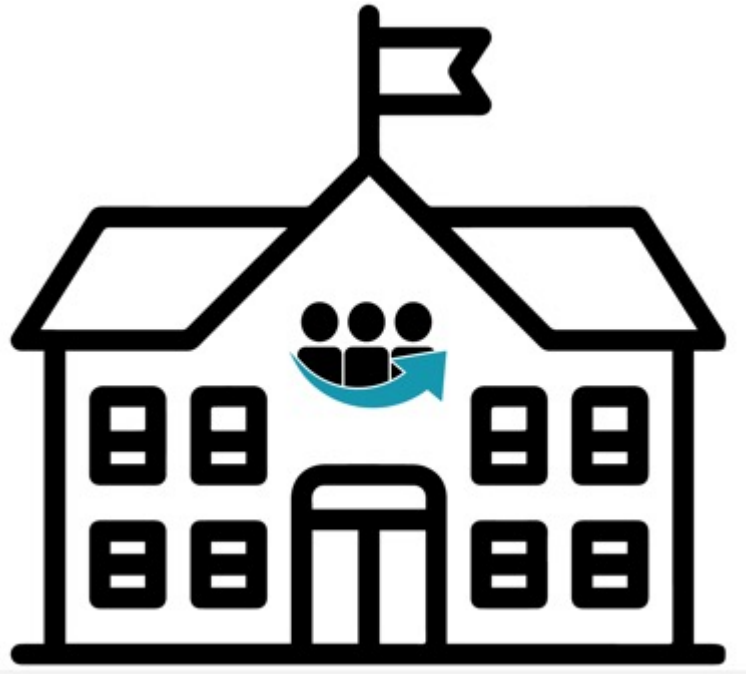


# Flourishing SCHOOLS

Online Support  
Centre Login:  
[\(contact school administrator\)](#)






## HIGH PERFORMANCE TEACHING TEAMS

### STAFF RAPID ONBOARDING PROGRAM





# New Staff Onboarding: HPT Checklist

<p><b>1. Flourishing Schools &amp; High Performance Teams</b></p> <ul style="list-style-type: none"> <li>• <b>WATCH 1:</b> <a href="#">High Capacity School Culture</a></li> <li>• <b>WATCH 2:</b> <a href="#">Management Support Systems for Staff</a></li> <li>• <b>WATCH 3:</b> <a href="#">High Performance Teams: Getting Started on The HPT Journey</a></li> <li>• <b>DO: 1.1.</b> Discuss the concept of high/low capacity and share personal examples with members of your team; <b>1.2.</b> Review a copy of the Collaboration Map and School Wide Meeting &amp; Communication Protocols and Duty Manager Support System; <b>1.3.</b> Review your Team's HPT Team Systems Data Wall &amp; Team Activity Cycle and note the location of all team specific documents.</li> <li>• <b>BONUS VIDEO:</b> <a href="#">Activity Cycle Booster #3</a></li> </ul>	
<p><b>2. Teaching Team Meetings &amp; Wellbeing Pulse</b> HPT Team Meeting Toolkit &amp; Team Wellbeing Pulse</p> <ul style="list-style-type: none"> <li>• <b>WATCH 1:</b> <a href="#">3 Reasons Good People Have Bad Meetings</a></li> <li>• <b>WATCH 2:</b> <a href="#">HPT Team Meeting Quickstart: Weekly 60min</a></li> <li>• <b>WATCH 3:</b> <a href="#">Team Wellbeing: Team Pulse System Quickstart</a></li> <li>• <b>DO: 2.1.</b> Review you copy of the <a href="#">Teaching Team Meeting Toolkit</a> and clarify questions with your line manager. Watch videos that explain in detail the roles of Chair, Moderator and Live Note Taker and the purpose of each agenda item (i.e., Hot Issues vs Focused Teamwork); <b>2.2.</b> Watch Team Pulse Quickstart Video and practice the debrief protocol and team boosters; <b>2.3.</b> Check with your line manager that you have been added to the Team Pulse system and note where live notes are stored in your school system.</li> <li>• <b>BONUS VIDEO:</b> <a href="#">Teacher Meetings, Moderation &amp; Data Discussions</a></li> </ul>	
<p><b>3. Communication &amp; The Platinum Rule</b> C.A.R.D Model – Engaging with Students &amp; Staff and Team Tools</p> <ul style="list-style-type: none"> <li>• <b>WATCH 1:</b> <a href="#">The Platinum Rule: Communicate Successfully Every Time</a></li> <li>• <b>WATCH 2:</b> <a href="#">Level Up: Leveraging Diversity In Teams</a></li> <li>• <b>WATCH 3:</b> <a href="#">The Platinum Rule for Feedback &amp; Praise</a></li> <li>• <b>DO: 3.1.</b> Complete Module 3: Communication &amp; The Platinum Rule: Self Reflection and add your details to the Team Profile on the data wall; <b>3.2.</b> Review the team Above &amp; Below the Line Chart &amp; Calling Behavior Protocol and confirm your understanding with your line manager; <b>3.3.</b> Write down in your manual the C.A.R.D profiles of your line manager, professional manager and key team members, as well as other key people for future reference.</li> <li>• <b>BONUS VIDEO:</b> <a href="#">Difficult Conversations – SBAR Approach</a></li> </ul>	



# Module 1: Flourishing Schools & High Performance Teams

## Module 1: My Key Learnings

About Me



### School Wide Collaboration

Looking at the School Wide Collaboration Map:

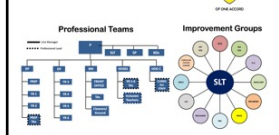
1. Teams I belong to are:

\_\_\_\_\_

2. Groups/Committees I belong to are:

\_\_\_\_\_

Collaboration Map



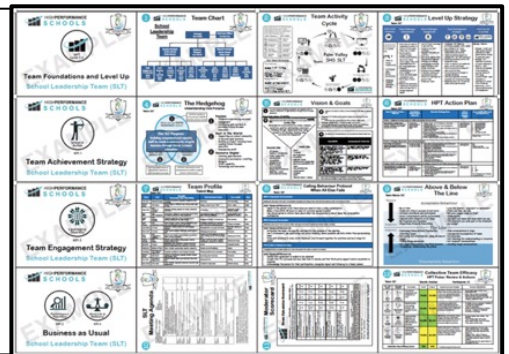
### Team Data Wall & Documents

My Team's Data Wall & Documents are stored at the following location:

\_\_\_\_\_

Follow up questions I have for my Line Manager about my Team Data Wall are:

\_\_\_\_\_



About My Team



### Team Activity Cycle

My Team's Activity Cycle is:

Team Meetings: \_\_\_\_\_

Team Huddles/Stand Ups: \_\_\_\_\_

Buddy Check Ins: \_\_\_\_\_

Professional Development: \_\_\_\_\_

About My School



### Management Support Systems

Based on our School's Management Support Systems:

1. The Line manager I report to is:

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

2. Professional Managers I am instructed by are:

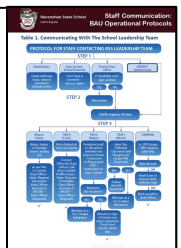
\_\_\_\_\_

3. The Duty Manager Protocols are stored at the following location:

\_\_\_\_\_

4. The Duty Manager Contact number/s are:

\_\_\_\_\_





# Module 2: Teaching Team Meetings & Wellbeing Pulse

## Module 2: My Key Learnings

### About Me



#### Teaching Team Meetings

For me, signs of a bad meeting are:

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#### HPT Teaching Team Meeting Toolkit Review

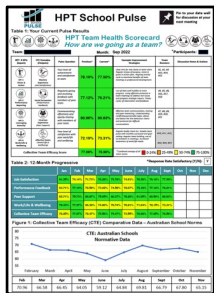
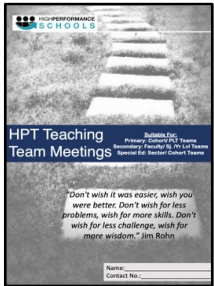
I have reviewed the HPT Teaching Team Meeting Toolkit and confirm I understand the following:

- The 10 week termly teaching team meeting schedule and key focused teamwork activities across the term; and
- The importance of teacher update tools and the protocols for Hot Issues workouts.

#### Team Wellbeing: Pulse Systems

I have reviewed the HPT Team Pulse onboarding video and confirm I understand the following:

- The confidential nature of individual survey responses and the importance of regular pulse measures to track fluctuations in team wellbeing over time; and
- The monthly Team Pulse Scorecard debrief protocol and the use of 10 min team boosters.



### About My Team



#### Team Meeting Governance

My Team's Meeting Agenda and Live Notes are stored at the following location: \_\_\_\_\_

The Team Meeting Role roster indicates that I will next take on the roles of:

Chair: \_\_\_\_\_ (date)

Moderator: \_\_\_\_\_ (date)

Live Note Taker: \_\_\_\_\_ (date)

### About My School



#### HPT Team Pulse System

My Line Manager has indicated that I was added to the HPT Team Pulse system on \_\_\_\_\_ (date), that I will receive my first Pulse Survey on \_\_\_\_\_ (date), and that our team will debrief their next Pulse Scorecard on \_\_\_\_\_ (date).



## Module 3: My Key Learnings

### 1. Who I am

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

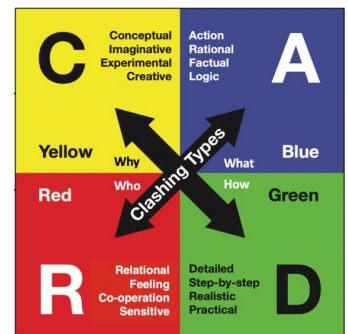
CONCEPT	ACTION	RELATIONAL	DETAIL
I like to focus on thinking 'big picture' – innovating and solving complex problems.	I like to focus on the here and now – taking logical & realistic steps to get things done.	I like to focus on making sure people feel engaged and work together effectively.	I like to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

### 2. Working with others: clashes and comfort zones

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

I'm most comfortable working with...

I'm at risk of clashing with...



### 3. Motivating myself with praise



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

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

### 4. Understanding my inner critic

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

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

### 5. Supporting myself when I'm struggling

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

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

# About My Team



# Module 3: Communication & The Platinum Rule

## Module 3: My Key Learnings cont.

**Team Engagement Strategy Teaching Team**

### Team Profile Talent Map

Name	Role	Strengths	Weaknesses	Key Role	Other
Barbara Williams	Teacher	Team building	Time and supporting teachers	Line Mgr. The	Communication
Arabella Davis	Teacher	Team building	Time and supporting teachers	Line Mgr. The	Communication
Paul Davis	Teacher	Team building	Time and supporting teachers	Line Mgr. The	Communication
Paula Brown	Teacher	Team building	Time and supporting teachers	Line Mgr. The	Communication
Adam Adams	Teacher	Team building	Time and supporting teachers	Line Mgr. The	Communication
David Young	Teacher	Team building	Time and supporting teachers	Line Mgr. The	Communication
John May	Teacher	Team building	Time and supporting teachers	Line Mgr. The	Communication
Neil Smith	Teacher	Team building	Time and supporting teachers	Line Mgr. The	Communication
Angela Brown	Teacher	Team building	Time and supporting teachers	Line Mgr. The	Communication

### Above & Below The Line

Team Name: Teaching Team

**Acceptable Behaviour**

- Actively contributing
- Shows and shares
- What's not in the team plays in the room
- Positive communication - collaboration
- Professional behaviour
- Suggestive rather than managerial

**The Line**

**Unacceptable Behaviour**

- Talking/being generally
- Unable to accept
- Not sharing resources between teachers
- Not providing others resources
- Not providing support for colleagues
- Not providing support for colleagues
- Not providing support for colleagues

### Calling Behaviour Protocol When All Else Fails

Team Name: Teaching Team

**OUR TEAM APPROACH IS:** Organise a 1:1 meeting time where both can be present and study files - meet within a maximum of 2 working days - Just to clear up misunderstandings - talk after an agreed - max 10 mins. They usually get sorted or email that it is a 'Team Conversation' and give it a month to solve it.

**OUR TEAM APPROACH IS:** Use red/yellow cards in a top out report or meeting. Use 360 Degree Feedback, Assessment, Assessment Protocol & clear responsibility list 'I' statements and have a clear outcome you are working that is available upon reflection.

**OUR TEAM APPROACH IS:** If needed to offer part-way through due to difficulty, then reflect & re-engage with mutually agreed third party support if the party available to their line manager outside other party in the communication (IC or ICC).

### My Team's Engagement System:

I have reviewed the Team Engagement Documents on my Team's Data Wall and confirm my understanding of:

- Our Team Profile and how to maximise effective working relationships;
- Our Above & Below the Line Chart and how to use this to reduce tension and increase alignment; and
- Our Team's Calling Behaviour Protocol and how this can be used to resolve interpersonal difficulties.

### Key Relationships:

Review your Team's Profile and the schoolwide Talent Map and for each key relationship (i.e., Line Manager, Professional Manager and members of your team) rank order 1-4 (1 = most like them 4 = least like them) their most likely communication profile.

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

# About My School



### School Wide Talent Map

The School Wide Talent Map is stored at the following location:

\_\_\_\_\_



# STAFF RAPID ONBOARDING PROGRAM

[HPTschools.com](https://www.HPTschools.com)