

# HPT Teaching Team Meetings

Suitable For:

Primary: Cohort/ PLT Teams  
Secondary: Faculty/ Sj. /Yr Lvl Teams  
Special Ed: Sector/ Cohort Teams

*“Don't wish it was easier wish you were better. Don't wish for less problems wish for more skills. Don't wish for less challenge wish for more wisdom.” Jim Rohn*

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

Contact No.: \_\_\_\_\_

# Teaching Team Meetings

## Meeting Strategies for High Performance Teaching Teams to Enhance Support & Focus

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

High Performance Teams are the backbone of all successful schools. Small groups of supportive professional peers who face similar challenges and opportunities and are committed to bringing out the best in each other and their students provide the right mix of empathy and accountability to maximise quality teaching and learning.

*"I firmly believe in the age-old wisdom of the three imperatives for student success: (1) At least one teacher who cares for them; (2) Enabled to work and learn at their own level; and (3) A genuine friend at school."*  
Kay Kirkman

Academically, we know that 30% of the variance in student achievement depends upon the classroom teacher (ref. Hattie). Relationally, we know that every child needs at least one teacher who cares for them, enabling them to learn at their own level in order to succeed (ref. Kirkman). We know that this one teacher's (AKA Unicorn Teacher) positive impact can last a lifetime – yet we also know that the care and insights that each student needs requires tremendous empathy and focus from teachers who are incredibly busy managing the combined needs of 20-30 students as well as the demands of a busy curriculum and assessment cycle.



*"Those teachers who are students of their own impact are the teachers who are the most influential in raising students' achievement."*  
John Hattie

So how do we increase the chances of a Unicorn Teacher for every student? How do we maximise the 30% of the variance that the teacher impacts upon in student achievement? The answer to this question for teachers is to positively influence the level of empathy and professional focus each of your teacher colleagues have for their students as part of a High Performance Teaching Team.

## Teachers & The Need For High Performance Teams

At the most basic level, building High Performance Teaching Teams begins by addressing three foundational issues: (1) ensuring the size of teams is optimal for professional interactions; (2) ensuring that the frequency of meetings is optimal for maximum performance; and (3) ensuring the content of meetings is optimal to maximise empathy and professional focus.

**1. Size of Teams:** From an anthropological social psychology perspective, 5+/- is the ideal team size for groups who work together regularly and/or share a common purpose in their day-to-day work. Where groups have less day-to-day contact or shared purpose they would meet in larger gatherings.

**2. Frequency of Team Meetings:** There are two key factors to consider in team meeting frequency: (1) the amount of change the team must manage (more change equals higher frequency meetings) and (2) the amount of risk the team must manage (higher risk equals higher frequency). Teaching teams must manage significant variability in student behaviour and ongoing adjustments in curriculum delivery to match student needs which, if not managed appropriately, creates long-term negative consequences from both a student learning and behaviour perspective. Such problems can emerge on a daily and/or weekly basis. Thus, a weekly meeting (with smaller huddles between meetings) seems optimal.

**3. Content of Team Meetings:** After working with a number of teaching teams across primary, secondary and special education schools over recent years there appears to be an optimal recipe for maximising the empathy and focus of teachers in subsequent classroom interactions (AKA unicorn moments). This recipe contains 2 parts: (1) a simple Update Tool teachers fill out prior to the meeting and refer to as an aide during various parts of the meeting and (2) a 60 minute agenda that primarily focuses on (a) managing reactionary 'Hot Issues' that need to be addressed to prevent unwanted distractions and stress and (b) peer mentoring, skills development and problem solving through 'The Council,' 'Quality Spotlight' or 'Deep Dive Discussions' which enables deeper reflection on professional growth challenges and/or student needs.

Importantly, this forum style teaching team meeting provides the core cycle of peer interaction to maximise empathy and focus. Any other meetings or training activities should be scheduled around this time as opposed to replacing it.

In this QuickStart guide we'll take you through the basics of getting started with running 60 minute HPT Teaching Team Meetings.

# Teaching Team Meeting Agenda (60)

<b>Roles</b>	<b>Date &amp; Time:</b> <b>Chair:</b> <b>Moderator:</b> <b>Live Notes:</b> <b>Apologies:</b> <b>Pre-work</b> <i>Complete Teacher Update Tool &amp; Review/ Update Team Data Wall</i>	Completed Prior to Start	NA										
<b>Item 1</b> <i>Inclusion 1</i>	<b>Welcome</b> <ul style="list-style-type: none"> <li>School Purpose &amp; Team Purpose;</li> <li>Meeting Purpose &amp; Outcomes;</li> <li>Moderator Cards &amp; Ground Rules</li> </ul>	Chair	2 min										
<b>Item 2</b> <i>Support 1</i>	<b>Warm-Up (Check In)*</b> One-word barometer & share 1 success and 1 challenge from update tool ( <i>*teams larger than 6, split into smaller groups of 3-4</i> )	All	4 min										
<b>Item 3</b> <i>Proactive 1</i>	<b>SLT Staff Update: Review &amp; Comments</b> – scroll through latest SLT staff update confirming all have read. Live note any comments or feedback for SLT. (No additional discussion at this point in the meeting.) <i>Live Notes:</i>	All	3 min										
<b>Item 4</b> <i>Proactive 2</i>	<b>Hot Issues</b> – <u>focus on day-to-day operational issues</u> <ul style="list-style-type: none"> <li>Pair &amp; Share Top 2-3 Issues – Write on whiteboard and Vegas vote (5 ticks per person) (2 mins) - Top 2 topics selected</li> <li>1 min – elaborate / 1 min – clarify / 3 mins – discuss / 1 min takeaways</li> </ul> <i>Live Notes:</i>	All & Led by nominated individual	14 mins										
<b>Item 5</b> <i>Strategic 1</i>	<b>Leader’s Update/ Team Pulse/ Dashboard &amp; Action Plan (Cycle)</b> <ul style="list-style-type: none"> <li>Monthly Team Pulse Wellbeing Scorecard Discussion, or</li> <li>Dashboard Review &amp; Action Plan Update, or</li> <li>Senior Leaders Update and Q&amp;A</li> </ul> <i>Live Notes:</i>	All & Line Manager	8 mins										
<b>Item 6</b> <i>Strategic 2</i>	<b>Learning Intensive (10 week cycle)</b> – <u>focus on professional growth &amp; specific student support needs</u> (^#* <i>Item Instructions in Teaching Team Quickstart Download</i> ) <ul style="list-style-type: none"> <li><b>The Council (All Members)*</b></li> <li><b>Deep Dive #</b></li> <li><b>Quality Teaching Spotlight ^</b></li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Week 1 No Teams - General Staff Meeting</td> <td>Week 6 Teams – Item 6- Learning Intensive</td> </tr> <tr> <td>Week 2 Teams – Item 6 - Data Talks</td> <td>Week 7 Teams – Item 6 - Moderation I &gt;</td> </tr> <tr> <td>Week 3 Teams – Item 6 - AIP Priority</td> <td>Week 8 Teams – Item 6- Moderation II &gt;</td> </tr> <tr> <td>Week 4 Teams – Item 6 - Learning Intensive</td> <td>Week 9 – No Teams (Parent Meetings)</td> </tr> <tr> <td>Week 5 No Teams - General Staff Meeting</td> <td>Week 10 – Teams – Item 6 - Learning Intensive</td> </tr> </table> <i>&gt; MODERATION – LODGE PRE-WORK WEEK PRIOR</i> <i>Live Notes:</i>	Week 1 No Teams - General Staff Meeting	Week 6 Teams – Item 6- Learning Intensive	Week 2 Teams – Item 6 - Data Talks	Week 7 Teams – Item 6 - Moderation I >	Week 3 Teams – Item 6 - AIP Priority	Week 8 Teams – Item 6- Moderation II >	Week 4 Teams – Item 6 - Learning Intensive	Week 9 – No Teams (Parent Meetings)	Week 5 No Teams - General Staff Meeting	Week 10 – Teams – Item 6 - Learning Intensive	All or nominated presenter/s	25 mins
Week 1 No Teams - General Staff Meeting	Week 6 Teams – Item 6- Learning Intensive												
Week 2 Teams – Item 6 - Data Talks	Week 7 Teams – Item 6 - Moderation I >												
Week 3 Teams – Item 6 - AIP Priority	Week 8 Teams – Item 6- Moderation II >												
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Week 5 No Teams - General Staff Meeting	Week 10 – Teams – Item 6 - Learning Intensive												
<b>Item 7</b> <i>Accountable</i>	<b>Close (Check Out)</b> (Barometer, Takeaway Actions per person), Moderator Feedback: Openness (score) /5, Balanced debate /5, Competency /5 Issues Focus /5, Accountable Actions /5 Next meeting improvement focus: <b>Next Meeting Date/Time:</b> <i>Chair: Moderator: Live Notes: Item 6 Plan:</i>	Chair & Moderator	4 min										

## Ground Rules (Moderator using Red Card/ Yellow Card as signal to Chair)

- 1. Openness & Trust- Chatham House Rule** - Discussions ‘off record’ with ‘on the record’ documented in Live Notes
- 2. Balanced Debate** - Respecting both sides of the argument and allowing diversity of views.
- 3. Competency over Role** - Respecting the ‘value’ of the person’s opinion regardless of their ‘status’.
- 4. Issues over Personalities** - Staying ‘issues’ focused and not letting personalities overpower the agenda.
- 5. Accountable Actions & Clear Outcomes** - Being constructive in feedback and offering a solution focused
- 6. Devices Rule:** Only if needed with Chairs Permission - On Task On Topic!

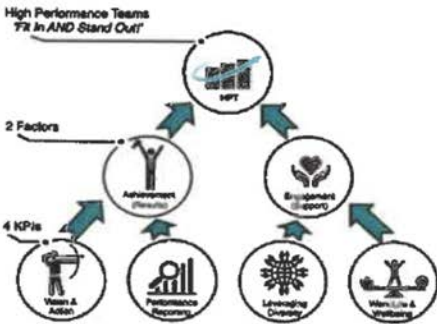
Name: **EXAMPLE TEACHER**

Date: **DDMMYY**

Barometer: **'Rushed'**

## Classroom Successes and Challenges

		Description	Impact	Action to take
Successes	Last week	Collaborative Planning	Cohesive Team planning	Implement activities planned
	Next week	Collaborative review of strategies worked.	Allow for different strategies to be tried next year	Develop similar planning strategies
Challenges	Last week	Behaviour	Disruption of class routine	Revise classroom management strategies Inform admin.
	Next week	Assessment	Report card writing	Moderation and communication within teams



Work Life & Wellbeing	
On Track	Off Track
Sharing resources.	Late night planning
Good communication	High stress level
Supporting each other	Lack of sleep.

## Hot Issues

Describe the Issue	Describe Impact / Risk	Action/Solution
Challenging Behaviours	Total class disruption	PBL Chill in / Chill out Stamps - positive consistency.

## Priority Students In Focus

Name	Critical Issue (Learning & Wellbeing)	Forward Strategy
	<ul style="list-style-type: none"> <li>Unstable life</li> <li>Mental Health</li> <li>Off Task - no movement</li> <li>Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>External support</li> <li>Mum/ Child safety</li> <li>Meeting with Mum</li> <li>SNAG referral</li> </ul>

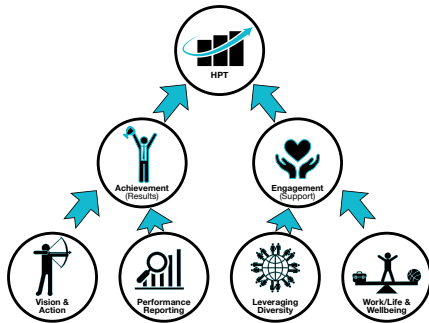
## Deep Dive Register

Describe the Issue	Key Challenge (Question)	Importance (Impact & Risks)	Possible Solutions & Related Risks
Learning walks and talks	Time to get it done	<ul style="list-style-type: none"> <li>See different ideas</li> <li>Teachers being consistent</li> </ul>	Risk - teachers feeling judged??

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Barometer: \_\_\_\_\_

## Classroom Successes and Challenges

		Description	Impact	Action to take
Successes	Last week			
	Next week			
Challenges	Last week			
	Next week			



Work Life & Wellbeing	
On Track	Off Track

## Hot Issues (focus on day-to-day classroom & school operational issues)

Describe the Issue	Describe Impact / Risk	Action/Solution

## Priority Students In Focus

Name	Critical Issue (Learning & Wellbeing)	Forward Strategy

## Deep Dive Register (focus on professional growth & specific student support challenges)

Describe the Issue	Key Challenge (Question)	Importance (Impact & Risks)	Possible Solutions & Related Risks

# Key Meeting Items Unpacked I

Excerpts From *Level Up Team Guidebook*



## Hot Issues

In order to make efficient use of time and to focus on issues truly relevant to the wider team (as opposed to those issues raised by staff with the loudest voices) *get staff to complete a quick pair and share, then write two or three hot issues (per pair) on the whiteboard.* Then allow each person to place 5 x ticks on the whiteboard to vote for the topics they wish to focus (Vegas Vote) on – democracy at its finest! (see below)



Next, select the issue that garnered the most votes, allow the individual who raised the issue to give a brief outline (1 minute), the group to ask brief questions to clarify understanding of the issue (1 minute), discuss the issue in a solutions focused way (3 minutes), and finally allow the individual who initially raised the issue to address the group with their summary of the discussion and key takeaway (1 minute) – repeat on as many issues as time allows.

## Deep Dive Discussions

Deep Dive Discussions are vital to keep the big picture strategy in focus to enable staff to “see the forest from the trees,” and work towards longer-term improvement. However unlike ‘Hot Issues’ which are spontaneous, ‘Deep Dives’ need to be planned for as they should focus on the team’s most important strategic issues or the “5% questions” – “how do we solve the unsolvable?” OR “how do we do the impossible and change the world?”

Preparing a Deep Dive is challenging. Because of this we recommend using a template such as the one shown in the example above and working in pairs so that the ‘presenter’ can be coached by their partner to fast-track and quality assure the process. Through preparing a probing question, outlining what is known about the issue, and what is already been tried to resolve it, a Deep Dive focuses the group to move beyond the obvious and greatly improves the quality of ideas and solutions shared among the team.

With proper preparation, the presentation of even the most complex issues can usually be done within the 7-minute allocation and the subsequent 7-minute brainstorming session (noting key points on a whiteboard as discussion progresses) can create powerful insights and solutions to solve previously impossible problems!

## The Forum Council

**What & Why?** The Forum Council is a group discussion and feedback protocol to enable all members to benefit from group brainstorming over a professional growth challenge they each wish to nominate. **Forum Council Guidelines**

**NOTE:** Time is managed so ALL members present an issue.

\*The Council groups size 5 max then split into 3s and 4s.

Cycle times are 5px = 1/1/3/1 4px = 1/1/4/1 3px = 1/1/5/1

**Step 1:** The petitioner gets 1 minute to explain their challenge to the Council.

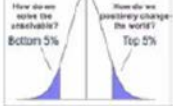
**Step 2:** The Council gets 1 minute to ask yes/no/short answer questions of the petitioner. No short answer may exceed 15 seconds.

**Step 3:** The Council has 5 minutes\* (pending group size) to respond to the petitioner’s challenge.

Every member of the Council needs to discuss the issue. Discuss the petitioner’s problem while the petitioner listens and takes notes (the petitioner cannot participate in this discussion – no eye contact). If you finish then sit with the silence (studies show that the greatest ideas often come in the wave after the initial silence has passed).

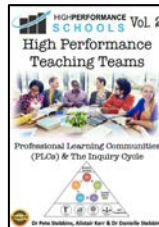
**Step 4:** The petitioner summarises their understanding of what the Council has had to say and thanks the Council for their advice. This is kept to 1 minute.

Return to Step #1

Deep Dive Preparation Worksheet EXAMPLE	
<b>The Issue in Focus:</b>	Example: Decreasing the inconsistency between QCS & School Based Assessment Data Non-example: improving student achievement in school
<b>The 5% Strategic Question:</b>	Example: How do we as the school leadership team improve consistency so we can guarantee that every year 12 student who gets an 'A' in our school also gets an 'A' in an independent QCS assessments? Non-example: How do we increase the number of student getting high OP score at the end of year 12? 
<b>Link to Wider Purpose/ Scope</b>	SLT responsible for 'every student succeeding' and providing a quality teaching and learning environment
<b>The Data &amp; Analysis That Supports the Backstory (Left Brain)</b>	<b>The Backstory of Issue &amp; Key Impacts/ Emotions (Right Brain)</b>
Last year 15% of students in year 12 got A's in school's assessments but only 5% got A's in independent QCS assessments resulting in lower opportunities for tertiary studies.	Students and parents and frustrated and confused when they are getting A's in school and then lower marks in external assessments and missing out on uni placements despite achieving the highest standards in our school - this also diminishes our reputation as a school in supporting high achievers.
<b>Possible Solutions/ Answers to Strategic Question</b>	<b>Related Risks to Each Possible Solutions</b>
<ul style="list-style-type: none"> <li>• Increase the funding for student training on QCS tasks</li> <li>• Begin preparation and readiness activities for QCS in earlier years of high school</li> <li>• Increase training of teachers on QCS assessment tasks</li> <li>• Benchmark scale of problem and sharing ideas with other schools</li> </ul>	<ul style="list-style-type: none"> <li>• Limited funds and other priorities affected</li> <li>• Already full timetable and curriculum - disrupt other important processes</li> <li>• Other schools may be worse off than us - no new ideas - wasted time &amp; effort</li> </ul>
<b>Restate the Strategic Question: How do we as the SLT improve consistency so we can guarantee that every year 12 student who gets an 'A' in our school also gets an 'A' in an independent QCS assessment?</b>	

# Key Meeting Items Unpacked II...

Excerpts From *High Performance Teaching Teams Vol 2.*



## Quality Teaching Spotlight

<b>Item 4</b>	<b>PD Intensive - Quality Teaching Spotlight Session (25min)</b> <b>Engage (3)</b> Describe knowledge and skills our students need & data <b>Explain (7)</b> description of exemplar (2) & video or demonstration (5) <b>Explore (8)</b> discussion of exemplar and key components/ actions <b>Elaborate (7)</b> Triads/Pairs – (4) application in class & (3) goal setting <b>LIVE NOTES....</b>	All & Led by nominated individual	<b>25min</b> (30min allowable)
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	Structure & Questions	Who	Outline & Description	Resources
Deepen Professional Knowledge and Refining Skills	<b>Engage: (3min)</b> <i>What knowledge and skills do our <b>students</b> need?</i> <i>Possible Questions:</i> <ul style="list-style-type: none"> <li>What do we/I want students to learn? Why?</li> <li>What is the goal?</li> <li>What are my students' strengths/weaknesses?</li> </ul>	3min PLC Leader	Each PD Spotlight session is focused only on <u>one</u> target area.  The PLC identifies the knowledge and skills that students need to satisfy the curriculum, standards or to be successful in the learning process. (eg: reading skill, writing knowledge/skill, lesson goals & outcomes)  The PLC Leader sets the scene on how the Spotlight Session aligns with school targets and student needs.	Student evidence  <i>Eg: Qualitative, Quantitative, Formal and Informal observations</i>  Student Profiles  Student voice <i>Eg: Survey</i>  Video footage
	<b>Explain: (7)</b> <i>What knowledge and skills do we as <b>teachers</b> need?</i> <i>Possible Questions:</i> <ul style="list-style-type: none"> <li>What are the best practice teaching strategies needed to address target area?</li> <li>What are the behaviours of the teacher?</li> <li>What are the behaviours of the learner?</li> </ul>	7 min PLC Leader	The PLC examines <u>one</u> research-based instructional strategy or focus area, likely to address the needs of their students.  The PLC Leader gathers a resource to focus and connect the group with the strategy (eg: John Munro - Summarising, IE - Providing corrective feedback, Enhancing Classroom Climate).	Teacher Resource/Article/Clip (See Factsheet)  Example: AITSL - Illustrations of Practice <a href="http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/find-by-standard">http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/find-by-standard</a>  View Video clips (No more than 5 min)
	<b>Explore: (8)</b> <i>What knowledge and skills do we need?</i> <ul style="list-style-type: none"> <li>What are the key actions necessary to embed the strategy effectively?</li> <li>What is the success criteria for the strategy?</li> </ul>	8 min ALL	The PLC discusses the micro-strategy and identifies key components/actions.  *Advanced: FLIP - Resources to explain the micro-strategies are read or viewed prior. *Advanced: The PLC Leader prepares an analysis activity that fast-tracks exploration of the micro-strategy and identify the key components/actions.	Structured worksheets/ slides to guide analysis & discussion of the components of the micro-strategy being examined.  *Extend analysis to include Success Criteria/indicators *Use Flip Approach to: pre-read articles chapters, case studies, journal articles, profiles.
	<b>Elaborate: (7)</b> <i>How do I apply this to my classroom?</i> <i>Possible Questions:</i> <ul style="list-style-type: none"> <li>What do I need to stop, start &amp; continue, respond to my students' needs?</li> <li>What do I need to learn or do to GROW in this area of my pedagogy?</li> <li>How will I know I have been successful?</li> </ul>	4 min PLC Leader & ALL  3 min ALL	The PLC Leader asks teachers to consider how, when and where they could apply the strategy. Teachers reflect and share their ideas with others in their PLC. They compare and consider other peer perspectives.  *Advanced: The PLC Leader guides a short discussion using a few set questions to push thinking about how they could apply this strategy to their classroom practice. *Advanced: Teachers set a goal, the measures for success, and ways they will monitor and the evidence they will collect.	Think / Pair /Share 3- way Interview Hot Potato (no repeats) Round Robin Stop, Start, Continue...  *Set short term GROW Goal/s *Success Criteria to track and collect data on. *Learning Log/Journal

# Deep Dive Presentations: Presenters Worksheet

**Presenter:** \_\_\_\_\_ **Coach:** \_\_\_\_\_

<b>The Issue in Focus:</b>	
<b>The Strategic 5% Question:</b>	
<b>Link to Wider Purpose/ Scope</b>	

<b>The Backstory of Issue &amp; Key Impacts/ Emotions (Right Brain)</b>	<b>The Data &amp; Analysis That Supports The Backstory (Left Brain)</b>
<b>Possible Solutions/ Answers to Strategic Question</b>	<b>Related Risks to Each Possible Solutions</b>

**Restate The Strategic Question:**