the diversity within the team minimising conflict and enhancing character strengths.
- 8. Above and Below the Line Chart:** The Above and Below the Line Protocol captures the team’s agreed standards for team behaviours.
- 9. Calling Behaviour Protocol:** The Calling Behaviour Protocol outlines the team’s agreed process for addressing more significant behavioural concerns between team members.

IV. Business as Usual (aka Meetings & Metrics)



- 10. Team Meeting Agenda:** The HPT meeting agenda provides a clear structure within the meeting with the special role of meeting moderator controlling team dynamics.
- 11. Moderator Scorecard:** At the end of each meeting the moderator provides feedback to the group to ensure that they have adhered to the meeting’s ground rules.
- 12. Team Pulse Scorecard:** In order to ‘grow’ Collective Efficacy in teams we need to find a way the teaching team can regularly measure it. The HPT Team Pulse measures CTE with monthly results debriefed by the team and forward actions noted. Find out more by visiting www.hptschools.com/teampulse.

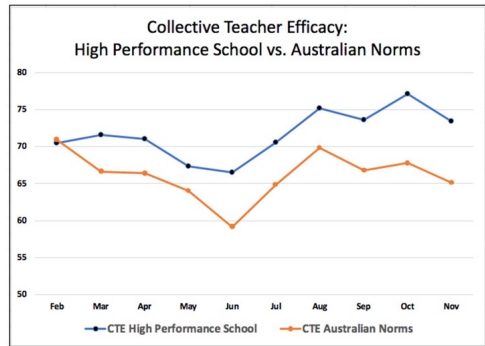
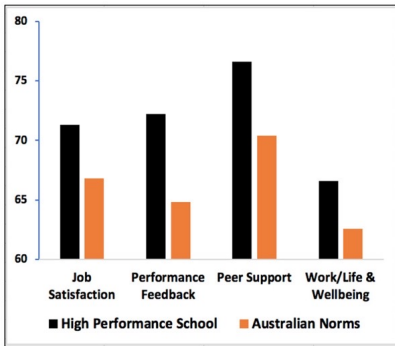
Staff & Students Flourishing: The Impact of Building HPTs

The great thing about building High Performance Teaching Teams is that there is plenty of real-world evidence that this approach maximises Collective Teacher Efficacy as well as significantly improves student outcomes, staff wellbeing, and parent and community satisfaction.

Staff Flourishing: Collective Efficacy Outcomes

High Performance Teams use the Team Pulse System to measure and manage their collective efficacy in real time. You can see in the Table below when compared to Australian norms, schools that have High Performance Teams have much higher levels of overall collective efficacy as well as higher levels of each of the four subscale measures.

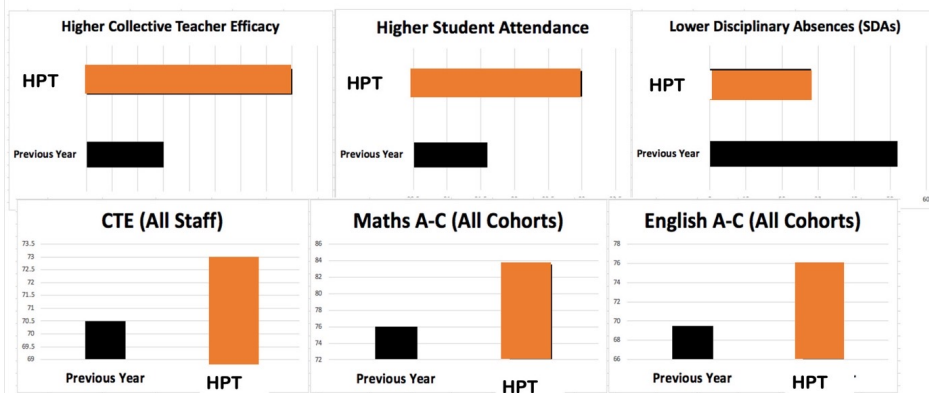
HPT & Staff Impact



Students Flourishing: Academic Growth, Attendance & Behaviour

Having High Performance Teams working across the school also has much wider benefits on a range of important student outcomes. For example, when compared to norms, schools with High Performance Teams have higher student attendance, lower disciplinary absences and greater academic improvement (see charts on next page).

HPT & Student Impact



Bringing It Together

It has been well established in research that ‘teams’ of teachers working together effectively maximise the impact on student learning. When teams of teachers are working together in High Performance Teams they have the capacity to achieve extraordinary results with their students AND also the capacity to give and receive high levels of support and feedback among their peers. To maximise the effectiveness of any school we need to recognise and invest in ALL teams of ALL types ensuring our non-teaching teams and leadership teams are also working together as High Performance Teams.

After all, a Flourishing School is a place where ALL teams are able to work as High Performance Teams. Where the leadership teams and non-teaching teams develop high levels of collective efficacy – maximising their capacity to positively impact upon those they serve and where our teaching teams develop high levels of collective teacher efficacy maximising their capacity to reach and teach ALL of the students in their care.

Take some time now to reflect on your school's Team Strategy:

1. What is team culture like at the moment - is the word 'team' simply some jargon or a reference to an important organisational strategy to maximise collective efficacy?
2. Are team sizes enabling meaningful and effective work practices or should some teams be broken into smaller sub-groups at various times to promote more effective feedback and working relationships?
3. Are your teams working as High Performance Teams and do they have strong team systems to maximise Achievement and Engagement?
4. What are the key measures and metrics you rely on to evaluate the effectiveness of your school's Team Strategy?

These reflective questions will help you identify the strengths and challenges within your current team strategy and enable you to take another step forward in building High Performance Teams across your school so all staff and students can flourish!

Chapter 4: Building High Performance Teams

- Chapter Summary -

- 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 leadership 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).

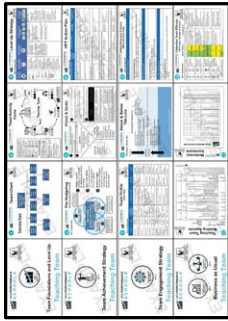


SYSTEMS SNAPSHOT

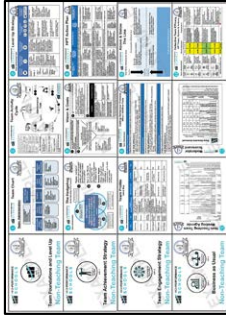
High Performance Teams As A School Wide System



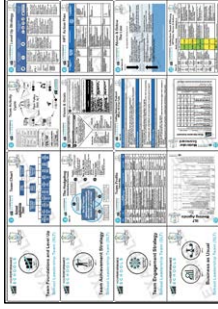
Teaching Teams



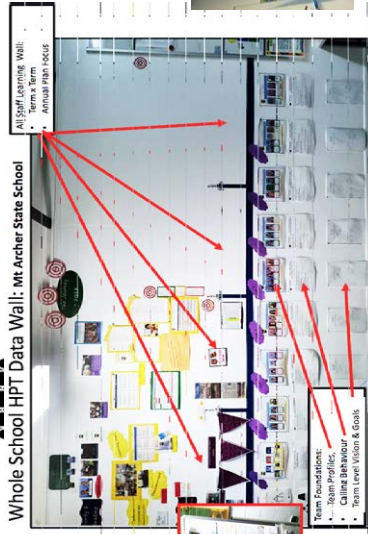
Support Teams



Leadership Teams



Whole School: Primary



Teaching Team Data Wall



Team Foundations:
- Rigor Proficiency
- Challenging Behaviour & Goals
- Shared Core Values & Goals



Whole School: Secondary



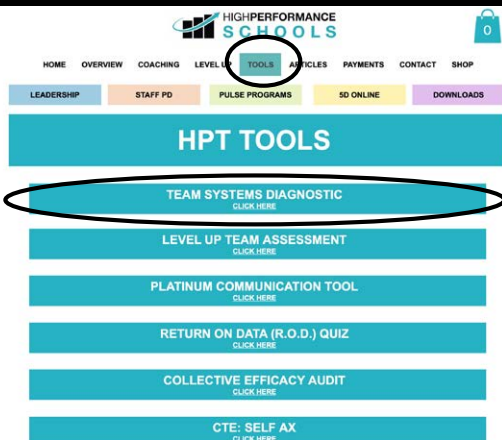
Whole School Data Wall: The Gap SHS

Building High Performance Teams

Next Steps: Toolkit

How robust are the Team Systems at your School?

Go to hptschools.com/tools and complete the Team Systems Diagnostic to identify current level of performance and suggested areas for improvements.



SAMPLE Team Systems Diagnostic Report

Team Systems Diagnostic				Factor Score
PALM VALLEY S.H.S. John SMITH				
Team Foundations	Team Chart	Activity Cycle	Level Up Plan	66.67%
Team Achievement	Hedgehog	Vision Casting Worksheet	Team Action Plan	91.67%
Team Engagement	Team Profile	Above & Below the Line	Calling Behaviour Protocol	33.33%
Meetings & Metrics	Team Meeting Agenda	Team Dynamics Scorecard	Team Pulse Report	75.00%

Report Key: ■ High Team Capability ■ Moderate Team Capability ■ Low Team Capability ■ No Team Capability

www.HPTschools.com

Next Steps: Quickstart Video

Channel: HPT Level Up!

Playlist: Leading Flourishing Schools

Title: High Performance Teams: Flourishing Staff & Students (4.06)



“Teamwork remains the ultimate competitive advantage, both because it is so powerful and so rare.”

- Patrick Lencioni



**“Take nothing on its looks;
take everything on evidence.
There's no better rule.”**

- Charles Dickens



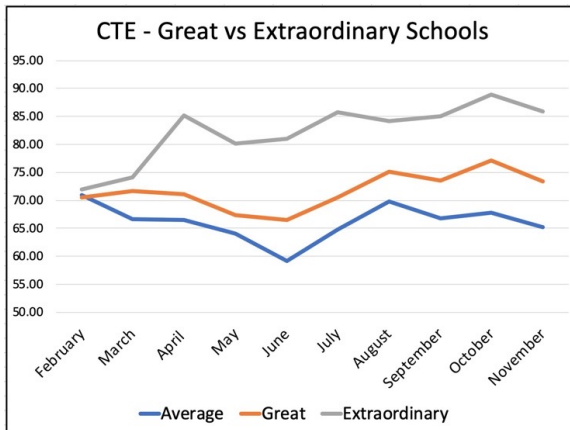
Outcome Study: Great vs Extraordinary Schools



Extremely High Collective Teacher Efficacy...

"Wow – Now that is an Extraordinary School!"

Our research team was in awe. We were fully ‘nerding out’ on the annual data sets of a couple of High Performance Schools in our ongoing quest to identify the critical success factors that separate ‘Good’ schools from ‘Great’ schools...



One school's data set really piqued our interest. *"I've never seen such sustainably high levels of Collective Teacher Efficacy (CTE) over a full calendar year – substantially higher than many of the 'great' schools we have worked with over the years. Yet they're comparable on all workforce characteristics, student achievement and behaviour outcomes and even began the year with similar CTE levels..."*

....What on earth is going on here? How were they able to build such high levels of collective efficacy (sustained over the entire calendar year) – so much higher than other High Performance Schools who also had very high levels of CTE?"

High Performance Schools: Staff & Students Flourishing

A High Performance School is a *'place where both staff and students can flourish'*. We know that students are flourishing when their levels of self-efficacy are increasing and they are engaging in differentiated teaching and learning with teachers who follow the Platinum Rule of Communication. We know that staff flourish when they work in High Performance Teams – with explicit ways of working across 4 KPIs – interacting within an activity cycle that is optimised to maximise both staff wellbeing and performance.

We can measure *'students flourishing'* by focusing on regularly assessing levels of student self-efficacy throughout the year or by focusing outcome measures such as academic, attendance and behavioural data. We can measure *'staff flourishing'* by focusing on the levels of Collective Teacher Efficacy (a combination of job satisfaction, performance feedback, peer support and work/life and wellbeing) across teaching teams.

Staff Flourishing: Great vs Extraordinary Schools

As you can see in the snapshot presented in the Table on Page 83, using some of the most widely available and comparable indicators of school performance (Note: student self-efficacy data was unavailable at the time of this study), High Performance Schools are characterised by student growth in literacy and numeracy throughout the calendar year, low incidences of behaviour problems compared to peer schools, higher levels of student attendance, higher levels of staff satisfaction on annual opinion surveys and higher levels of Collective Efficacy (CTE) across teaching teams.

HPS 1 & 2 Comparative Analysis 1: Annual Outcomes				
VARIABLE	MEASURE	Average School	HPS 1 - Great	HPS 2- Extraordinary
Collective				
Efficacy	Team Pulse Data (%)			
	CTE (total)	66	71.69	82.20
	Job Satisfaction	67	71.29	81.45
	Performance Feedback	65	72.22	82.95
	Peer Support	70	76.65	88.63
	Work/Life & Wellbeing	63	66.59	75.77
Literacy	English AC x Sem Growth	NA	Yes (4%)	Yes (2%)
Numeracy	Maths AC x Sem Growth	NA	Yes (5%)	Yes (3%)
Attendance	Student Attendance	91	93%	93%
Behaviour	SDAs (%)	80k (14%)	28 (4%)	51 (4%)
	Enrollments	Statewide 550K	650	1,151
SOS - Staff	Q69 enjoy (%)	94	95	98
	Q74 beh. man	82	86	93
	Q75 supported	82	83	95
	Q76 opinions heard	81	89	95

What was particularly interesting in this data was the significantly higher CTE scores in High Performance School 2 (HPS 2) compared to HPS 1. Why did one school have markedly higher levels of CTE than the other? What caused such a difference in the CTE data? Given the similarities in student academic growth, attendance and behaviour, was such a difference simply a matter of timing, luck and/or local circumstances or were there some reliable and repeatable strategies any school can use to maximise the level at which staff can flourish?

In this case study we'll delve deeper into what *'staff flourishing'* looks like and compare and contrast two High Performance Schools to explore the characteristics that determine 'Great' vs. 'Extraordinary' schools.

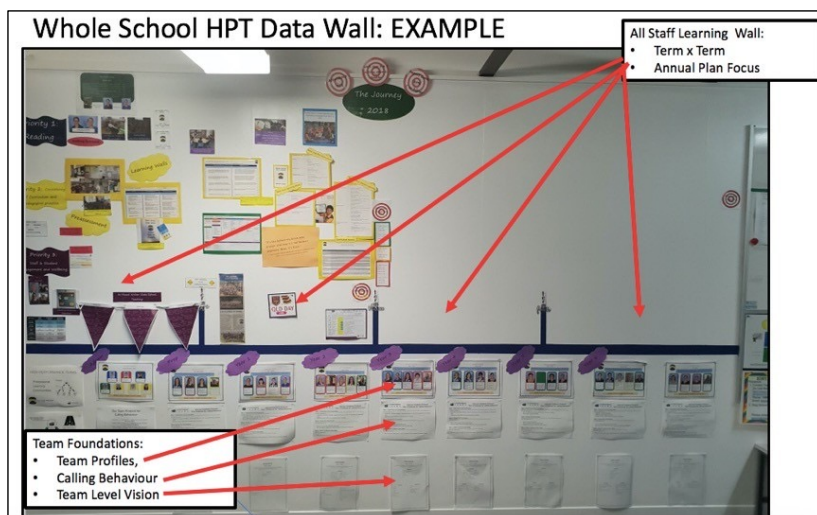
Great vs. Extraordinary Schools: What's The Magic?

As you can see in the Table on Page 86, both the High Performance Schools in our case study had embedded the High Performance Teams system for teaching (and non-teaching) teams throughout their schools and implemented recommended Team Meeting Systems, the Team Pulse System and a School Wide Data Wall. They had also implemented other key components of the High Performance Schools system however, in retrospect, the 'devil was in the detail' about how some of the other team and school system implementation occurred. Let's unpack these details now...

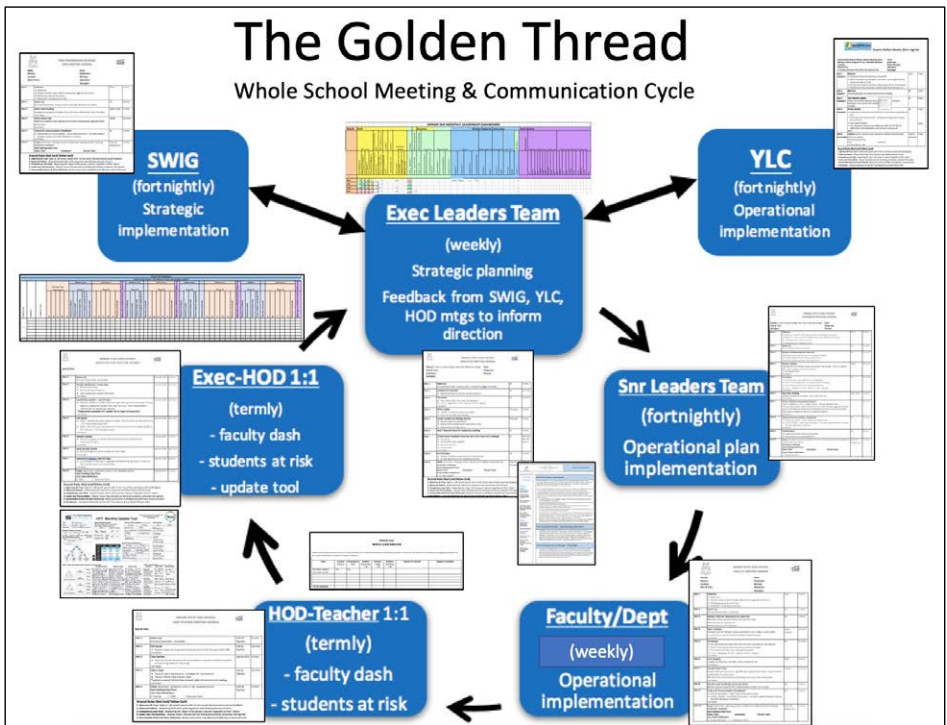
HPS 1 & 2 Comparative Analysis 2: HPT Systems (School & Team)		
HPT School Wide Systems	HPS 1 - Great	HPS 2 Extraordinary
Whole School Data Wall	Y	Y
Whole School Mtg & Comm Cycle Map	Partial	Full
Time Tabling Full Team Activity Cycle	Partial	Full
50:40:10 Leadership Dashboard System	Partial	Full
HPT Team Systems	HPS 1 - Great	HPS 2 Extraordinary
HPT Team Data Walls	N	Y
HPT Team Pulse	Y	Y
Monthly Pulse Scorecards Completed by Teams	N	Y
HPT Team Meeting System	Y	Y
HPT Team Meeting Freq	2 in 3	Weekly
Team Activity Cycle Engagement	Partial	Full

Part 1: HPT School Wide Systems

Whole School Data Wall: There are a number of school wide systems High Performance Schools rely on to ensure staff and students flourish. These include a whole school data wall which maps (at the minimum) the organisational structure (professional teams, improvement groups and reporting lines), key workforce characteristics across teams and school wide teaching, learning and behaviour strategies and goals. School-wide data walls also typically track progress on collective efficacy levels and the achievement of milestones within the annual school improvement plan which become an important aide in planning conversations (an important component of a high Return on Data strategy). Both High Performance Schools in our case study had developed whole school data walls which addressed these critical success factors.

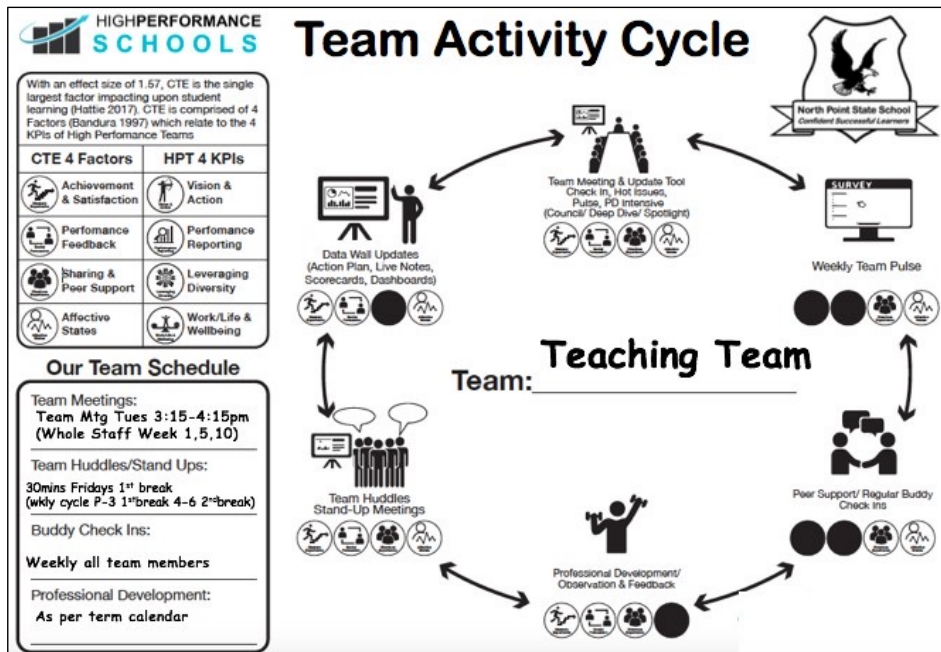


Whole School Meeting & Communicational Cycle Map: We've previously written about the importance of establishing a 'Golden Thread' – a schoolwide meeting and communication cycle that ensures 'passive communication' such as updates and newsletters keep everyone informed in real time of any relevant information and 'active communication' (i.e., meetings) are scheduled in a co-ordinated fashion on an adequate frequency (to ensure teams do not 'under' or 'over' meet) to maximise team performance. In the analysis of our two High Performance Schools, the building of the Golden Thread was only partially completed in HPS 1 (which had a comprehensive meeting and communication cycle for teaching teams but had not yet synced this with non-teaching teams and the leadership team – thus relying on their general staff meetings for some of their essential information sharing processes) whilst HPS 2 had built a comprehensive cycle ensuring adequate meeting and information sharing cycles were occurring across the school.

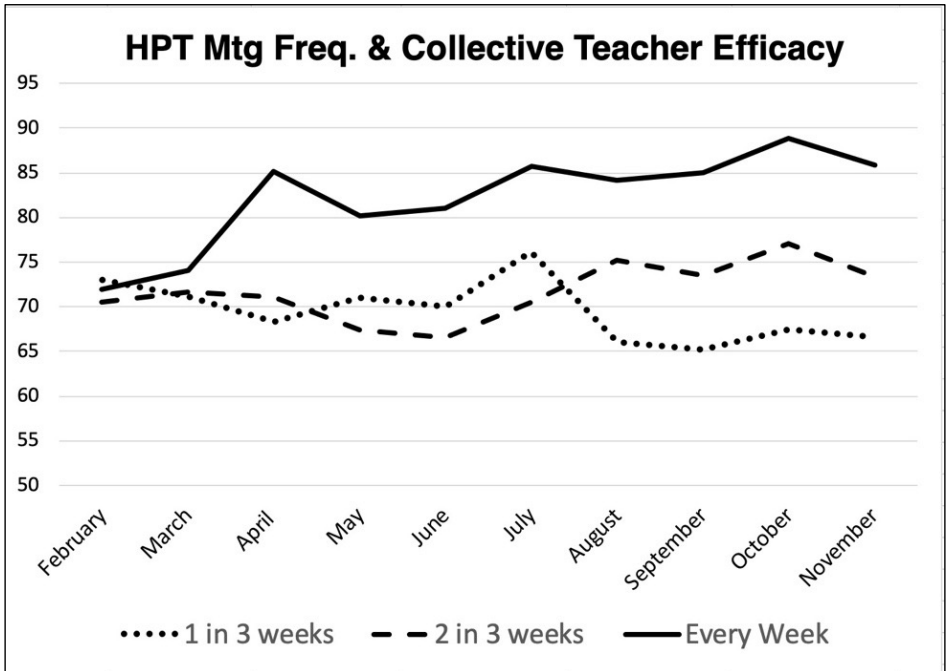


Timetabling of Full Team Activity Cycle: Teaching Team Activity is more than simply holding team meetings. In a High Performance Team there are a range of team activities beyond scheduled team meetings including Team Huddles (optional short stand up meetings to (1) collaboratively solve problems as they emerge in real time and (2) maintain the collective focus on their strategic goals), Buddy check-ins (quick status updates to connect with and support fellow team members) and Team Professional Development Time (team learning time that (1) explicitly links to the team's purpose and goals; (2) has clear learning intent and success criteria that are operationalised and internalised; and (3) reinforcement of learning outcomes at the conclusion of the PD Time).

Whilst teams are responsible to implement such activities, the school leadership team is responsible for the provision of time within the timetable for some of these activities to occur. In particular, team huddles and team meetings require clever planning and timetabling solutions from the school leadership team. As you can see in the activity cycle diagram below, schools with an allowance of only 1 hour per week meeting time can still achieve 3 or 4 weeks per monthly meeting cycle and weekly team huddles with some clever planning of the timetables.



In HPS 1 they timetabled for 2 out of 3 weeks and left Team Huddles to be a voluntary non-scheduled activity whilst in HPS 2 they timetabled for the full activity cycle every week. You can see the impact of meeting frequency on collective efficacy in the below chart.



50:40:10 Leadership Dashboard System: Schools leaders have access to a wide array of data. In most schools leadership teams analyse their data through '80:20' Dashboards – where 80% of data is student focused (academic, attendance & behaviour) and 20% of the data focused on staff and parent satisfaction. Leadership Teams from Extraordinary Schools take a different approach to data and dashboarding with 50:40:10 Leadership Dashboard Systems – where 50% of the data focuses on students (academic results, attendance, and positive and negative behaviour), 40% on staff (collective efficacy, job satisfaction, professional feedback, peer support and wellbeing) and 10% on parent & community engagement (engagement/participation).

50:40:10 School Leadership Dashboard

HPT Schools Dashboard (Primary)	Prev. Yr School Average	Prep												Year 1												Year 2											
		T1		T2		T3		T4		T1		T2		T3		T4		T1		T2		T3		T4													
		Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End														
Improving Attendance	92.6%	6.8	8.1	4.7	5.4	3.8	2.8	3.5	4.1	4.3	4.6	4.8	5.3	5.4	5.9	5.8	5.6	4.4	4.9	3.5	3.8	3.1	2.6	2.9	3.2												
% less than 85%	19%	21	20	23	29	33	35	37	37	37	27	30	31	36	41	42	43	14	16	16	16	20	22	27	28												
Lifting the Top	27%	25	26	27	30	33	34	35	36	36	36	40	44	47	49	50	50	50	19	22	17	20	26	28	30												
Reaching English A Standard %	91%	90	92	92	89	90	88	90	90	90	87	88	85	85	82	85	85	85	86	87	87	88	87	88	87												
Reaching English C and above %	94%	94	95	95	95	96	95	95	96	96	96	96	92	93	97	96	96	96	89	90	90	91	92	92	92												
Safe and Disciplined	4.5	0.76	0.88	0.65	0.64	0.65	0.67	0.68	0.76	0.88	1.00	0.75	0.60	0.60	0.71	0.70	0.72	0.50	0.43	0.60	0.72	0.75	1.70	0.75	0.68												
Average Daily Incidents (Minor)	6.99	1.31	1.24	1.46	1.38	1.12	1.22	1.25	1.32	1.25	1.98	2.05	1.91	1.50	1.10	1.10	2.10	0.50	0.98	0.75	0.83	0.75	1.41	1.25	1.31												
Average Daily Incidents (Major)	51	0	0	0	0	0	0	0	0	0	1	1	3	2	2	2	4	0	0	0	0	0	3	1	2												
Total Number SDAs	28	0	0	0	0	0	0	0	0	0	1	1	1	1	1	2	1	3	0	0	0	0	3	1	2												
Number of Students with SDAs	5	3	5	5	6	5	8	4	5	5	3	5	4	5	4	7	10	3	6	3	4	5	13	7	10												
Positive Behaviour	17	20	22	22	25	19	20	24	25	16	20	13	15	16	16	14	13	22	22	17	23	20	23	22	25												
Green Slips P'Class P'Week (Av)	81	86	84	89	86	91	90	92	84	76	78	64	64	71	74	76	66	87	85	84	85	83	85	82	82												
HPT Job Satisfaction	83	88	87	88	85	87	86	86	86	83	88	80	85	82	77	78	76	94	89	93	92	93	87	84	84												
Building Collective	89	95	94	93	96	94	91	89	88	85	89	80	87	82	76	76	74	96	96	94	96	92	96	96	97												
Teacher Peer Support	76	73	70	86	82	88	81	86	81	63	73	63	72	71	68	68	73	78	82	81	82	81	82	84	79	74											
HPT Work/Life & Wellbeing	82	86	84	89	87	90	87	88	85	77	82	72	77	77	74	74	71	88	88	87	89	87	90	86	84												
Collective Team Efficacy	26	45	40	40	38	37	40	34	29	27	40	34	29	34	29	27	29	26	26	25	26	25	26	26	26												
School Newsletter Engagement	9%	1	1	1	1	2	1	1	1	3	3	3	3	3	4	4	6	5	6	6	6	6	6	6	3												
Non Payments (%)																																					

Both of our ‘Great’ and ‘Extraordinary’ case study schools had implemented a 50:40:10 Leadership Dashboard. When comparing the two, the main focus of our audit was in the analyses of the “50:40” aspect – the visual linking of staff and student data sets on the dashboards. In HPS 1, they had a strong focus on student learning and attendance on their leadership dashboard but did not integrate their staff metrics such as pulse data on the same reporting sets (lessening their dashboard system’s ability to reveal interaction effects in real time), whilst in HPS 2 they had an integrated reporting suite visually connecting staff and student data which gave them greater ability to examine interaction effects between collective teacher efficacy and student attendance, learning and positive and negative behaviour (see example dashboard on previous page). By regularly using this higher fidelity dashboard the Extraordinary School generated a much higher Return On Data through greater insights, better decision making and student learning and staff support strategies.

Part 2: Teaching Team Systems

Team Specific Data Walls: Team data walls contain key documents that help teams track and bring clarity to their processes – their visual nature acts as a constant reminder of what’s working well and what could be improved upon so that the team can achieve more while fully supporting each other. By their nature, data walls are quite simple. They contain a collection of critical documents that help teams to understand their (1) Foundational Elements, (2) Team Achievement Strategy, (3) Team Engagement Strategy, and (4) Meetings and Metrics (BAU) activities (see example Team Data Wall on the next page).

Team data walls should act as ‘living wallpaper’ that is updated as team needs change over time. When following best practice, team data walls serve as a key focal point during team meetings and huddles.

When we compare the two High Performance Schools in focus, HPS 1 put the main focus of their data wall strategy on the ‘whole school’ data wall and added some of the team specific components to this wall – however the limiting factor to this was that teams did not meet where the whole school data wall was located and as such could not directly refer to it as a visual point of accountability and update it during team meetings. Contrasting this, HPS 2 implemented both whole school and team specific data walls with team data walls on mobile boards that could be moved around and easily utilised as a reference point during team meetings.

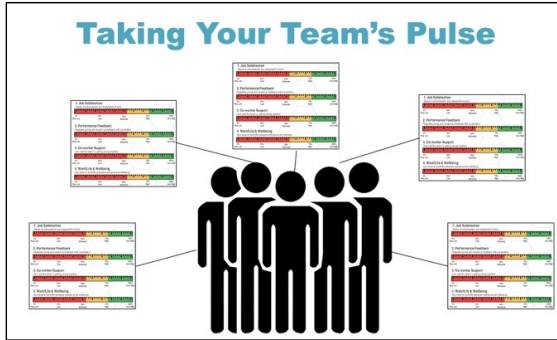
Teaching Team Data Wall

The image displays a 'Teaching Team Data Wall' organized into four rows and four columns. Each cell contains a specific tool or strategy, all branded with the 'High-Performance Schools' logo.

- Row 1:**
 - (1) Team Foundations and Level Up Teaching Team: A diagram showing the relationship between 'Team Foundations' and 'Level Up'.
 - (2) Team Chart: A hierarchical chart showing the structure of the teaching team.
 - (3) Team Activity Cycle: A circular diagram illustrating the cycle of team activities.
 - (4) Level Up Strategy: A detailed strategy document with various sections and icons.
- Row 2:**
 - (1) Team Achievement Strategy Teaching Team: A diagram featuring a target and a hedgehog, representing focus and achievement.
 - (2) The Hedgehog: A diagram with three overlapping circles labeled 'What we know', 'What we can't live without', and 'What we are passionate about'.
 - (3) Vision & Goals: A diagram showing a vision statement and associated goals.
 - (4) HPT Action Plan: A table with columns for 'Action', 'Responsible', and 'Due Date'.
- Row 3:**
 - (1) Team Engagement Strategy Teaching Team: A diagram with a central circle and surrounding text.
 - (2) Team Profile: A table with columns for 'Team Name', 'Team Lead', 'Team Members', and 'Team Description'.
 - (3) Above & Below The Line: A diagram with two arrows pointing up and down, representing performance levels.
 - (4) Calling Behaviour Protocol: A document with sections for 'Team Name', 'Team Lead', and 'Team Members'.
- Row 4:**
 - (1) Business as Usual Teaching Team: A diagram with two circular icons.
 - (2) Meeting Agenda: A table with columns for 'Date', 'Time', 'Topic', and 'Facilitator'.
 - (3) Member Scorecard: A table with columns for 'Member Name', 'Score', and 'Comments'.
 - (4) Collective Team Efficacy: A table with columns for 'Team Name', 'Team Lead', and 'Team Members'.

Team Pulse Systems: Too often teams don't take the time to pause and reflect on their progress as a team. However, High Performance Schools are very deliberate in their approach to tracking Collective Efficacy through using Team Pulse Systems. Team pulse systems are very quick weekly pulse surveys that each team member anonymously completes about their experience within the team across 4 factors which reflect Bandura's (1997) four elements of Collective Teacher Efficacy (CTE).

Once a month these results are scorecarded up as group averages for the team to discuss and reflect on – setting goals to continuously improve in each of the four areas whilst gaining a unified snapshot of the teams' functioning as opposed to each individuals' viewpoint. In both of our comparison schools the team pulse system was fully implemented and there was full engagement in completing the pulse regularly across the school.



Monthly Pulse Scorecards: The Monthly Pulse Scorecard captures the average scores from the team pulse and provides an overall Collective Team Efficacy score. The scorecard also displays suggestions on how teams can improve their Collective Efficacy and provides space for teams to capture their discussions on any improvements that they elect to implement within the team. In HPS 1 the scorecard was displayed and discussed at team meetings and general commentary of next steps was noted in meeting minutes at the discretion of teams. We recommend both the systematic analysis and recording of forward actions for CTE indicators on the actual pulse report scorecard which is then displayed on the team data wall (as well as live noting any such actions in meeting notes) which was the strategy employed by all teams in HPS 2.

12 HIGH PERFORMANCE SCHOOLS		Collective Team Efficacy		HPT Pulse: Review & Actions		 <small>North Point State School Queensland Department of Education</small>
Team: Teaching Team		Month: October		Participants: 9		
HPT 4 KPIs (Inputs)	CTE Domains (Outputs)	Pulse Question	Current*	Previous*	Example Improvement Strategies	Discussion Notes & Actions
 KPI 1: Vision & Action	 Mastery Experience (Job Satisfaction)	Your level of achievement and satisfaction at work.	79.42%	73.54%	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.	<ul style="list-style-type: none"> • Concept confusion maybe - result dragging down because of work overload??? • Clear roles and goals for each job • Role clarity - shared purpose and understanding
 KPI 2: Performance Reporting	 Social Persuasion (Performance Feedback)	Regularly giving and receiving feedback with members of your team.	85.45%	57.92%	Use of data wall hurdles to track progress. Using effective protocols in team meetings to address hot issues and progress strategic inquiry. Timely cycles of observation and feedback.	<ul style="list-style-type: none"> • Examples and non-examples of feedback to guide team development • Team KPI awareness • 2 stars and a wish • Acknowledging others - more praise & feedback • Prioritise 1:1 meetings
 KPI 3: Leveraging Diversity	 Wellness Experience (Peer Support)	Communicating effectively and openly sharing with members of your team.	82.38%	80.12%	Effective team communication, sharing and peer mentoring. Understanding conflicting personality types, above and below the line behaviour charts and protocols for difficult conversations.	<ul style="list-style-type: none"> • Re-start weekly team coffee - 'the workers' • Team building right now is good • More regular buddy check-ins among Team as per activity cycle
 KPI 4: Work/Life & Wellbeing	 Affective States (Work/Life & Wellbeing)	Your Level of satisfaction with your work/life and wellbeing.	70.45%	63.34%	Regular buddy check-ins. Weekly team pulse with monthly scorecard and goal setting. Regular team building, use of ice breakers in meetings. Increased awareness of work/life needs.	<ul style="list-style-type: none"> • Better distribution of extra tasks openly disclose needs...(ice breaker - the thing I need most help with this week is...) • Building Trust - when to focus on wellbeing and mandatory ice breakers • Proactively asking for help to tap into goodwill
Collective Team Efficacy Score			76%	67%	*Combined average of all team scores	

Team Meeting System: High Performance Schools use comprehensive yet flexible meeting agendas which ensures the right mix of inclusive, supportive, proactive, strategic and accountable meeting items are discussed, a meeting Chair and meeting Moderator and a live note system which feeds into the team data wall. Both HPS 1 and HPS 2 implemented the full HPT Teaching Team Meeting Strategy, agenda and roles of Chair and Moderator with great success.

HIGH PERFORMANCE SCHOOLS Teacher Forums - Personal Update Tool

Name: *EXAMPLE TEACHER* Date: *DDMMYY* Barometer: *'Rushed'*

Classroom Successes and Challenges

Successes	Description	Impact	Action to take
Last 2 weeks	Collaborative Planning	Colleague Team planning	Engagement activities planned
Next 2 weeks	Collaborative Review of strategies	Align 'No drama' strategy to improve behaviour	Monitor success
Last 2 weeks	Behaviour	Disruption at class routine	Review classroom 'No drama' strategy
Next 2 weeks	Assessment	Report card writing	Planification and communication with team

Work Life & Wellbeing

On Track	Off Track
Sharing resources	lots more planning
Good communication	High stress level
Supporting each other	Lack of sleep

Hot Issues

Describe the Issue	Describe Impact / Risk	Action/Solution
Challenging Behaviour	Total class disruption	P.B.L. Chill in / Chill out Stamp - positive consistency

Priority Students In Focus

Name	Critical Issue (Learning & Wellbeing)	Forward Strategy
	Mental Health	External support
	Off Track - no movement	Monitor child safety
	Behaviour	Meeting with Mrs. SA/SLT external

Deep Dive Register

Describe the Issue	Key Challenge (Question)	Importance (Impact & Risks)	Possible Solutions & Related Risks
Learning walls and talks	Time to get it done	See different ideas	Risk - Teachers feeling judged??
		Teachers being consistent	



HIGH PERFORMANCE SCHOOLS Teaching Team Meeting: Forum Agenda (60min)

(Team Name) *Team Meeting (60min)* Chair: _____
 (Purpose & Vision) Moderator: _____
 Location: _____ Notes/Minutes: _____
 Date & Time: _____ Attendees: _____
 Apologies: _____

Item	Details	Chair	Time
Inclusion	PRE-MEET – Complete Update Tool & Review/Update Team Data Wall Focus: • Shared Purpose, Team Role & Accountability; • Meeting Team Purpose & Outcomes; • Moderator Cards & Ground Rules Check In: • One word Barometer & 2x Success 1x Challenge from Update Tool		1 min 4 min
Item 2	Hot Issues – Focus on day-to-day operational issues • Pull & Share Top 2 Issues – Write on whiteboard and Vegas vote (5 ticks per person) (2 mins) • Top 2 topics selected • 1 min – elaborate / 1 min – clarify / 3 mins – discuss / 1 min takeaways Use Notes	All & Led by nominated individual	14 mins
Item 3	Action Plan Update & Leader's Briefing • Action Plan/ Dashboard Review & Update and/or • Senior Leaders Briefing and Q&A Use Notes	All & Line Manager	8 mins
Item 4	PD Intensive (Cycle) – Focus on teaching, learning & wellbeing & specific student support challenges • The Current (all Members?) • Deep Dive (deep dive x 2) x • Quality Teaching Spotlight x • The Current groups size 2, max then split into 3s and 4s. Cycle times are 5ps • 1/2/3/4 Row: 1/2/4/3 Row x 1/2/5/5 • Deep Dives must be prepared prior with peer coach and use (at minimum) the preparation worksheet as handout. • Quality Teaching Spotlight use PD session planner - Engage (1) Explain (7) Explore (8) Elaborate (7) Use Notes (Deep Dive & Spotlight Session Forward Goals ONLY)	All or nominated presenter	10 mins
Item 5	Check Out Moderator feedback: Next meeting date/time: Roles: Chair: _____ Moderator: _____ Final Comment: All – Barometer, Takeaway Action & Satisfaction (1-10)	Chair & Moderator All	1 min 2 mins

Ground Rules (Red Card / Yellow Card)
 1. Openness & Trust: 'Talk is agreed' agreed with 'no record' documented as formal feedback.
 2. Balanced Debate: Recognising both sides of the argument and allowing diversity of views.
 3. Competency over Role: Recognising the 'value' of the person's opinion regardless of their 'title'.
 4. Issues over Personalities: Striving 'issues' forward and not letting personalities overstep the agenda.
 5. Accountable Actions & Clear Outcomes: Being constructive in feedback and offering a solution focused.

Team Meeting Frequency: Regular, high-quality meetings are necessary for effective team functioning. Regarding meeting frequency, in Australian public schools it seems that the sweet spot is weekly 60-minute meetings. However, team meetings are not the only meetings that are necessary inside of a school. Given this, schools need to consider their meeting cycles to best accommodate the different types of meetings. HPS 1 adopted a 2 out of 3 weekly cycle of teaching team meetings followed by a general staff meeting. This frequency was set partly due to the level of communication needs and systems within the school at the time (see timetabling discussion in previous section). In HPS 2 they adopted a weekly team meeting cycle – scheduling specialist lessons during planned teaching team meeting times. We know from research weekly 60 minute meetings (of a high quality) are proposed to be optimal for teaching teams and the CTE data appears to support this conclusion.

Team Activity Cycle Engagement: Whether formalised or not, all teams have an 'Activity Cycle' – activities that teams engage in to support team functioning (see activity cycle diagram on Page 88). Many teams view their activity cycles as limited to team meetings, however we know that for optimal performance team activity cycles extend well beyond team meetings. Some of these team activities are purely information/data focused (i.e., completing short team pulse surveys and updating the team data wall), whilst other team activities are primarily communication focused (i.e., team meetings, buddy check ins, team huddles and professional development).

In HPS 1, team engagement around the activity cycle was not measured and managed across the school and teams were allowed to opt out of components at the discretion of their line manager (other than scheduled team meetings). In HPS 2 team engagement around the activity cycle was measured and managed by having the line manager who participated in, and coordinated all, team activities.

Extraordinary Schools: Findings & Recommendations

By comparing the improvement journey of two like schools we have attempted to understand the differences between a 'Great' school and an 'Extraordinary' school in terms of Collective Teacher Efficacy. In doing so we have created a map of some 'next steps' that any school can follow to become extraordinary.

As our research into Collective Teacher Efficacy deepens, this article has highlighted several key findings that indicate that the High Performance Team systems and strategies positively impact staff and students flourishing through increased CTE, decreased student behavioural incidents, and more positive learning outcomes. We have shown that:

1. Schools that also use team level HPT data walls do better than schools with only whole of staff data walls;
2. Schools with higher teaching team meeting frequencies do better than those that meet less frequently. Especially when their team meetings use HPT Protocols which ensure meetings are inclusive, supportive, proactive, strategic and accountable;

3. Schools that actively monitor team pulse data (at the team level) monthly and display results and targeted agreed actions on their team data wall do better than those that monitor team pulse data only at a whole school level, infrequently, or are too general in defining next steps;
4. Schools that adhere to Activity Cycles timetabled within recommended guidelines do better than those who only partially commit to their team Activity Cycles; and
5. Schools with clear and balanced 50:40:10 Dashboard Systems which are reviewed regularly and integrated into planning conversations have a much higher Return On Data than those who are overly focused on outcome data alone on a more sporadic basis.

Based on these observations the roadmap of 'next steps' to becoming an Extraordinary School seems pretty clear:

1. **Team Meeting Frequency:** Scheduling team meetings for 1 hour every week (using HPT Protocols) is ideal. In the extraordinary school this was achieved via specialist lesson timetables with a weekly 60-minute general staff meeting as well. Where schools can't create more team meeting time, a 3:1 (Team Meeting: Staff Meeting) monthly ratio is adequate as long as the school's communication cycle is keeping all staff 'in the loop' and 'up-to-date' between meetings.
2. **Team Time for Huddles:** Within the Activity Cycle shorter stand-up meetings or huddles are often left to the discretion of the team without being scheduled into timetables – usually resulting in low uptake. Team Huddles (short stand-up meetings) can, and should be provisioned for, in school timetables by scheduling weekly 30min huddles per team via well organised playground rostering systems.
3. **Data Walls:** In addition to a whole school data wall, Teaching Team specific data walls are essential for maximising clarity on both team processes and teaching and learning goals.
4. **Team Pulse Systems:** Full use of team pulse scorecards and actively recording forward actions in meeting notes and scorecard templates is important to allow teams to take charge of their own wellbeing and improvement. We would also recommend using the student pulse system, which whilst in its infancy during this research study, has since proven very powerful in supporting both student wellbeing and learning outcomes.

5. 50:40:10 Leadership Dashboards: A 50:40:10 ratioed approach to leadership dashboards gives a more balanced view of whole school performance and assists in understanding the interaction effects between Collective Teacher Efficacy and student attendance, achievement and behaviour. Ensuring a high frequency of dashboard review discussions and linking this data to planning conversations will enable you to maximise your Return On Data.

Extraordinary Schools are those that fully embed the systems and structures needed to ensure that teams of teachers can work together as High Performance Teaching Teams AND ensuring the wider school culture promotes effective communication and information sharing practices that enable both staff and students to flourish! What are the next steps for your school to take on the High Performance Schools journey?

“If we create a culture where everyone believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve.”

- Dylan Williams



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, rock-climbing and surfing whenever he gets a chance.
- Eco-Friendly Upcycler! Converting an old milk depot into an eco-friendly 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

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

THE BIG 4

- Maximising Whole School Wellbeing
- Boosting Your Return On Data
- Following The Platinum Rule
- Building High Performance Teams