Flourishing SCHOOLS

A Quickstart Guide To:

HIGH PERFORMANCE TEACHING TEAMS

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With Alistair Kerr

With Special Thanks To ...

Queensland Association of State School Principals
www.qassp.org.au

Queensland Association of Special Education Leaders
www.qasel.org.au

Queensland Secondary Principals' Association
www.qspa.org.au

Welcome
Staff & Students Flourishing…

High Performance Schools are places where staff and students flourish. We know students flourish when they are engaged in deep learning accompanied by high levels of wellbeing and positive behaviour. We know staff are flourishing when they have high levels of job satisfaction, performance feedback, peer support, and positive work/life and wellbeing which are the foundations for Collective Teacher Efficacy – the single most powerful predictor of student learning.
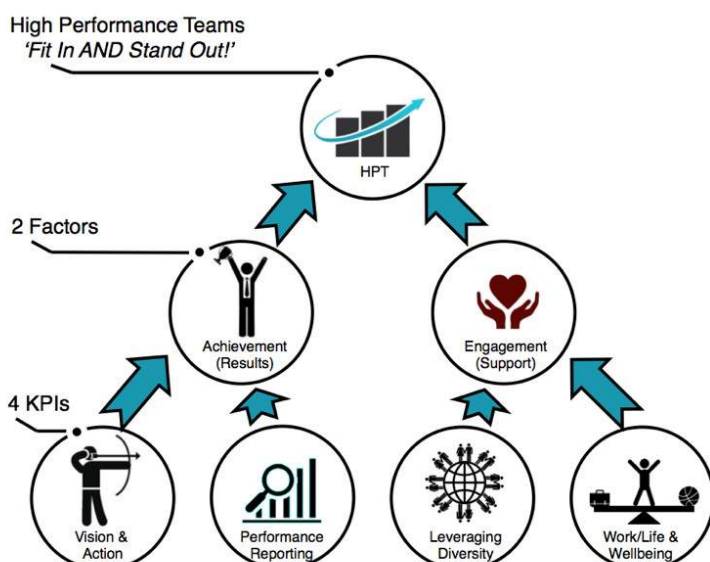
High Performance Teams are the key to maximising collective efficacy and in turn, student learning. As you can see in the Figure below, there are two distinct factors that differentiate High Performance Teams – Achievement and Engagement, and beneath these, 4 Key Performance Indicators (KPIs) for success.

Achievement is the ability to consistently meet and exceed the team's specific goals and targets with the two KPIs of (1) Vision and Action and (2) Performance Reporting, creating the foundations for success.

Engagement is the ability to generate positive team dynamics to create long-term working relationships and enable innovation based on cumulative knowledge. Within the factor of Engagement we find the remaining KPIs of (3) Leveraging Diversity and (4) Work/Life and Wellbeing.

When teams operate as High Performance Teams their success across the 4 KPIs leads to higher levels of job satisfaction, performance feedback, peer support and positive work/life and wellbeing which leads to high Collective Teacher Efficacy and in turn maximises the impact on student learning.
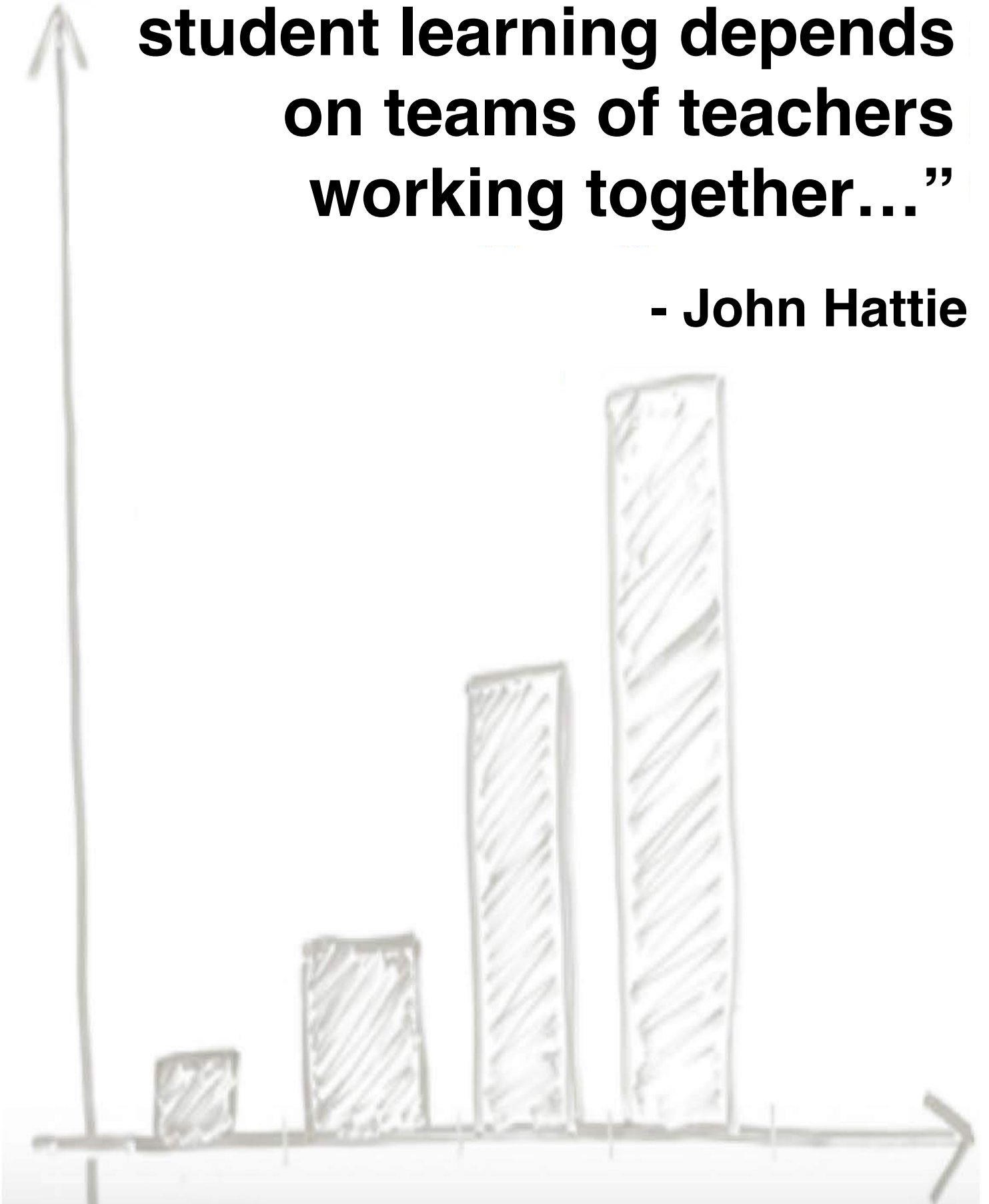
In this series of selected articles, we will put you on the High Performance Schools fast track, sharing the critical knowledge, skills and strategies you need to get started on the High Performance Teams journey and show you the connections between working in a High Performance Team and ensuring staff and students flourish. Read on!

Dr Pete Stebbins, PhD

"Accomplishing the maximum impact on student learning depends on teams of teachers working together…"

- John Hattie

Contents

"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
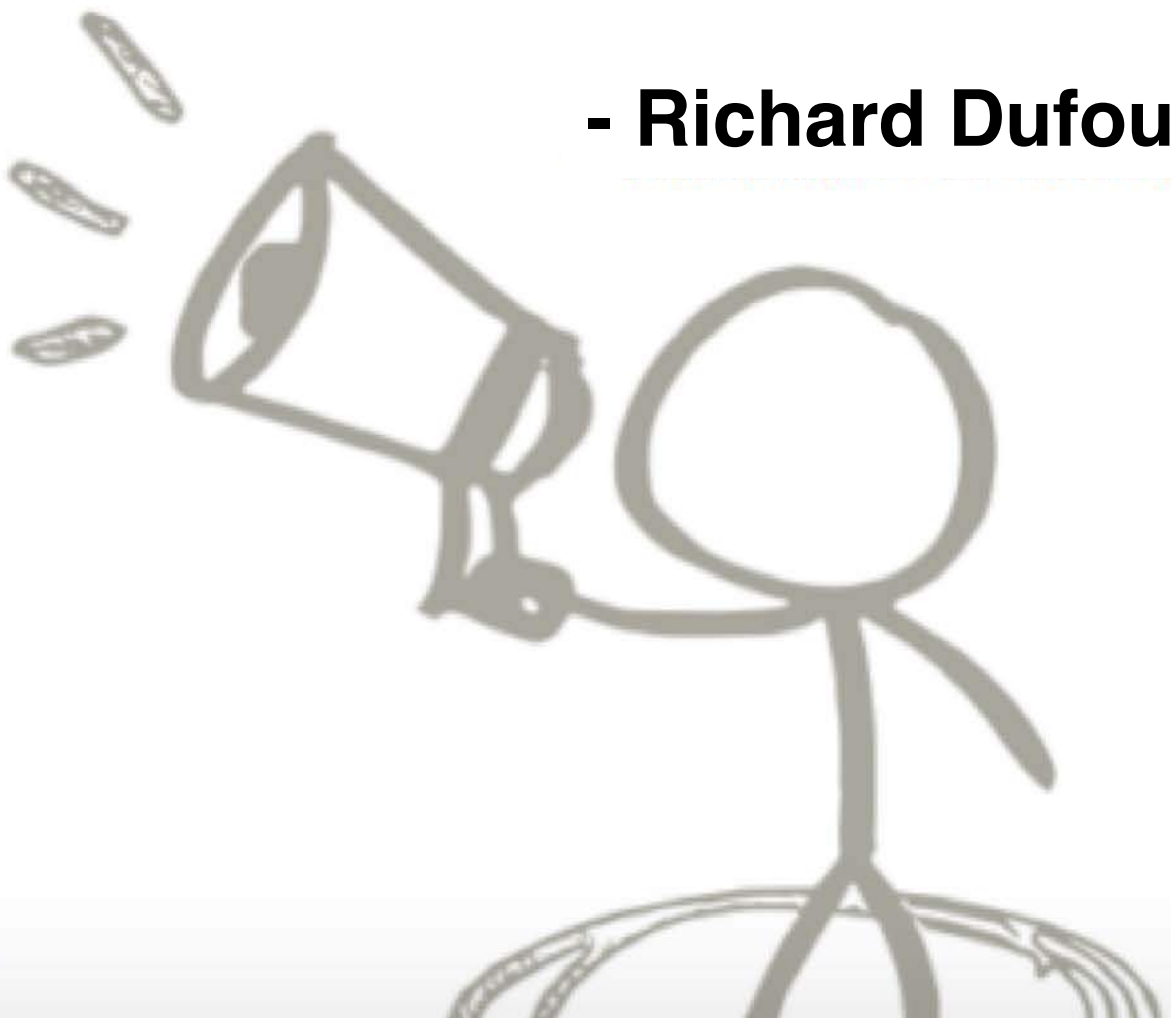
Collective Teacher Efficacy:
The Power of High Performance Teaching Teams

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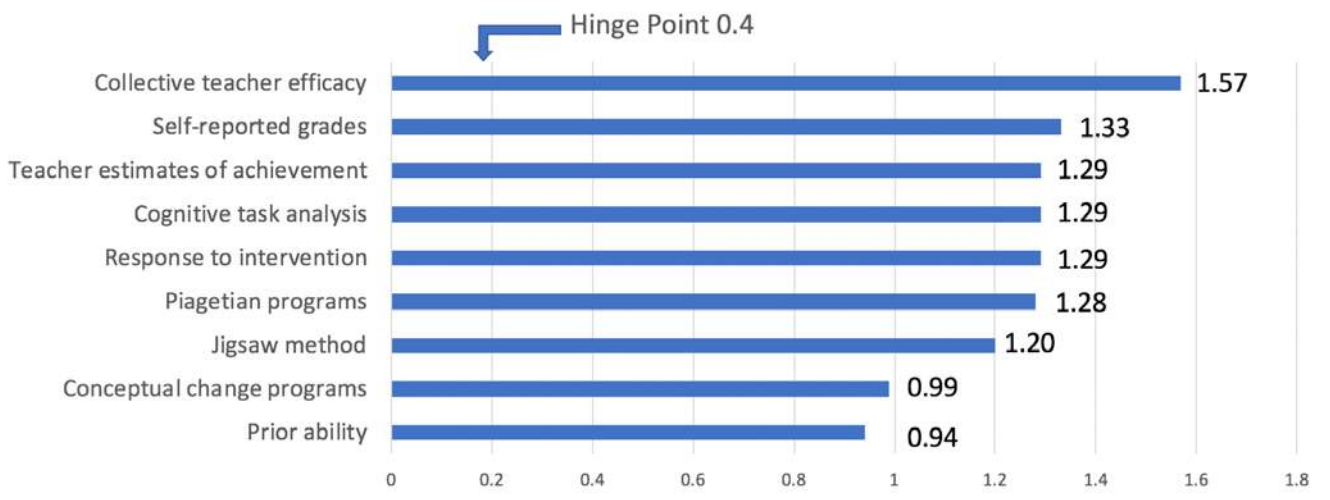>
> - John Hattie
> "

High Performance Schools are places where every student and every staff member can flourish. This, by definition, means we must seek to not only maximise both the wellbeing and learning of students but also maximise the wellbeing and learning of staff.

As John Hattie points out, it is 'teams' of teachers working together effectively that maximise the impact on student learning. When teams of teachers are working together in High Performance Teams they achieve extraordinary results with their students AND experience extraordinary levels of support and feedback.

It is this High Performance Teams environment that creates the shared experiences necessary for building Collective Teacher Efficacy – the single largest factor influencing student achievement with an effect size of 1.57 - almost 4 times greater than the 0.4 minimum threshold for significance.

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

Factor	Effect size
Collective teacher efficacy	1.57
Self-reported grades	1.33
Teacher estimates of achievement	1.29
Cognitive task analysis	1.29
Response to intervention	1.29
Piagetian programs	1.28
Jigsaw method	1.20
Conceptual change programs	0.99
Prior ability	0.94

Hinge Point 0.4

Collective Teacher Efficacy (CTE) is defined as the collective belief of teachers in their ability to positively impact upon student learning. According to Bandura (1986, 1997) there are four sources of information fundamental to the development of CTE: (1) Mastery Experience, (2) Social Persuasion, (3) Vicarious Experience and (4) Affective States. In this article, we want to unpack the process of building High Performance Teaching Teams (HPTTs) and explore how the activities of these teams create the four sources of information required to maximise CTE.

Collective Teacher Efficacy: 4 Factors

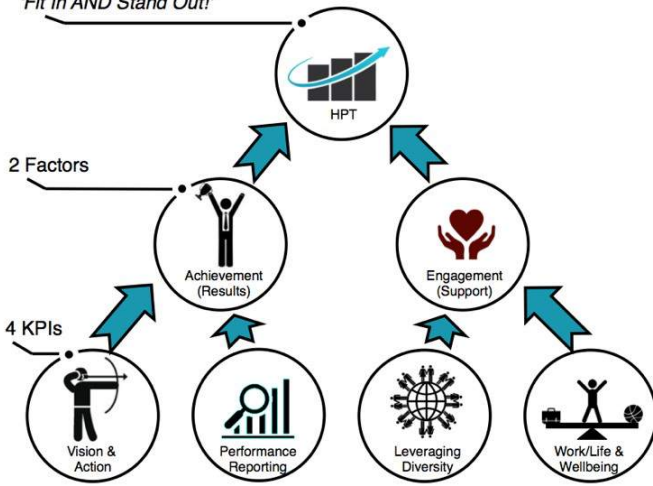Mastery Experience · Social Persuasion · Vicarious Experience · Affective States
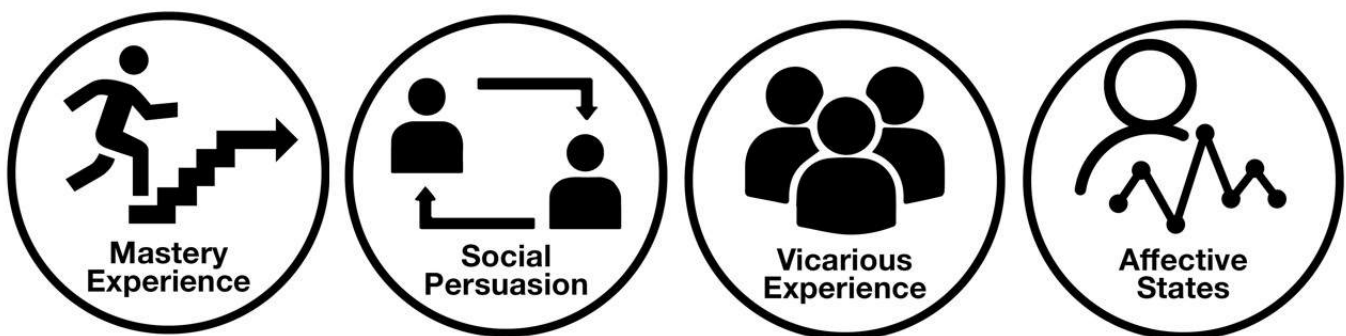
Building High Performance Teaching Teams

When we work with groups of teachers to build HPTTs they develop explicit 'ways of working' to maximise their engagement and support as a team AND maximise their ability to set and achieve their quality teaching and learning goals.

These explicit ways of working are organised around the 4 KPIs of High Performance Teams (see figure on next page) and then codified and displayed on a teaching team data wall (which is more often than not a portable whiteboard as opposed to an actual wall).

High Performance Teams
'Fit In AND Stand Out!'

HPT

2 Factors

Achievement (Results)

Engagement (Support)

4 KPIs

Vision & Action

Performance Reporting

Leveraging Diversity

Work/Life & Wellbeing

The 'teaching team data wall' becomes a ready reference within the team to promote consistent supportive behaviours and reinforce a disciplined approach to achieving their quality teaching and learning goals.

The 'whole of school learning wall' is a ready reference for both student learning goals and important teaching team specific information such as team profiles and team goals which need to be taken into consideration for collaborative improvement groups made up of members of different teaching teams across the school. Teaching Team Data Walls are described in detail in Article 4 on Page 25.

Every teaching team has its own team data wall AND key documents from this wall are also displayed on the 'whole of school learning wall' (see example from North Point State School [pseudonym] below).

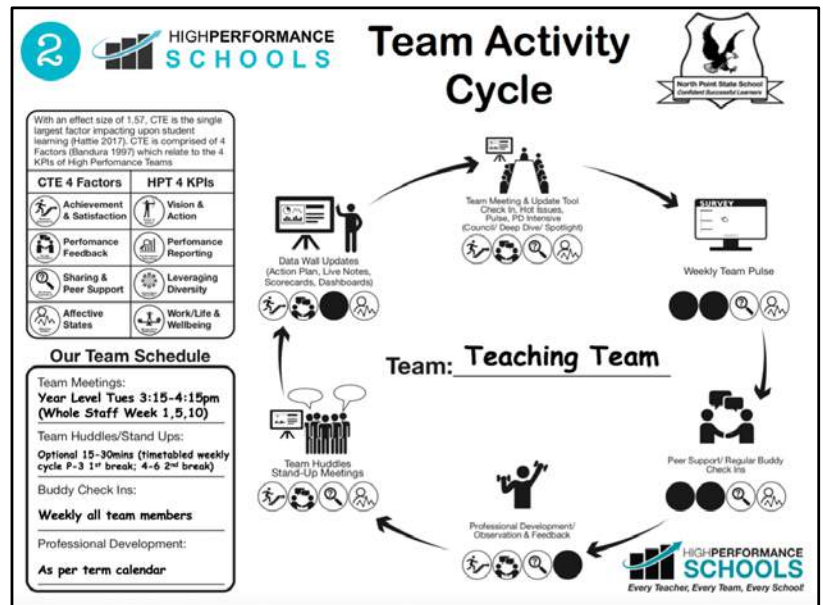# The Activity Cycle of High Performance Teaching Teams

Establishing their 'ways of working' and team data wall is just the first step in building HPTTs. The Activity Cycle and Team Meeting Strategy are key to ensuring this 'wall paper' remains 'living wallpaper' (a great turn of phrase from Lyn Sharrett).

The Activity Cycle

In HPTTs, they not only meet regularly as teams (see next section) they also engage in huddles, buddy check-ins, do Professional Development (PD) together, complete a regular wellbeing pulse and update their data wall as progress is made on their quality teaching and learning goals (see Figure: Team Activity Cycle). Article 3 on Page 19 describes these activities in detail.

The Teaching Team Meeting Strategy

HPTTs in primary, secondary and special education contexts all use the same best practice meeting system comprised of an update tool (see Figure at bottom of page), comprehensive yet flexible agenda which ensures that 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 that feeds into the team data wall.

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.

HPT Mtg Freq. & Collective Teacher Efficacy

······ 1 in 3 weeks   – – 2 in 3 weeks   —— Every Week
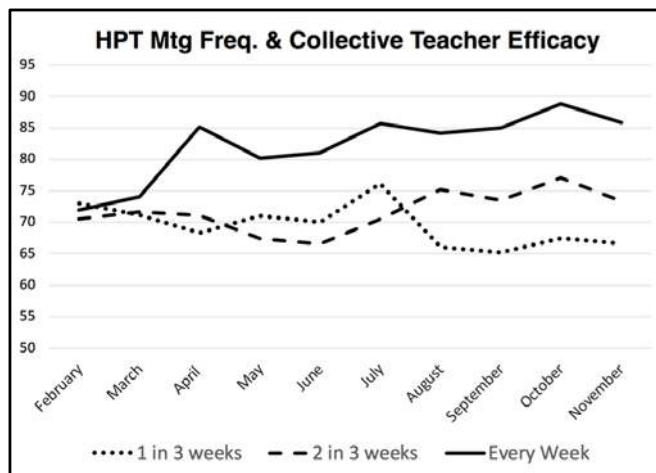
Example School Term Meeting Cycle – Normal vs High Performance*

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.

HPTT Activity & Collective Teacher Efficacy

So now we know what HPTTs are, what activities they engage in and how they behave, let's examine how this activity and behaviour leads to increased CTE through Bandura's 'four sources of information'. We'll also showcase how each of the CTE factors has been embedded into the HPT Activity Cycle (see Figure) of North Point State School enabling all staff to clearly understand how working as HPTTs builds CTE.

Mastery Experience: Intentional Practice

Teaches of teachers will inevitably experience successes and failures. Successes build a robust belief in the team's sense of collective efficacy and failures undermine it. A resilient sense of CTE is built not only through sharing and celebrating success but also through the problem solving experiences and resilient and sustained effort needed to overcome failures.

At North Point State School, HPTTs use their activity cycle to organise peer observations and feedback, team huddles and check-ins and team meetings to deep dive on problems of practice and share successes and challenges. One of the great toolkits in their meeting system is Quality Teaching Spotlights which allow teachers to collectively explore the school's priority areas and align classroom practice to research as well as look at best practice examples from other schools.

Vicarious Experience: Inquiry & Reflection

Teachers do not rely on direct experience as the only source of information about their collective efficacy. They listen to stories about achievements of their colleagues as well as success stories of other schools.

At North Point State School, HPTTs use PD intensive strategies, such as Deep Dive Inquiry Discussions and The Council peer mentoring cycles to massively ramp up the benefits of vicarious experience from sharing within the team.

Social Persuasion: Feedback & Professional Development

Social persuasion is another means of strengthening a team's conviction that they have the capabilities to achieve their goals. Professional development activities and feedback about achievement can influence teachers.

At North Point State School, HPTTs use their meeting system, Hot Issues discussions and peer mentoring councils to solve problems of practice and reinforce their resilience and confidence to push beyond any setbacks and keep striving towards their goals as stated on the team data wall. They also update their data wall regularly celebrating the completion of milestones on their action plans as they build ever higher levels of quality teaching and learning.

Affective States: Emotional Regulation

Just as individuals react to stress, so do teams. Efficacious teams can tolerate pressure and crises and continue to function without severe negative consequences; in fact, they learn how to adapt and cope with disruptive forces.

At North Point State School, all members of HPTTs complete a weekly wellbeing pulse and examine a team level wellbeing scorecard and proactively set new wellbeing goals on a month-by-month basis. Enabling the team to track and improve their own wellbeing in real time gives greater autonomy and control to the team and enables school leaders to provide a 'value add' support role in the wellbeing journey rather than a compliance and policy implementation role (you can see the wellbeing data trends in the case study below).

HPTTs: Where's the Evidence They Actually Work?

The great thing about building HPTTS is that there is plenty of real world evidence that this approach maximises CTE as well as significantly improves student outcomes, staff wellbeing, and parent and community satisfaction with the school.

Collective Teacher Efficacy: Outcomes

North Point State School has been leading the way improving CTE by building HPTTs. Every teaching team uses the HPTschool's Team Pulse System to measure and manage their CTE in real time. The HPT School Pulse is Australia's largest and longest running pulse survey supporting CTE in schools.

The HPT School Pulse System is based on a repeated measures methodology with weekly team efficacy data collected via each team member and the combined team profile collated and reported back to the team via a monthly scorecard for follow-up action. CTE is measured based on the average of 4 simple output measures, one for each of the 4 domains of CTE. Thus, we can analyse the overall CTE within any teaching team as well as examine specific factors that are maximising or disrupting teaching team efficacy. The next article describes the HPT School Pulse System in detail.

If we start by examining each of the four sub domains of CTE, we can see that teaching staff at North Point State School have higher levels of Job Satisfaction, Performance Feedback, Peer Support and importantly, Work/Life & Wellbeing when compared to the normative sample of Australian Teachers (see Figure below).

CTE (All Staff)

Maths AC (All Cohorts)

English AC (All Cohorts)

**Collective Teacher Efficacy Scores
North Point State School Teaching Teams 2018**

If we then compare North Point State School's (2018) level of Collective Teacher Efficacy to the CTE Index for Australian Schools, there is a clear and significant difference, with North Point's teaching teams achieving a much higher level of CTE compared to teaching teams in other schools. In addition, as you can see in the graphs at the top of the page which examine CTE and annual academic improvement, improving CTE has a very positive impact on student achievement across the school!

Student, Staff, Parent & Community Outcomes

HPTTs not only create higher CTE but also improve a much wider range of student, staff and parent outcomes. We have case study examples showcasing these improvements for both Primary and Secondary School contexts at www.hptschools.com. There are also a multitude of data sets across hundreds of HPT schools showing improvements across these domains which have not yet been written up as formal case studies.

Is Your School On The Fast-Track To Build Collective Teacher Efficacy?

We know it is 'teams' of teachers working together effectively that creates the maximum impact on student learning. We also know that the High Performance Teams environment creates the shared experiences necessary for building CTE – the single largest factor influencing student achievement.

When teams of teachers are working together in HPTTs they achieve extraordinary results with their students AND experience extraordinary levels of support and feedback. Is it time for your school to take the next steps in building High Performance Teaching Teams?

Maximising Collective Teacher Efficacy:
What You Focus on Grows!

> ❝
>
> *What you focus on grows, what you think about expands…*
>
> — Robin S. Sharma
>
> ❞

School Improvement: What You Focus On Grows!

The saying 'what you focus on grows' is an important maxim to consider when it comes to building High Performance Schools – places where every student and every staff member can flourish. Schools are 'high complexity' organisations with a seemingly endless number of important issues and improvement priorities to manage. As such, maintaining adequate 'focus' on the right improvement priorities to enable growth is a massive challenge.

What to do? How do we increase our ability to focus on the right priorities long enough and deep enough to enable growth? How do we determine which improvement priorities are more important than others when everything seems important?

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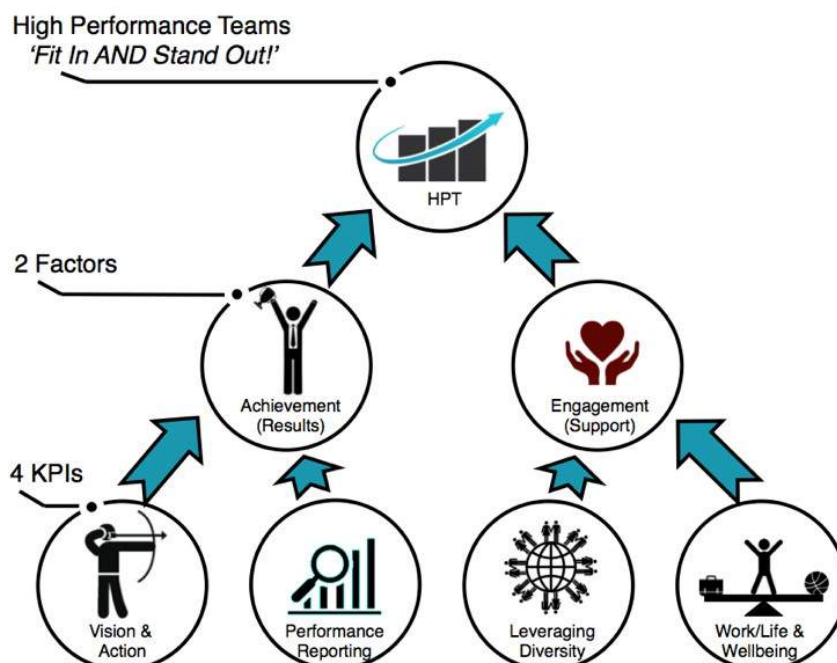>
> — John Hattie

It we take an evidenced based approach to these questions, we can look at Professor John Hattie's 25 year research program examining the key performance indicators in education. In his work, Hattie synthesised more than 1,600 meta-analyses comprising of more 95,000 studies involving more than 300 million students around the world. As of 2018, there were 252 different factors that impacted on student learning to varying degrees. At the top of this list was Collective Teacher Efficacy (CTE) – the single largest factor influencing student achievement with an effect size of 1.57 – almost 4 times greater than the 0.4 minimum threshold for significance.

As described in the previous article, CTE is defined as the collective belief of teachers in their ability to positively impact upon student learning with four sources of information fundamental to the development of CTE: (1) Mastery Experience, (2) Social Persuasion, (3) Vicarious Experience and (4) Affective States (Bandura; 1986, 1997).

As 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 effectively in a High Performance Team they achieve extraordinary results with their students AND experience extraordinary levels of team engagement and support. Their high levels of achievement are a result of a deep understanding of Vision & Action (KPI 1) and a culture of Performance Reporting (KPI 2). The high levels of engagement are a result of being able to Leverage Diversity (KPI 3) and support each other's Work/Life and Wellbeing needs (KPI 4) (see Figure below).

In our previous article on CTE, we explored how building High Performance Teaching Teams (HPTTs) created the Activity Cycle and information flow to increase CTE. However, building HPTTs is simply the first step in the puzzle of maximising CTE over the longer term.

High Performance Teams
'Fit In AND Stand Out!'

2 Factors

4 KPIs

HPT

Achievement (Results)

Engagement (Support)

Vision & Action

Performance Reporting

Leveraging Diversity

Work/Life & Wellbeing

Collective Beliefs: Static or Dynamic?

CTE is about the 'collective beliefs' of teachers. And beliefs are cognitions – thoughts, attitudes and schemas that are not static or fixed but rather dynamic and prone to fluctuate over time as challenges emerge and seasons pass. Thus, whilst the initial building of HPTTs firmly establishes the conditions for CTE – it is the ongoing measurement and management of CTE – among the teachers within the team itself – that is vital for maximising growth.

In this article we want to move beyond the establishment phase of HPTTs and share some ideas around the ongoing management of CTE levels within teaching teams as they flux and change through the team's lifecycle – always seeking to maximise CTE levels and in doing so maximise the impact upon student learning.

Measuring & Managing CTE: Taking Your Team's Pulse

In order to 'grow' CTE in teaching teams we need to find a way the teaching team can regularly measure it so that they can then regularly manage it.

Why measure CTE you ask?

Because CTE is not only the single largest factor influencing student achievement, it is also a dynamic variable which fluctuates. We can see this by reflecting on the CTE trend results from the HPT School Pulse CTE Index: Australian Schools Teaching Team Norms (see Figure below). The HPT School Pulse is Australia's largest and longest running pulse survey investigating the core elements of CTE in schools.

As you can see in the Figure, CTE fluctuates throughout the year and often reflects the natural cycle of activity at a school with downward trends appearing at traditionally busy times (i.e., commencement of classes in January, Semester reporting and Parent Teacher Interviews at the middle and end of the year). And while these trends may not be surprising to teachers, the act of reflecting upon results and co-creating strategies to improve gives teachers a shared sense of ownership over how their year will unfold – minimising the depth of the troughs and maximising the height of the peaks!

Collective Teacher Efficacy (CTE) Index
Australian Schools – Teaching Team Norms
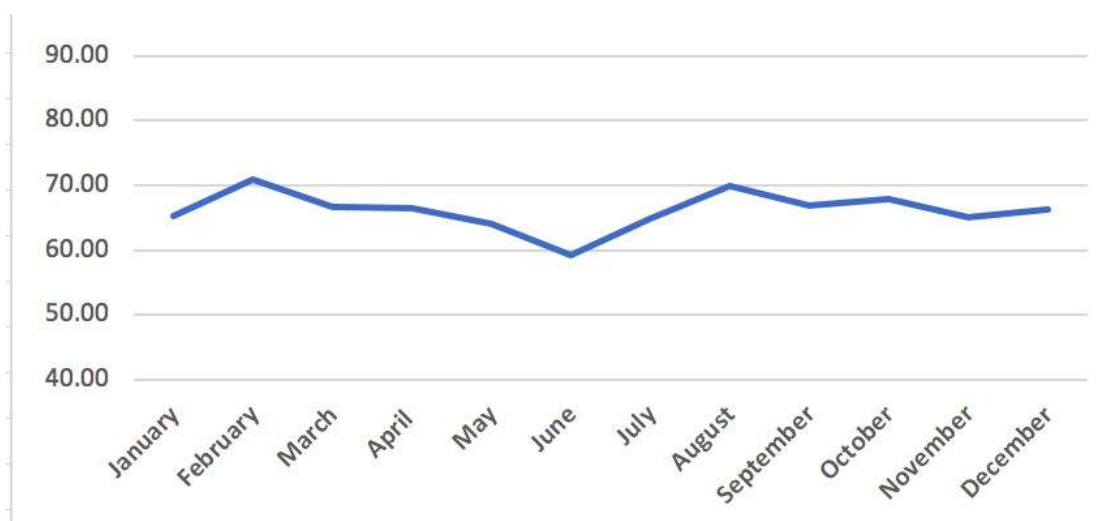
Measuring CTE: Different Approaches...

The main issue with measuring CTE of course is that not enough schools and their teaching teams take the time to do it properly, often relying on proxy (indirect) measures which are 'lag indicators' such as School Opinion Surveys (SOS), A to E data and NAPLAN. The problem with relying on proxy lag indicators to assess CTE is threefold.

Firstly, these indicators aren't directly measuring CTE. By inferring CTE from the measurement of broader outcomes it is hard to know which aspects of the CTE puzzle are on or off track and therefore impossible to intervene specifically and effectively.

The second problem is that because they are lag indicators, measured bi-annually at best, by the time the results are released teaching teams have evolved (for better or worse) and can rightly distance themselves from the snapshot in time from when they were created ('That was then this is now, things are different').

The third problem with this approach, beyond the fact they are both 'indirect measures' and 'lag indicators' is that the data (i.e., opinion surveys, A to E and NAPLAN) is usually presented as a 'whole of school' or 'cohort / faculty' snapshot and not differentiated down to the smaller teams of teachers, limiting the improvement value of the information.

CTE: The Teaching Team Pulse Approach

The solution of course is to: (1) Go to the source and measure the 4 CTE Factors directly (a. Social Persuasion; b. Affective States; c. Vicarious Experience; and d. Mastery Experience); (2) Measure the smaller groups of teaching teams as discreet cohorts; and (3) Make sure that measurement is continuous and that results are fed back frequently to the teaching teams in real time for proactive discussion and improvement. This 3-step solution to CTE can be achieved easily by employing weekly team pulse surveys.

|			
HPT Inputs	Vision & Action	Performance Reporting	Leveraging Diversity	Work/Life & Wellbeing
CTE Outputs	Mastery Experience	Social Persuasion	Vicarious Experience	Affective States
Process Measures	**Job Satisfaction** *Level of achievement & satisfaction.*	**Performance Feedback** *Giving & receiving feedback with team members*	**Peer Support** *Communicating effectively & openly sharing with team members.*	**Work/Life & Wellbeing** *Level of satisfaction with your work/life & wellbeing.*

In the survey, teachers (having already been assigned to specific teaching teams within the survey system) are emailed a quick (10-15 second) pulse survey each week which asks 4 questions that reflect the 4 Key Performance Indicators of HPT and assess their level of self-efficacy within their specific team context (see diagram on next page). Using a repeated measures design, the bank of individual self-efficacy scores within each team accumulated over a month are then combined and averaged up to the team level.

Team level results are then provided back to each teaching team via a monthly scorecard report that enables teams to have a brief (15 minutes per month) solution focused discussion within their regular teaching team meetings where they action plan on how to maintain or improve their CTE.

This action plan is then recorded in the live notes of the meeting and the completed scorecard (with next 30 day actions noted) is logged on their team data wall to refer to at regular Team Huddles. Thus the measurement and management of CTE becomes a normal part of a HPTTs monthly Activity Cycle.

Measure: Taking Your Team Pulse
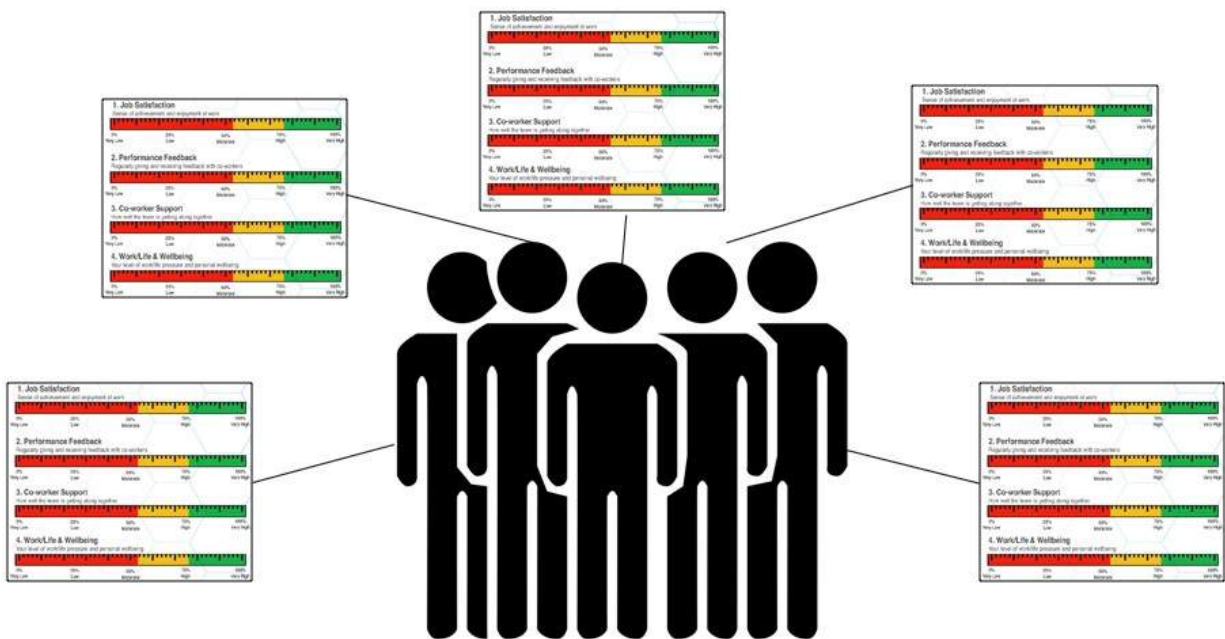
> "
>
> *If you can measure it, you can manage it.*
>
> - Rheticus
> (1514-15-74)

Manage: Scorecard & 30 Day Action Plan

HPT Collective Team Efficacy
Team Pulse: Review & Actions

Team: Month: Participants:

HPT KPIs	Collective Team Efficacy	Pulse Question	Current	Previous	Example Improvement Strategies	Discussion Notes & Actions
KPI 1: Vision & Action	Mastery Experience (Job Satisfaction)	**Job Satisfaction:** Your level of achievement and satisfaction at work	87%		Clear KPIs in role descriptions of team charters. Regular review of team purpose and 12-month vision, goals and action plan. Aligning team activity cycle to maximise the effectiveness of team meetings and targeted professional development.	
KPI 2: Performance Reporting	Social Persuasion (Performance Feedback)	**Performance Feedback:** Regularly giving and receiving feedback with members of your team	82%		Use of data walls to track progress. Team meetings using effective protocols to provide support, proactively address hot issues and progress strategic inquiry and improvement. Timely and beneficial cycles of observation and feedback.	
KPI 3: Leveraging Diversity	Vicarious Experience (Peer Support)	**Peer Support:** Communicating effectively and openly sharing with members of your team	89%		Effective team communication, sharing and peer mentoring. Team profiling to understand risks of personality clashes, clear above and below the line behaviour charts and protocols for difficult conversations among peers.	
KPI 4: Work/Life & Wellbeing	Affective States (Work/Life & Wellbeing)	**Work/Life & Wellbeing:** Your level of satisfaction with your work/life and wellbeing	73%		Weekly Team Pulse and monthly scorecard discussion and wellbeing goal setting. Regular short team building activities, use of ice breakers in meetings, training and awareness on work/life strategy and resilience.	
Collective Team Efficacy: Total Score			**82%**			

The Power of The Team Pulse: CTE Case Study at Palm Valley SHS

Palm Valley SHS is an outer regional High School in Queensland, Australia that caters for around 750 students ranging from year 7 to 12. The school's ICSEA value is 964, and like many regional schools, Palm Valley SHS has its share of significant challenges.
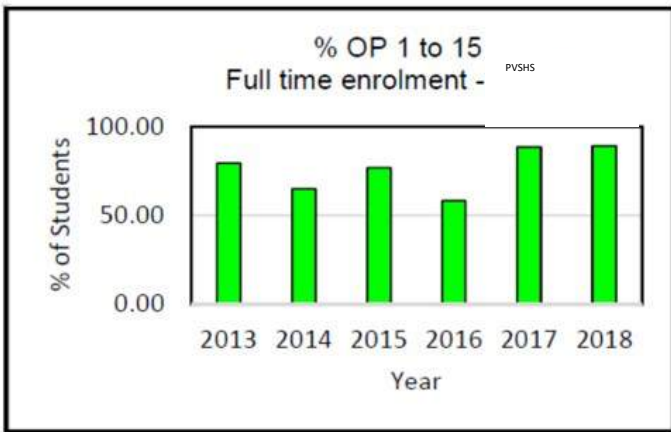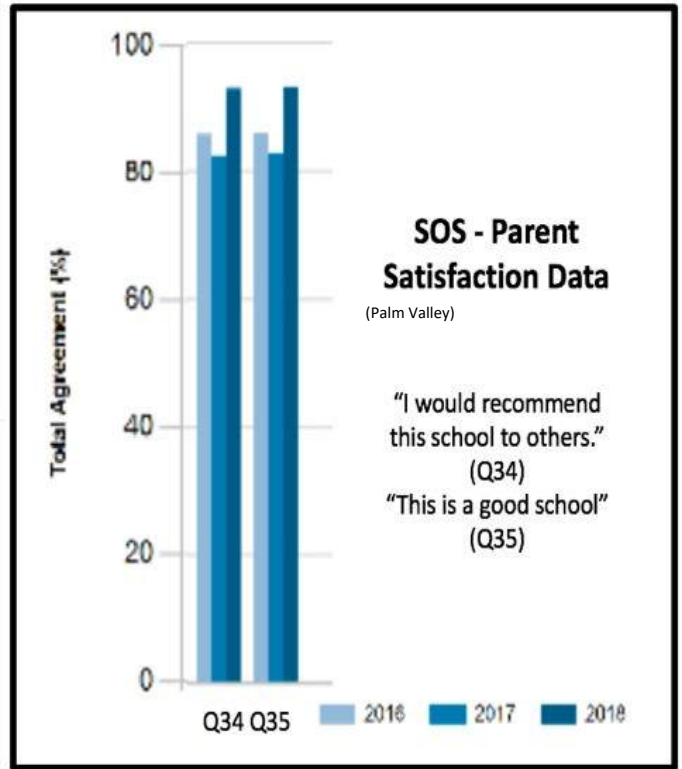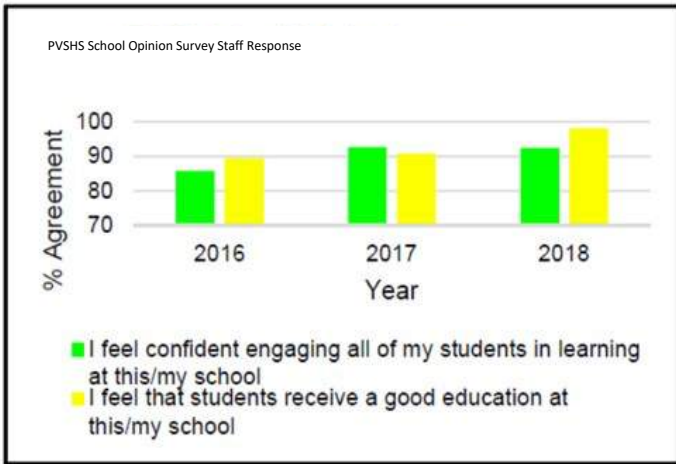
> *"The school pulse data has been brilliant in creating a sense of collective ownership, while improving performance and engagement" – Principal, Palm Valley SHS.*

Over the past few years enhancing CTE has been a central focus for the leadership team at Palm Valley SHS, with all faculties now completing a weekly team pulse, which is reviewed regularly by each team and at every SLT meeting.

And the proof that focusing on CTE will yield results is in the pudding. In the past 2 years the school's data has risen significantly in both OP1-5, OP 1-15, A-C percentages and in the School Opinion Survey (see Figures on next page).

> *"I have no doubt it was the key element that enabled us to have a deeper level of common purpose and the structures we needed to improve our quality teaching and learning – and ultimately lift our wider school performance" – Principal, Palm Valley SHS.*

PVSHS School Opinion Survey Staff Response

% Agreement — Year (2016, 2017, 2018)

- I feel confident engaging all of my students in learning at this/my school
- I feel that students receive a good education at this/my school

% OP 1 to 15
Full time enrolment - PVSHS

% of Students — Year (2013 2014 2015 2016 2017 2018)

SOS - Parent Satisfaction Data
(Palm Valley)

Total Agreement (%) — Q34 Q35

"I would recommend this school to others." (Q34)
"This is a good school" (Q35)

2016 2017 2018

HPT Collective Team Efficacy
Team Pulse: Review & Actions

Team: Palm Valley SHS   **Month: October**   **Participants: 35**

HPT KPIs	Collective Team Efficacy	Pulse Question	Previous	Current	Example Improvement Strategies	Discussion Notes & Actions
KPI 1: Vision & Action	Mastery Experience (Job Satisfaction)	Job Satisfaction: Your level of achievement and satisfaction at work	77%	79%	Clear KPIs in role descriptions of team charters. Regular review of team purpose and 12-month vision, goals and action plan. Aligning team activity cycle to maximise the effectiveness of team meetings and targeted professional development.	
KPI 2: Performance Reporting	Social Persuasion (Performance Feedback)	Performance Feedback: Regularly giving and receiving feedback with members of your team	69%	77%	Use of data walls to track progress. Team meetings using effective protocols to provide support, proactively address hot issues and progress strategic inquiry and improvement. Timely and beneficial cycles of observation and feedback.	
KPI 3: Leveraging Diversity	Vicarious Experience (Peer Support)	Peer Support: Communicating effectively and openly sharing with members of your team	73%	77%	Effective team communication, sharing and peer mentoring. Team profiling to understand risks of personality clashes, clear above and below the line behaviour charts and protocols for difficult conversations among peers.	
KPI 4: Work/Life & Wellbeing	Affective States (Work/Life & Wellbeing)	Work/Life & Wellbeing: Your level of satisfaction with your work/life and wellbeing	73%	80%	Weekly Team Pulse and monthly scorecard discussion and wellbeing goal setting. Regular short team building activities, use of ice breakers in meetings, training and awareness on work/life strategy and resilience.	
Collective Team Efficacy: Total Score			**73%**	**78%**		

Bringing It All Together

Building HPTTs is about developing explicit ways of working across the 4KPIs of HPT which set in motion an Activity Cycle ensuring the factors of CTE are realised in the lifecycle of teaching teams.

'Managing' HPTTs is about the team itself regularly measuring levels of CTE and scorecarding these so they can proactively self-manage to optimise levels as the lifecycle of the teaching team progresses over time. As the saying goes: 'What you focus on grows!'

Are you giving enough focus to building and managing CTE - the one factor that will ensure that every staff member and every student can flourish? How does your school currently measure and manage CTE? Do your teaching teams use a pulse system and scorecards to proactively self-manage and optimise their CTE? How does your school compare on the CTE Index?

We have a quick free CTE diagnostic tool you can use to immediately to identify CTE levels across your teaching teams and compare with national averages or you can get in touch with us to enrol your school in the HPT School Pulse Program now!

Collective Teacher Efficacy:
Optimising Your Team's Activity

> **"**
>
> *Increasing the 'amount' and 'quality' of time teachers spend in teams is the number one priority for building Collective Teacher Efficacy.*
>
> - Pete Stebbins
>
> **"**

The Holy Grail of School Improvement

Building Collective Teacher Efficacy (CTE) is quite rightly the 'holy grail' of school improvement. When teams of teachers share a collective belief in their ability to positively impact each and every student they teach, we are as close to a 'guarantee' as we can get of 'every student succeeding'.

This is not just because (a) these teachers have a high level of trust and feel deeply supported when sharing with their colleagues. Nor simply because (b) they have higher levels of job satisfaction and (c) lower levels of stress. Nor simply because (d) they are open to observation, feedback and have a desire to continuously improve. Rather, it is the sum total of each of these 4 factors that creates this incredible advantage in making such a positive impact on the students they teach.

Collective Teacher Efficacy (CTE)

"the collective belief of teachers in their ability to positively impact upon student learning"

Mastery Experience — Higher levels of job satisfaction and capability

Social Persuasion — Openness to give and receive feedback

Vicarious Experience — Sharing openly with colleagues

Affective States — Actively managing personal wellbeing

Higher CTE Leads To Higher Student Achievement & Engagement

The evidence showing the impact of higher Collective Teacher Efficacy (CTE) on student achievement and engagement seems pretty clear. Regarding student achievement, the Table below shows the impact of CTE levels across primary school teaching teams over two semesters and the corresponding growth in A-C data (students achieving a C grade or higher) in English and Math. As you can see, student achievement in English and Math is higher (and in most cases grows) in teaching teams that have above average CTE levels throughout the year, or who grow their CTE to a level above the average. However the students of teaching teams with below average CTE across the year, have lower English and Math results and more troublingly, their achievement goes backwards!
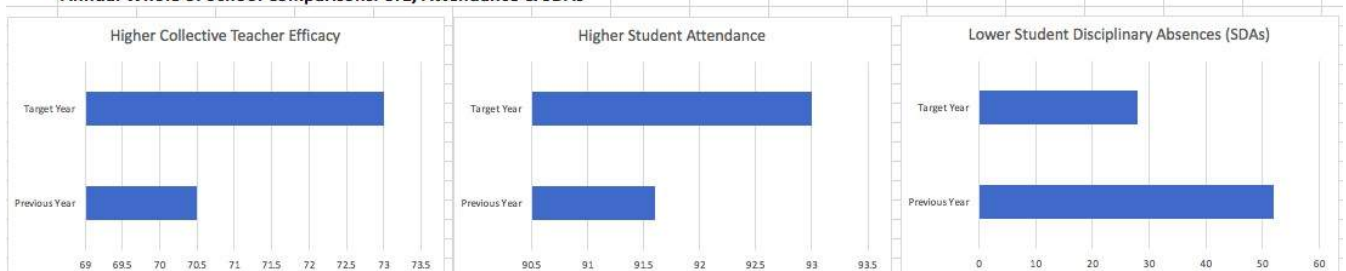
Regarding student engagement, a year x year comparison of CTE, student attendance and incidents of short disciplinary absences (SDAs) shows that attendance goes up and behaviour problems go down when there are higher levels of CTE.

Table 1. 12 Month Comparisons (Primary): CTE Sem 1/2 & A-C DATA Sem 1/2

Teaching Team	CTE S1 %	CTE S2 %	GAIN %	Student Cohort	ENG S1 %	ENG S2 %	GAIN %	MATHS S1	MATHS S2	GAIN %
Teaching Team A	74	78	4	Student Group A	89%	91%	2.00	97%	97%	0.00
Teaching Team B	67	75	8	Student Group B	77%	80%	3.00	85%	87%	2.00
Teaching Team C	50	66	16	Student Group C	63%	69%	6.00	66%	77%	11.00
Teaching Team D	61	65	4	Student Group D	89%	76%	-13.00	89%	81%	-8.00
Teaching Team E	70	88	18	Student Group E	59%	71%	22.00	65%	73%	8.00
Teaching Team F	72	80	8	Student Group F	67%	83%	16.00	77%	94%	17.00
Teaching Team G	79	79	0	Student Group G	71%	79%	8.00	88%	92%	4.00

Key:	Yellow - Below Australian CTE Teaching Team Average	Red - Negative Growth
	Green - Above Australian CTE Teaching Team Average	Blue - Neutral or Positive Growth

Annual Whole of School Comparisons: CTE, Attendance & SDAs

Higher Collective Teacher Efficacy

Higher Student Attendance

Lower Student Disciplinary Absences (SDAs)

CTE & Quality Time In Teams

Having worked with hundreds of schools building High Performance Teaching Teams, we know that in order to create higher levels of CTE, school leaders must increase both the 'quality' and 'amount' of time teachers spend in teams.

Getting enough time in teams is of course a tricky problem with different school types (primary, secondary, special education) and systems (public, independent, catholic etc.) having different rules and norms around teaching team meetings and non-contact time.

However, there are some cross system consistencies that make creating enough time for teaching teams possible. Even more important than the 'amount' of time is the 'quality' of time. If the quality of teaching team activities (such as meetings) is low, then teachers will avoid such activities which creates a self fulfilling cycle of avoidance, stress and ultimately lowered student achievement.

The Teaching Team Activity Cycle

As you can see in the example HPT Teaching Team Activity Cycle below, there are a number of essential teaching team activities beyond simply holding teaching team meetings (however this is arguably one of the most important team activities they engage in).

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). The example 'Team Schedule' described above is typical of a High Performance Public Primary School (with a number of schools going above and beyond this where time and resources allow). Let's unpack each of the communication focused team activities now and discuss what 'quality' and 'time' may look like for each one:

Teaching Team Meetings
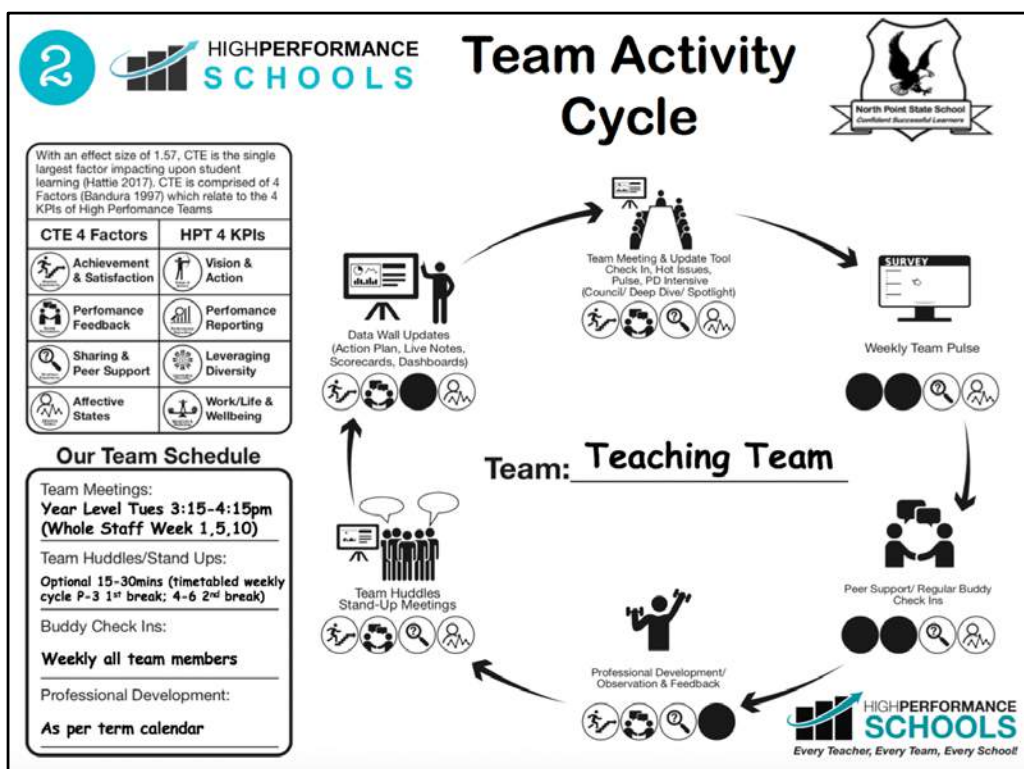
Teaching Team Meetings
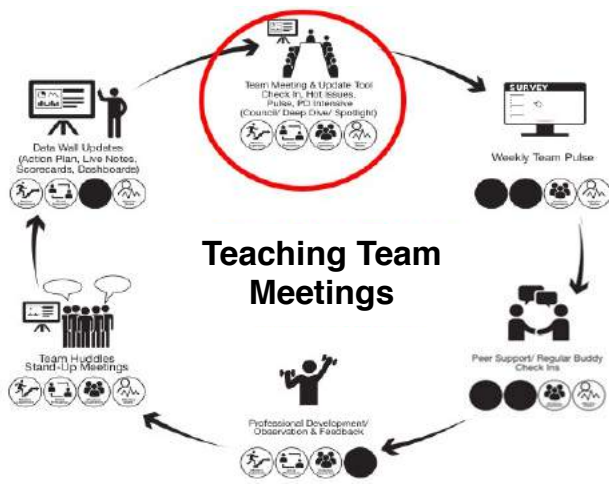
Teaching team meetings are the single most important (and arguably the most complex) team activity to optimise in both time and quality. Starting with quality, we've written extensively about the difference between low and high quality teaching team meetings in previous articles and have developed a simple HPT Team Meeting Toolkit which is available on Page 40 or on our website at www.HPTschools.com.

Time is vital. As a general rule of thumb teams need an hour per week or more to meet in order to maintain cadence of relationships and momentum on goals. By structuring your school wide meeting and communication cycle effectively (even with highly restricted mandatory meeting allowances) you can create at least 7 or 8 weekly teaching team meetings within a 10 week term.

Team Huddles

Team Huddles

Teaching teams also need to regularly huddle together in short stand up meetings to (a) collaboratively solve problems as they emerge in real time and (b) maintain the collective focus on their strategic goals. Huddles are not usually mandated but rather organised so all members can generally attend and start at the agreed time or as soon thereafter as two or more team members are in attendance.

High quality huddles are located in a place where the team data wall is visible and have a simple routine of round the room input followed by short discussion. The input cycle per person is simply PART A: each person updating the group on their one word barometer followed by current individual successes and challenges and stating their priority goals in focus from the team data wall (max 1-2 min). Once the person has completed their input we move to PART B which is a quick 'needs and leads' idea sharing process where other team members quickly identify how they can help or be helped by the nominated team member (with any longer conversations expanded upon once the team huddle has finished) (max 1-2 min).

Ideally, total team huddle time is 15-30 minutes (based on 2-3 min per person) on a weekly cycle, scheduled on a different day (typically opposite end of the week) to the teaching team meeting.

Team Huddle (Stand Up Mtg)

Person 1
Part 1 (only self – 1-2 min max.)
· Barometer
· Successes, Challenges
· Goals & Priorities In Focus

Part 2 (all team – 1-2 min max)
· Needs & Leads - Quick Ideas From Rest of Team (to be followed up after the huddle)

Person 2

Person 3 etc.
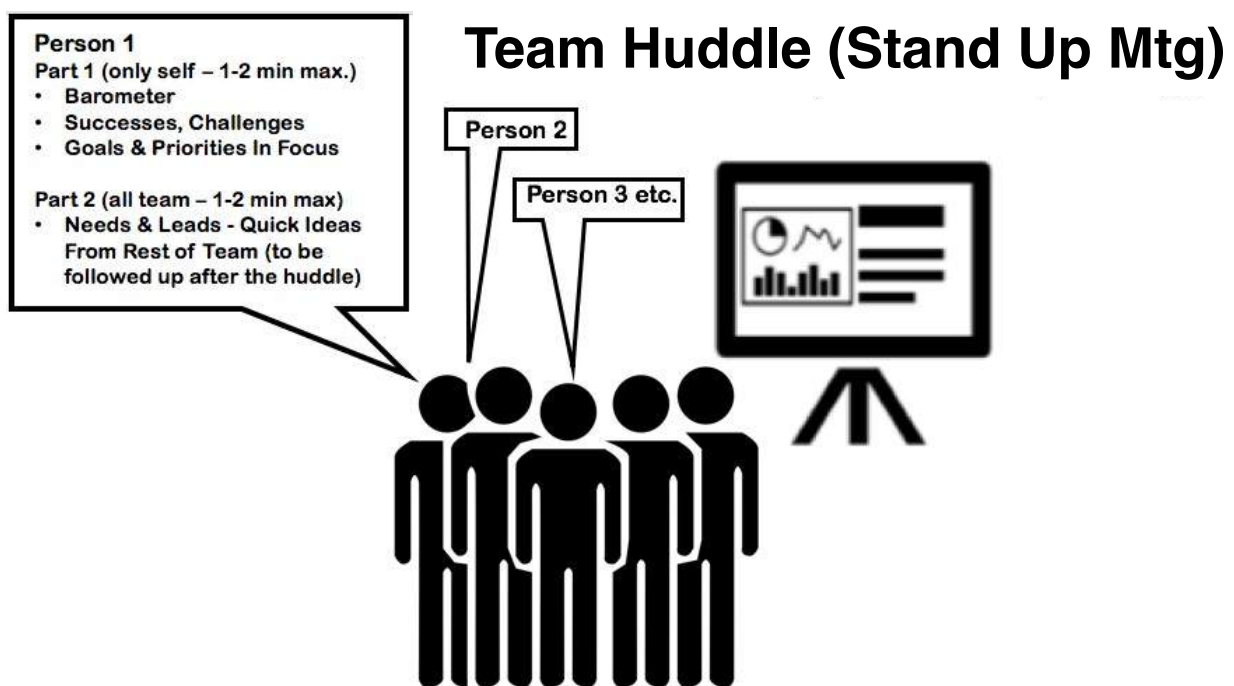
Buddy Check-Ins

Buddy check-ins are quick status updates to connect with and support fellow team members. They are very brief 1:1 conversations. The process of a quick buddy check in is similar to the start of the huddle conversation where you share your barometer, successes and challenges and identify any needs for support or opportunities to support others.
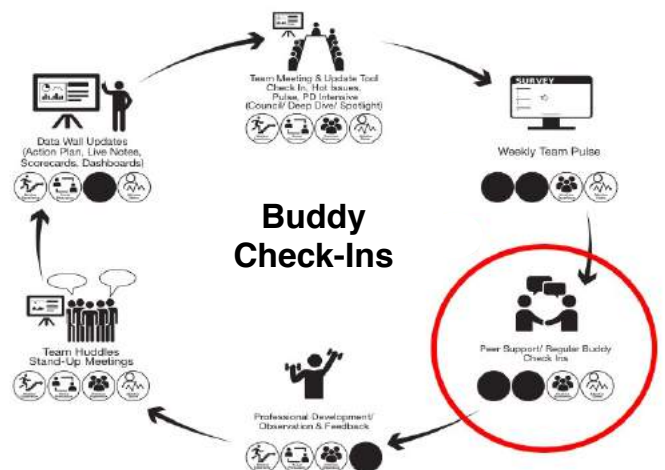
Buddy Check-Ins

A quality buddy check in is about sticking to the check in recipe before any more elaborate conversations begin and the important rule that whoever initiated 'goes first' to set the right tone for vulnerability and support.

Regarding time, this is about setting a baseline of frequency in terms of the minimum amount of check ins among all team members with each other. Teams co-located, or with naturally occurring friendships, will be higher than baseline (for obvious reasons) but agreeing to the baseline frequency (i.e., weekly) ensures that team members who are more remote and/or less sociable still give and get a consistent level of support from the wider team.

Buddy Check-Ins
(Person who initiates goes first)

Professional Development
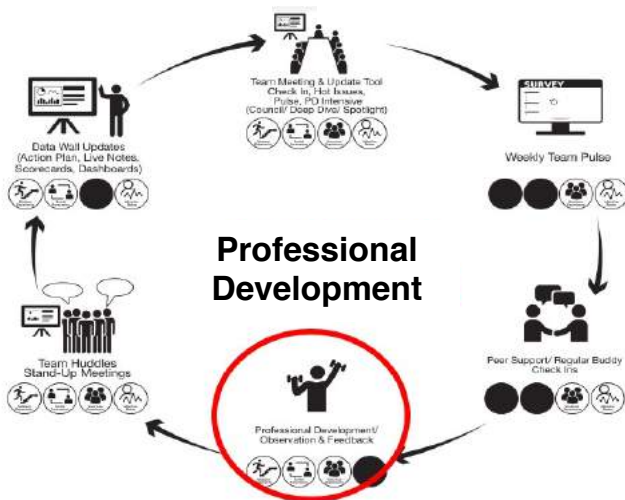
There is an ocean of information and opinion about what constitutes quality professional development (PD) in teaching teams. The three major things we focus on from a High Performance Teams perspective are: (1) PD is explicitly linked to the teams purpose and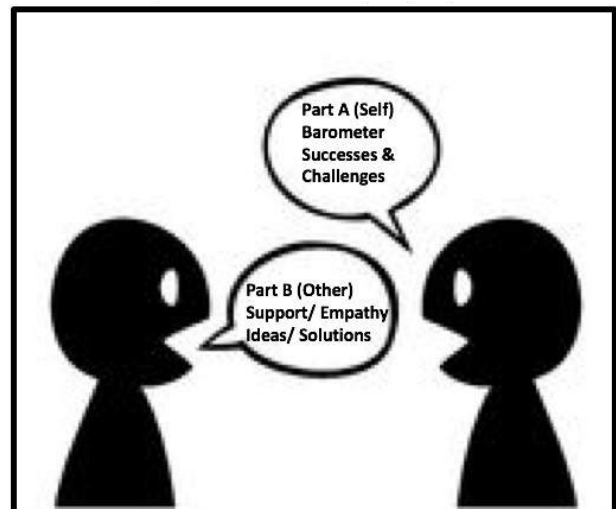 goals; (2) Just like classroom teaching, the PD has a clear learning intent established and success criteria are operationalised and internalised (ensuring a growth mindset is established) by team members before the activities begin; and (3) At the end of the PD activity learning outcomes are explicitly stated by each participant drawing upon Hattie's 5 Questions (What did you learn? How well did you do? How do you know? How can you improve? Where do you go for help?) albeit within an adult leaning context.

Optimising Your Teaching Team Activity Cycle

High Performance Schools are places where both students and staff can flourish. When staff are flourishing they are members of HPTTs who have optimised their team activity cycle in terms of both time and quality. These elevated levels of quality team time create higher CTE which in turn maximises student growth and achievement. So, as we conclude, let me leave you with this question: Is the activity cycle of your teaching team optimised or is it time for a tune up?

Making Strategy & Relationships Visible:
Teaching Teams & Data Walls

> **"**
>
> *Perception is strong and sight weak. In strategy it is important to see distant things as if they were close and to take a distanced view of close things.*
>
> - Miyamoto Musashi
>
> **"**

Working in a school can be a one of the most challenging (and rewarding) jobs around. However sometimes the rewards of helping students learn and grow can be overshadowed by the enormous challenges many teachers face – having to juggle multiple competing priorities, a high degree of unpredictability, and at times frantic pace with critical deadlines, along with the occasional 'robust' disagreement between passionate colleagues.

It's no wonder that it can be difficult for most teaching teams to share a completely aligned and laser like focus, to be able to seamlessly switch between the small details and the big picture, to see both the forest AND the trees – all the while nurturing and growing positive collegial relationships among team members. While many teaching teams struggle with this multitude of challenges, members of High Performance Teaching Teams (HPTTs) are able to rise above these difficulties, developing extraordinary levels of Collective Teacher Efficacy and delivering outstanding results in the classroom evidenced by their student's achievement and behaviour.

Do you want to know how to accelerate your teaching team's performance? What the secret sauce is in the special recipe of HPTTs? The answer may surprise you... It's team data walls! An explicit visual road map that covers all the essential information a team needs to Level Up its performance and achieve and engage at the highest levels!

Data Walls In Education

In education, traditionally data walls have been used with great success to track student progress. Data walls work because they bring clarity, and their visual nature acts as a constant reminder of what's working well, and what could be improved upon in the classroom. High Performance

Teams take data walls to the next level to not only track student outcomes but ALSO to keep track of team processes because they know that "teaching teams who work together effectively are the number one indicator of student success" and data walls are the key to maintaining consistently high standards of team performance.
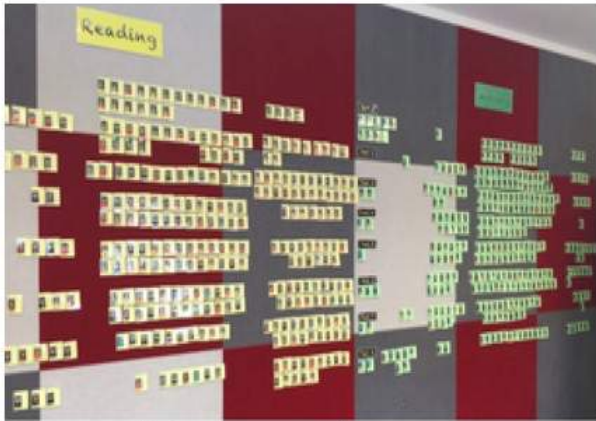
Data Walls for Mapping Student Progress

Data Walls for Mapping Teaching Team Progress

So, what then are the key elements of an effective teaching team data wall? 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) Business as Usual (BAU) activities (see diagram on the next page).

A Team's Data Wall should be placed in a common area so that all team members can see it, and rather than being viewed as

static like a poster, a team's data wall should be considered as 'living wallpaper', to be amended and updated in line with team needs.

Once established a team's data wall should play a critical role within the team's activity cycle during team meetings and team huddles where team members provide updates against the Data Wall. Let's unpack a gold standard example Team Data Wall, section by section, to see why it's so useful to maximise team performance...

> "
> *If you talk about it, it's a dream, if you envision it, it's possible, but if you schedule it, it's real*
>
> — Tony Robbins
> "

Foundations: Who, What, When & Where!
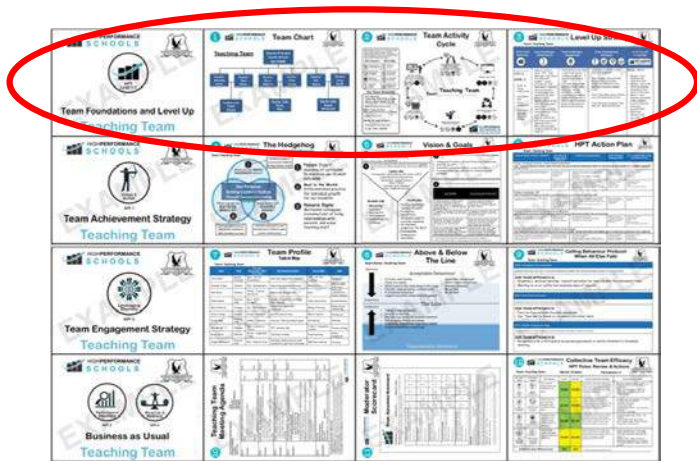
Teaching Team Dilemma: Who & What?

"But Jenny you agreed to take on the role of transition leader for the grade 6 primary students transitioning into grade 7 high school!"

"No I didn't! I simply said I was really passionate about this issue."

"But it's part of your role description!"

"Where? When? I've never seen a copy of this document?"

"Well it's on the school share drive along with every other grade 6 teacher's role in our team chart. Maybe we should print it out and display it in our meeting room and have a conversation about role clarity?"

"Yes most definitely! I'm seriously confused about our roles and responsibilities..."

Teaching Team Dilemma: When & Where?

"Are you okay Steve?"

"Well no, actually – I feel a bit left out of the loop lately and I'm really under the pump with my work."

"Yeah, I've been a bit worried about you – I haven't seen you at the team huddles lately and you missed our professional learning session last week…"

"Huh? What team huddle – when did we agree to that and where was that supposed to happen?"

High Performance Teaching Teams (HPTTs) never face the dilemmas of 'who and what?' or 'when and where?' If only Jenny and Steve's Teams had a Team Data Wall with completed Team Foundational Documents.

At the Foundational level all teams need to be clear and have a shared understanding about their structure, roles and activity cycles as well as their current level of team performance. After years of trial and error refining various templates used across hundreds of schools to visually represent such information the following documents have proven the most simple and accessible.

Team Foundations Documents

1. Team Chart: The team 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. A clear Team Chart enables every team member to understand how they contribute to team and whole school success without stepping on anyone's toes. If ever there is any contention around roles and responsibilities, it can simply be resolved by referring back to the Team Chart.

2. Team Activity Cycle: The BAU Activity Cycle captures team communication processes (when, where, and how often team members meet). Clarifying the Activity Cycle ensures that no key message slips through the cracks, and every team member has the opportunity to access support from their peers in a variety of ways if needed. For a more in depth look at how you can build CTE (the #1 predictor of student success) by optimising teaching team activity cycles see Article 3 on Page 19.

3. Team Level Up Strategy: The Level Up Strategy captures the team's own rating of their performance as well as the steps that the team believes are needed to be taken for the team to Level Up. The Level Up Strategy allows every team member to 'own' their performance and improvement strategy. For a guide on how to use our quick free quiz to help build your team's Level Up Strategy visit www.HPTschools.com.

Team Achievement: Linking Purpose, Vision & Action
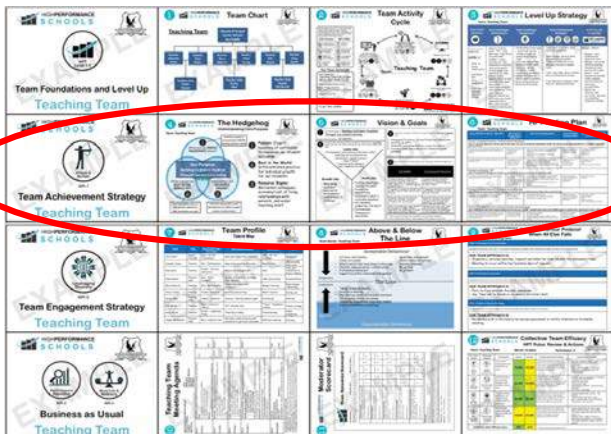
Teaching Team Dilemma: Everything is NOT Equally Important

The meeting had already begun, and the team were about to move on from their round-the-room updates when suddenly Brian burst through the door. His eyes were wide with excitement like a kid at Christmas time...

> *"I'm sorry I'm late everyone, the traffic was terrible on the way back from this morning's PD on interactive classrooms, but I'm so glad that I went! The information presented has really solidified my thinking, and supports the research I've been engaged in over the past month.*
>
> *I've now got a very clear sense of our digital pedagogy framework for next year and the apps and interactive whiteboard that were shown today will be a game changer for our students and staff..."*

As Brian took his seat at the table the meeting Chair thanked him for his spirited update and progressed to the next item of the meeting. But although the meeting had moved on Brian's mind hadn't, which came back to bite him later in the meeting...

> *"Right-o everyone, given the time of term let's move our attention to the progress our team is making with the observation cycles..."* noted the meeting Chair.

Brian's heart froze as the meeting Chair clicked through a maze of folders to bring up the team action plan that Brian had long forgotten, and his colleagues proceeded to provide succinct updates. Due to his excited preoccupation with researching digital pedagogy over the past month Brian had placed less importance on the team's overall goals. Brian found himself at cross purposes with his team and was deeply embarrassed.

The regrettable situation that Brian found himself in does not happen in HPTTs because every team member is keenly aware of team goals and the progress against them. In order to maximise Achievement, teams need to have clarity around KPI 1 and 2. We know that KPI 1 is about all team members 'buying in' to the team's vision and connecting it with their daily actions, and KPI 2 is about measuring and communicating progress against core team goals. KPI 1 creates the team achievement strategy whilst KPI 2 is the meeting and performance reporting strategy as part of business as usual. We visually represent KPI 1 Team Achievement strategy information using the templates on the next page.

Team Achievement Documents
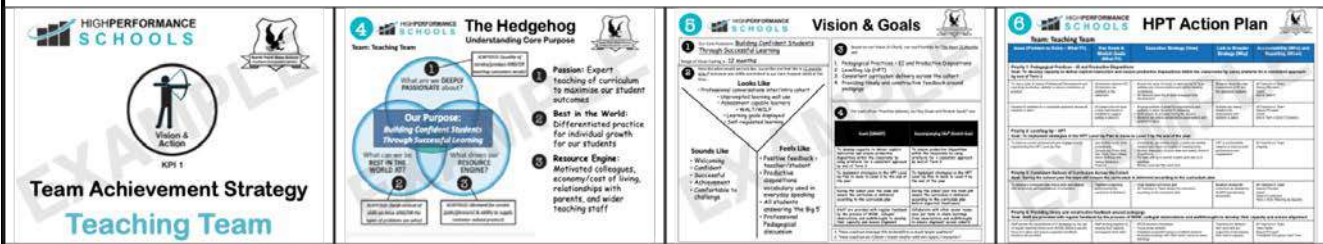
4. Core Purpose Hedgehog: The Hedgehog captures the core reason that the team exists by crystallising what the team all agreed at minimum that they are (a) passionate about, (b) want to be the best in the world at, as well as (c) the drivers of the team's resource engine. Regularly referring to the team's core purpose is a unifying force for many teams helping them to maintain focus and prevent scope creep.

5. Vision & Goals Worksheet: The Vision and Goals Worksheet captures the team's short to mid-term Vision and Goals. This is the bridge between Core Purpose and reality. While all teaching teams must strive to achieve the goals that the Education Department sets for them, striving to achieve self-set team goals increases a team's sense of satisfaction and accomplishment.

6. Team Action Plan: The Team Action Plan captures the details of how the team will achieve its ambitious goals. Team action plans are referred to regularly at team meetings where team members celebrate progress and help overcome obstacles. Regularly referring back to Team Action Plans ensures that all team members keep the most important priorities at front of mind.

Team Engagement: A Mind Reader or A Map?
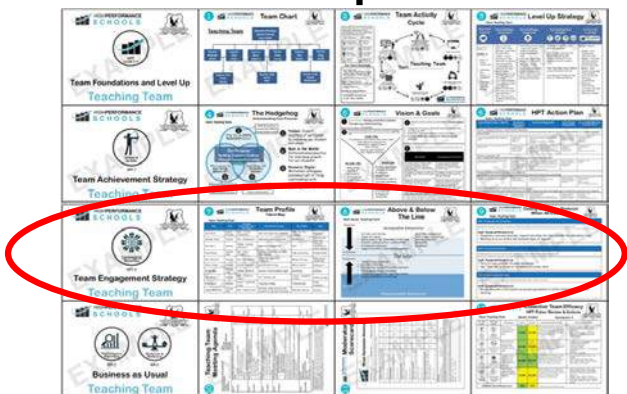
Teaching Team Dilemmas: Inadvertent Personality Clashes

The lunch meeting ended abruptly. Everything seemed to be going along well – the grade 5 teaching team had been working hard on building their relationships and spending more time together. The laughter, camaraderie and jokes was a refreshing change to the tension, and long periods of silence that sat in the air when they normally met. Yet something had gone wrong. Paul had become upset and stormed out of the room after Karen had made some seemingly harmless remarks about his never ending series of *'great new ideas'* getting in the way of him finishing his term lesson planning.

After lunch was over, Phil, another member of team tried to defuse the situation reminding Karen about the team personality styles assessment they did in Term 1 and that Paul was a *'concept driven'* person who took pride in 'innovative thinking' and new ideas while she (Karen) was a *'details person'* more likely to dismiss innovative ideas and instead be focused on 'attention to detail' and *'following procedures.'*

C.A.R.D. Personality Types

One of the best ways to understand team dynamics is through the lens of workplace personality styles and communication preferences. There is a vast array of different models of personality and an even bigger array of tools and techniques to profile teams. We like to keep it simple and over time have consolidated and simplified all the various theories down into 4 important workplace personality types reflected in the acronym C.A.R.D and linked them to basic colours.
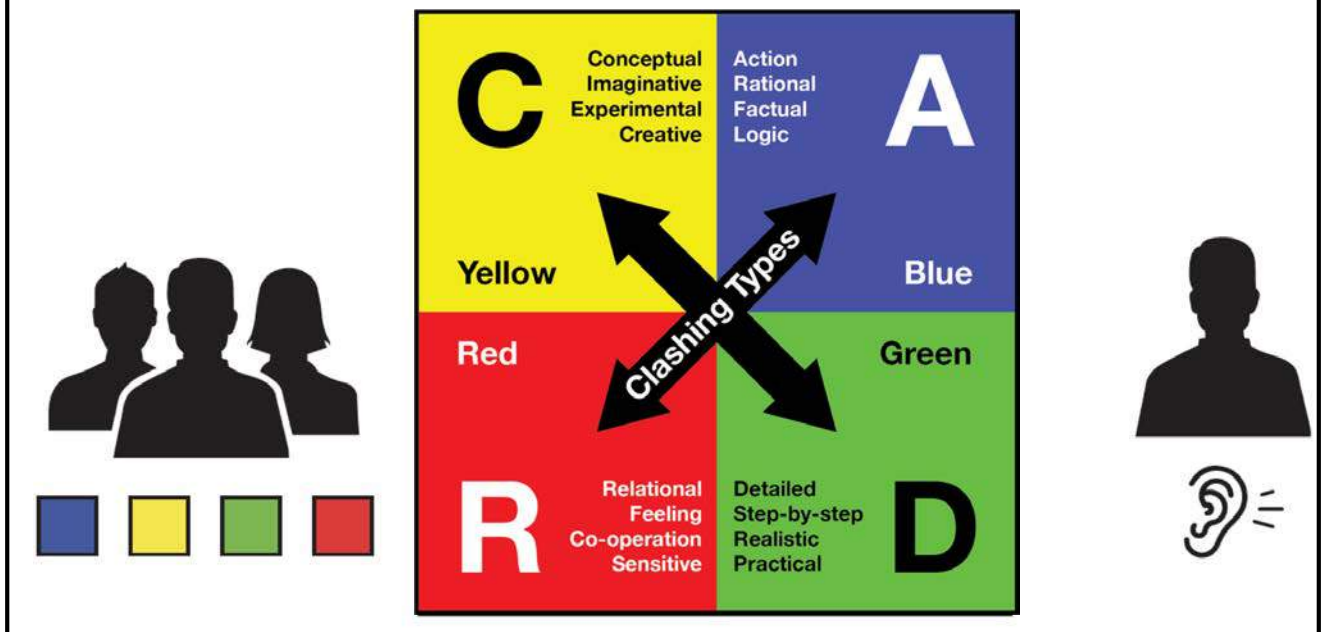
After Phil reminded Karen of these personality differences – the clash in personality styles and inadvertent tension became obvious. Karen was frustrated that she had forgotten these insights...

"How can I be expected to remember all that personality stuff when we did it so many months ago? I'm not some wizard who can conjure up everything I have ever learnt at short notice!

Give me a procedure to follow and I'll follow it! Give me a map and I'll read it! Don't expect me to be some sort of mind reader always remembering every detail about how to get along with everyone!"

If only the team had documented their personality types on a team profile on their data wall – then they would have had a ready reference map to avoid the accidental personality clashes and resolve difficult interpersonal situations.

We know that in order for teams to maximise Engagement they need to have clarity around KPI 3 and KPI 4. Again, we know that KPI 3 is about Leveraging Diversity and KPI 4 is about understanding team members' Work/Life and Wellbeing needs. KPI 3 creates the team engagement strategy whilst KPI 4 is the wellbeing pulse strategy as part of business as usual. We visually represent KPI 3 Team Engagement strategy information using the templates on the next page.

Team Engagement Documents

7. Team Profile/Talent Map: The Team Talent Map captures each team members' C.A.R.D. personality type. This enables all team members to be mindful of the diversity within the team.

8. Above and Below the Line Protocol: The Above and Below the Line Protocol captures the team's agreed standards for team behaviour. 'Above the Line' behaviours are those that represent the team when they are at their best and 'Below the Line' behaviours represent behaviours that the team does not accept.

9. Calling Behaviour Protocol: The Calling Behaviour Protocol outlines the team's agreed process for addressing behavioural concerns within the team. This process is used as a last resort to resolve interpersonal differences, and once agreed upon by the team, must occur prior to any formal escalation of behavioural concerns.

Business As Usual: Meeting Magic & Collective Efficacy

The Teaching Team Dilemma: 'Death By Meetings'

It was hard to tell if the teaching team meetings were working properly. During meetings it seemed like one group within the team was always contributing while others remained silent. When the elephant in the room was called and the team finally discussed their meeting experience it was clear that about half of the teachers in the team were extremely satisfied because they felt that the meeting provided them the opportunity to cement their understanding of key pedagogical concepts and engage in powerful insightful discussions. For others however, the meeting was a boring 'talkfest'. It was clear that something had to change but at the same time it seemed like it would be impossible to hold a meeting that would please everyone...

High Performance Teaching Teams have a very different meeting experience. When HPTTs meet, participants are always engaged and get value from the meeting because items are balanced throughout the agenda to ensure that no item is too long and at the same time nothing of emergent or strategic importance is skipped over.

Team dynamics are managed through the special role of Moderator who ensures that participants contribute equally. What's more, HPTTs always walk away from team meetings with next steps on how they can support each other as a team (boosting their Collective Teacher Efficacy) through having structured Team Pulse Conversations.

Regarding the team data wall, all three recurring documents should be updated following every team meeting: (1) Meeting Agenda with corresponding live notes (Template 10), (2) Moderator Scorecard (Template 11 - a key part of KPI 2), and (3) the Team Wellbeing Pulse Scorecard and forward actions (Template 12 - a key part of KPI 4).

Business As Usual Documents

10. Team Meeting Agenda & 11. Moderator Scorecard: Having a good meeting is all about structure and team dynamics – The HPT Team Meeting Proforma ensures that every team meeting is (1) Inclusive, (2) Supportive, (3) Proactive, (4) Strategic and (5) Accountable. While the meeting agenda provides a clear structure within the meeting, the special role of meeting Moderator controls team dynamics. 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 (Openness & Trust, Balanced Debate, Competency Over Role, Issues Over Personality, and Accountability and Clear Outcomes). For further details on how to use the HPT Meeting Agenda and the role of Meeting Moderator visit the HPT Level Up YouTube Channel.

12. Team Pulse Scorecard: In order to 'grow' Collective Teacher Efficacy in teaching teams we need to find a way the teaching team can regularly measure it so that they can then regularly manage it. This is what the Team Pulse Scorecard is for as described in detail in Article 2 on Page 11.

Putting the Puzzle Together: The HPT Team Data Wall

Given we know that the fastest and simplest way for a team to Level Up to higher performance is by collectively developing a team plan that covers (1) Team Foundations, (2) Achievement strategy, (3) Engagement strategy and (4) critical Business as Usual team communication processes – we've assembled these key documents into a simple data wall kit (see next page).

Teams can then build their own HPT data walls by getting together to watch a series of short Level Up videos on our HPT Level Up YouTube Channel and then downloading the relevant worksheets and completing them as a team from the www.HPTSchools.com website.

HPT Data Wall Kit

HIGHPERFORMANCETEAMS LEVEL UP! PROGRAM — Team Foundations & Level Up	1. Team Chart	2. Activity Cycle	3. Level Up Strategy
HIGHPERFORMANCETEAMS LEVEL UP! PROGRAM — Team Achievement Strategy	4. The Hedgehog	5. Vision & Goals	6. Action Plan
HIGHPERFORMANCETEAMS LEVEL UP! PROGRAM — Team Engagement Strategy	7. Team Profile	8. Above & Below The Line	9. Calling Behaviour Protocol
HIGHPERFORMANCETEAMS LEVEL UP! PROGRAM — Team Business As Usual	10. HPT Meeting Agenda	11. Moderator Scorecard	12. Team Pulse

Available for download at www.HPTschools.com

Creating Shared Laser Like Focus...

Creating laser like clarity and focus between various members of teams in schools to create a powerful unified strategy is the holy grail for High Performance Teaching Teams. In this article we have introduced the Visual Strategy of the HPT Team Data Wall as a robust framework that enables teams to jump directly into building their team strategy – fast-tracking the High Performance Journey.

Assembling the Team Data Wall makes visible both the team's strategy and the points of contention, speeding up the alignment process and allowing the jump to higher levels of performance. Where is your team data wall at right now? Have you got your foundations sorted? What level are you at and what's the next step? Are your team Achievement and Engagement strategies clear, simple and easy to understand? Are your Business As Usual processes and documents up-to-date and proving useful in everyday work?

Get started now... Share the links, set aside some time at your next team meeting and get everyone to bring a pen and their ideas. With some dedicated time and effort, before you know it, your strategy will be both comprehensive and visible to everyone making the alignment of mental models about key strategic and relationship issues an inevitability in your High Performance Teaching Team!

Collective Teacher Efficacy & Student Learning:
A Tale of Two Teaching Teams

> " Creating a collaborative culture is the single most important factor for successful school improvement initiatives…
>
> - Richard Dufour

Almost A Perfect Score…

It was the end of another very busy school year. The semester 2 results were in and it was time to celebrate! Students were flourishing! Academic data showed continued student improvement – academic growth had risen increasingly higher as the year progressed – amidst ongoing positive trends in student attendance and behaviour.

Staff were flourishing! Teaching team pulse data showed improved Collective Teacher Efficacy (CTE) across the school. Measures of job satisfaction, performance feedback, peer support and work/life and wellbeing were all very positive across the teaching teams. It was time to celebrate – a perfect score!… well almost… except in one teaching team where CTE was still below average and student achievement had gone backwards! What had gone wrong?

A Tale of Two Teaching Teams

In this article we want to compare and contrast two teaching teams – very similar in so many aspects yet winding up with such radically different outcomes. We want to explore the question: '*What are the specific factors that make or break the performance of teaching teams*?' We'll use a comparison method with matched pairs of teaching teams – reducing the risk of confounding factors to get deeper into examining what the real underlying success factors may be.

We've previously discussed that Collective Teacher Efficacy (CTE), created by quality time in teams, is the single largest factor that influences student achievement. In doing so, we have identified the Activity Cycle that teams of teachers engage in to create the environment for high CTE (see below). We've also unpacked the best way for teaching teams to monitor their own CTE so that they can support each other as they grow.
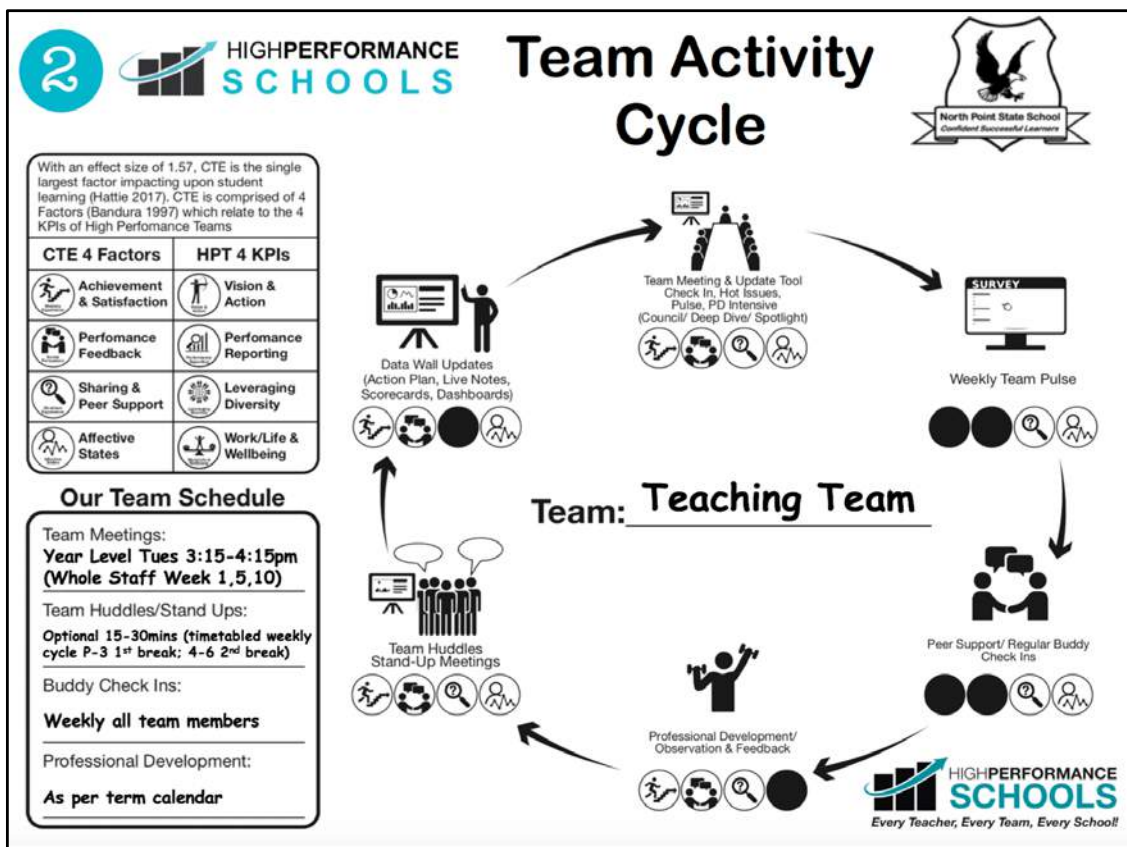
Meet Our Two Teaching Teams

Team Characteristics: Same-Same

Our case study teams (Team A and Team B) are both from the same primary school. As you can see on the next page, the two teaching teams are matched quite evenly on a range of characteristics.

Both teams are working with students in the middle childhood age group (ages 9-11). Student behaviour incidences are within school norms for both teams meaning that they are dealing with a similar type and frequency of behavioural issues. Both teams have 7 members comprised of Teachers, Teacher Aides and their Line Manager.

When comparing the personality mix between each team using standardised team profiling, there was a similar pattern of diversity in both teams. Operationally, both teams were timetabled to complete the same teaching team activity cycles. Finally, at the beginning of semester 1 all members of both teams completed the same series of professional development activities to optimise the quality of their team activity cycle for the year.

Teaching Team Characteristics	Team A	Team B
Size	7 including TAs and line manager	7 including TAs and line manager
Student Population	Middle Childhood (age range 9-11)	Middle Childhood (age range 9-11)
Team Turnover	Low - 2 transfers within same school	Low - 2 transfers within same school
Student Behaviour/ Attendance	Within School Norms	Within School Norms
Team Meeting Time	3:1 Team Mtgs to General Staff	3:1 Team Mtgs to General Staff
Team Profile	Comparable Mix of Personality Types	Comparable Mix of Personality Types
Team Establishment	PD Session start of Term 1 - all members present	PD Session start of Term 1 - all members present

Team Behaviour Patterns: Different Journeys

While these two teaching teams are remarkably similar in their underlying characteristics, there were some significant differences evident in their behaviour patterns over the course of the year (see Table below).

1. **Extra Time:** Teaching Team A agreed to make use of an optional extra short team meeting (aka huddle) timeslot provided by the school while Teaching Team B declined the same opportunity.

2. **Meeting Quality:** The quality of Teaching Team A's Meetings was very high compared to Teaching Team B (as evidenced by anecdotal reports from school leaders and the level of detail in team meeting notes saved on the school's SharePoint system).

3. **Team Pulse:** All members of Team A consistently completed the Team Pulse to monitor their CTE and documented their solution focused discussions on how to maximise their support and feedback in their monthly scorecards. Contrasting this, whilst Team B also completed the Team Pulse, there was no evidence of any solution focused discussions to maximise support and feedback documented in their monthly scorecards.

4. **Buddy Check-In Frequency:** Team A implemented a weekly buddy check-in cycle that they systematically adhered to whilst Team B opted for a monthly check-in cycle that they engaged in on an ad-hoc basis – a much lower frequency of individual support compared to Team A.

5. **Line Manager Participation:** At every team meeting Team A's Line Manager would attend, provide leadership updates as needed, actively role model best practice for meeting participation, and complete Chair and Moderator roles when rostered in the cycle. Meanwhile Team B's Line Manager would only attend team meetings when requested and when at the meetings, played a much more passive role – sitting back observing unless asked directly for input.

Teaching Team Behaviour Pattern	Team A	Team B
Use of Timetabled Team Huddle	Accepted	Declined
Team Meeting Quality	Very high	Low
Use of Team Pulse & Scorecards	Very High	Low
System of Buddy Check Ins	Yes - weekly cycle	No - Ad hoc
Line Manager Attendance/ Participation	Yes - Every Meeting & Active Participant	No - Only Upon Request & Passive Role

Results: Collective Teacher Efficacy & Student Achievement

Let's return to our big question: *"What are the specific factors that make or break the performance of teaching teams?"* and have a look at the CTE and student achievement data from Teaching Team A and B over the course of the year.

Firstly, looking at the average CTE scores between Semester 1 and Semester 2 we can see that Team A increased by 8%, with both Semester 1 and 2 above the Australian CTE Teaching Team Average. Meanwhile, although CTE improved 4% from Semester 1 to Semester 2 for Team B, scores remained below the Australian CTE Teaching Team Average.

Turning to Student Achievement, we can see that relative gain for both English and Math improved from Semester 1 to Semester 2 for Team A's students by a massive 16% and 17% respectively. At the same time the relative gain for Team B's students worryingly declined by 13% and 8% respectively.

Semester x Semester Cohort Comparisons: Collective Teacher Efficacy (CTE) & A-C Data (English & Maths)

Teaching Team	CTE S1 %	CTE S2 %	GAIN %	Student Cohort	ENG S1 %	ENG S2 %	GAIN %	MATHS S1	MATHS S2	GAIN %
Teaching Team A	72	80	8	Student Group A	67%	83%	16.00	77%	94%	17.00
Teaching Team B	61	65	4	Student Group B	89%	76%	-13.00	89%	81%	-8.00
Key:	Yellow - Below Australian CTE Teaching Team Average					Red - Negative Growth				
	Green - Above Australian CTE Teaching Team Average					Blue - Positive Growth				

Collective Teacher Efficacy Sub-Scales

We can also go deeper than just examining the overall ratings of CTE and explore the similarities and differences across the 4 subscales. As you can see in the Table below, Team A rated higher across all 4 subscales compared to Team B.

There were comparatively smaller differences in levels of Job Satisfaction and Peer Support between teams. The larger differences were in Performance Feedback & Work/Life and Wellbeing. These elements of CTE rely heavily on active and frequent communication between team members. As such, these differences may well be related to the reduced amount of team activity and support occurring in the behaviour pattern of Team B (compared to Team A).

Annual Teaching Team Pulse Averages (CTE Subscales)
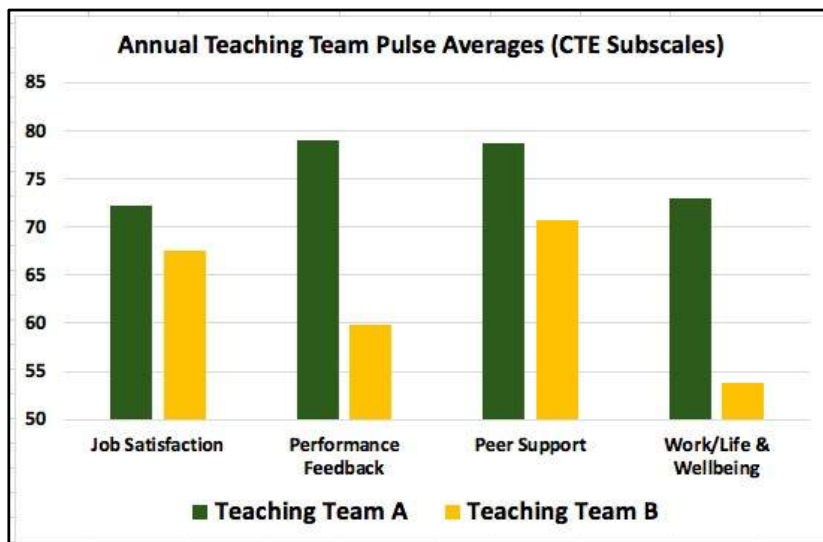
Analysis: Time, Quality & Leadership

Overall, the results show a strong relationship between CTE and Student Achievement. Given the similarities in background factors between Teaching Team A and B, as well as the similar student populations, we believe the explanation for the massive difference in results is largely attributed to the subsequent team behaviour patterns – in particular the differences in Time, Quality and Leadership engagement.

1. **Time** – As we can see in the comparisons between Team A and B, despite both teams being timetabled for the same amount of team time, Team A consistently spent higher amounts of time together on a more frequent basis than Team B.

   Reflective Question For Teaching Teams: Is the time we have agreed to invest with each other across the activity cycle (team meetings, buddy check-ins & team huddles) adequate to meet our needs and optimise our performance?

2. **Quality** – Not only did Team A maximise their available time together, the quality of their time together (especially in team meetings) was much higher than Team B.

   Reflective Question For Teaching Teams: Are we sufficiently skilled and confident with the tools, protocols and process we use to make sure we all feel supported and are growing in our professional capabilities?

3. **Leadership** – Finally the role of the team leader in supporting the teaching teams was different between Team A and Team B with Team A benefitting from a team leader who actively participated in every team meeting and shared Chairing and Moderator roles amongst the team whilst Team B's team leader only attended upon request and adopted a more passive role.

   Reflective Question for Teaching Teams: Do we consider our line manager as a genuine member of the team and are they working with us in a way that reinforces and encourages our ability to support each other and grow professionally?

Bringing It Together

We know it is 'teams' of teachers working together effectively which creates the maximum impact on student learning. We also know that the High Performance Teaching Teams environment creates the shared experiences necessary for building CTE – the single largest factor influencing student achievement.

The evidence linking teaching team collective efficacy and student outcomes seems pretty clear. How do you help your teaching teams increase their collective efficacy by maximising the amount and quality of their team time? Are you collaborating with your teaching teams to make sure they optimise their team activity cycle or is there room to improve?

HIGH**PERFORMANCE**
S C H O O L S

Toolkit #1

HPT Teaching Team Meetings

"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.:_____

High Performance Teaching Team Meetings

"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 positive impact (AKA Unicorn Teacher) 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.

UNICORN TEACHER
LIKE A REGULAR TEACHER BUT BETTER

"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 is to positively influence the level of empathy and professional focus each of your teacher colleagues have for their students by being members of 'High Performance Teaching Teams'.

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 teachers who work together regularly and/or share a common purpose in their day-to-day work. Where group size exceeds this number extra scaffolds and supports are needed to effectively function as 'Teams'.

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) is optimal.

3. Content of Team Meetings: After working with hundreds 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 two 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) 'Focused Teamwork' in a termly cycle of best practice quality teaching and learning activities.

Importantly, this High Performance Teaching Team Meeting Agenda 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 the 60 minute High Performance Teaching Team Meeting Toolkit.

Let's go!

Dr Pete Stebbins, PhD

Roles	Date & Time: **Chair:** **Moderator:** **Live Notes:** **Apologies:**	Completed Prior to Start	NA
Pre-Work	*Complete Teacher Update Tool and Review / Update HPT Team Data Wall*		
Item 1 *Inclusion*	**Welcome** • *School Purpose & Team Purpose:* • *Meeting Purpose & Outcomes:* • *Meeting Ground Rules & Moderator Role*	Chair	1 min
Item 2 *Support*	**Warm-up (Check In)*** One-word barometer & share 1 success and 1 challenge from Update Tool *(*teams larger than 4, split into smaller pairs / groups of 2 or 3)*	All	2 min
Item 3 *Proactive 1*	**School Leadership Team (SLT) Staff Newsletter: Review & Feedback** Scroll through latest SLT staff newsletter confirming all have read. Live note any feedback for SLT (no further discussion at this time) *Live Notes:*	All	2 min
Item 4 *Proactive*	**Hot Issues** – <u>focus on day-to-day operational issues</u> • Pair & Share Top 2-3 issues – Write on whiteboard (1 min) and Vegas vote (5 ticks per person) (1 min) (total 2 mins) – Top 2 topics selected • 2 Cycles: 1 min – elaborate / 1 min – Clarify / 3 mins – Discuss / 1 min Next Steps (4Cs) *Live Notes:*	All & led by nominated individual	14 mins
Item 5 *Strategic 1*	**Leader's Update / Team Pulse Scorecard / Team Booster (Cycle)** • Leaders Update and Q&A; or • Team Pulse Scorecard Discussion; or • 10 min Team Booster Activity *Live Notes:*	All & Line Manager	8-10 mins
Item 6 *Strategic 2*	**Focused Teamwork (10 week cycle)** – <u>focused on professional growth and specific student support needs</u> *(^Instruction Recipe Cards in 'HPT Teaching Team Meetings' QuickStart Download)* • Case Management for Learning (CM)^ • Data Discussions^ • The Council Forum^ • Reasonable Adjustments^ • Moderation^ 	Week 1 N/A – General Staff Meeting	Week 6 – The Council Forum
Week 2 – Data Discussion *(select student for CM)*	Week 7 – Case Management 2 – Follow-Up
Week 3 – Case Management 1 – Focus Students	Week 8 – Moderation I (eg. English)
Week 4 – Reasonable Adjustments	Week 9 – Moderation II (eg. Maths)
Week 5 N/A – General Staff Meeting	Week 10 N/A – General Staff Mtg / Parent Mtgs | *Live Notes:*	All or nominated presenter/s	25-30 mins
Item 7 *Accountable*	**Close (Check Out)** Barometer and Takeaway Actions per person Moderator Ratings: Openness (score) /5, Balanced debate /5, Competency /5, Issues Focus /5, Accountable Actions /5, Devices /5 Next meeting improvement focus: **Next Meeting Date/Time:** Chair: Moderator: Live Notes: Item 6 Plan:	Chair & Moderator	3 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 over power the agenda.*
 5. Accountable Actions & Clear Outcomes – *Clear next steps and/or SMART actions recorded for each item.*
 6. Device Rule – *Only if needed with Chair's Permission - On Task On Topic!*
 End of Meeting Team Performance Ratings *(1 – very low to 5 – very high)*

Key Meeting Items Unpacked I

Meeting Roles: Chair, Moderator & Live Notetaker

There are three key roles in a HPT Teaching Team Meeting: Chair, Moderator and Live Notetaker. Once everyone in the team has completed training, these roles are rotated evenly across the team over each term/semester.

Chair & Moderator: Batman & Robin

The Chair & Moderator work together as a team to maximise the performance of the meeting akin to Batman & Robin where the Chair (aka Batman) leads the meeting with support from the Moderator (aka Robin).

The Chair: The meeting 'Chair' runs the meeting according to the items set down in the agenda, follows the general timings (and decides whether or not to extend particular items by 1-2 mins if needed), and ensures the 'content' of the meeting is covered adequately. The Chair has final say on all matter of timing and is required to start and finish the meeting on time unless there is consent from all members to vary this. Listed below are a few Pro Tips for great Chairing:

- ❑ Using elbow partners to quickly prime for longer discussions;
- ❑ Proactively seeking round the room feedback;
- ❑ Managing time and quality openly with the Moderator (and group);
- ❑ Ensuring there are SMART Actions and outcomes at the end of each item; and
- ❑ Using effective paraphrasing and summarising when needed to keep the group focused.

The Moderator: The meeting 'Moderator' supports the Chair in managing (1) the time of each item and (2) the overall meeting time using a timer, alarm and notepad to keep track of the overall time. The Moderator also uses red/yellow moderator cards to signal to the Chair when any meeting ground rules may be broken or interpersonal dynamics become problematic. At the end of the meeting the Moderator completes a Team Dynamics Scorecard (see template in this toolkit) and provides feedback to the group to encourage continuous improvement.

The Live Notetaker: High Performance Teams don't record verbatim minutes per se but rather keep a 'real-time' general bullet point summary of the discussions visible on a screen as the meeting progresses. The Live Notetaker's job is to make sure that this general bullet point summary of key points is displayed on a large screen in real-time as the meeting progresses (unless stated as 'off the record') while also documenting SMART Actions and next steps at the end of relevant items.

The Live Notetaker is also an active participant throughout the meeting (as are the Chair and Moderator) and is vocal about clarifying anything that they are uncertain about, with the meeting paused when needed to ensure they are keeping up with discussions. The Live Notetaker is also responsible for emailing out the live notes to all team members and any other key recipients *immediately* after the meeting is closed.

Key Meeting Items Unpacked II

Hot Issues

Hot Issues is an important agenda item that ensures team voice occurs in selecting, and then collaborating on, the most urgent and/or important issues the team is currently facing. It is a 2-part process that we'll unpack below:

Item 4 Proactive 2	**Hot Issues** – <u>focus on day-to-day operational issues</u> **Part 1:** Pair & Share Top 2-3 Issues – Write on Whiteboard (2min) and Vegas Vote (5 ticks per person) (1min) with Top 3 Topics Selected **Part 2 Cycle:** 1 min – Elaborate / 1 min – Clarify / 3 mins – Discuss / 1 min Takeaway Actions (4Cs) *Live Notes:*	All	15 mins

Part 1 – Identifying The 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) follow the following Hot Issues process:

- Staff complete a quick pair and share of Hot Issues topics then write 2-3 issues (per pair) on the whiteboard (2 mins);

- Each person votes for the topics they wish to focus on by placing 5 x ticks on the whiteboard (Vegas Vote). The 5 votes can be spread across multiple issues or all 5 votes can be assigned to one issue – democracy at its finest! (see below) (1 min).
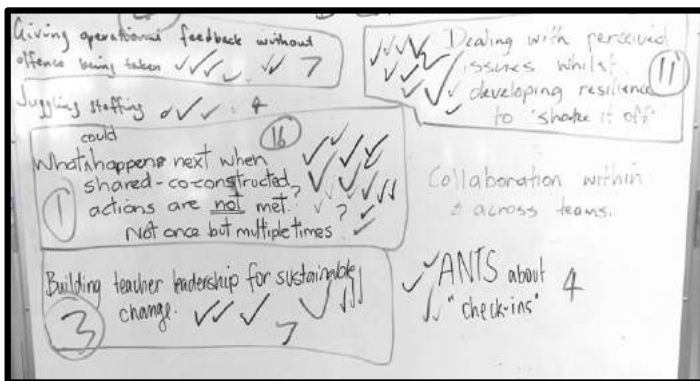
Part 2 – Issues Specific Workouts

- Select the issue that garnered the most votes.

- **Step 1** – The individual who raised the issue provides a brief outline of the issue (1 min). It is important the spokesperson actually stipulates why they are personally impacted by the Hot Issue so it is specific and real for the wider group to assist with (as opposed to a generic circular discussion) (see example below).

- **Step 2** – The group asks brief questions to clarify their understanding of the issue (1 min). Make sure these are yes/no or short answer questions as opposed to broader open ended questions.

- **Step 3** – Open a whole group quick, solutions focused discussion (3 mins) taking advantage of the elbow partner primer steps in the pro tips box below.

- **Step 4** – Allow the individual who initially raised the issue to wrap up, stating their key takeaway action/s as one or more of the 4Cs in the diagram below noting accountability and timeframes in live notes. (1 min).

- Repeat process for as many issues as time allows.

EXAMPLE **Hot Issues: Part 2**

> **HOT ISSUES DISCUSSION (3min) Chair's PRO TIP!**
> **(30sec) Elbow Partners** - "First Thoughts On Possible Solutions"
> **(30 sec) Round Room** - Quick Feedback From Pairs
> **2min Open Floor** - steered by person who raised specific issue
> *Why? Ensures Input From Everyone and Maximises Strategic Value*

Issue (1min) • Person who originally wrote the issue explains it, and what they would like to get from the group discussion.	Issue: *Poor Communication across the school causing multiple issues* **It's Hot for me personally because…** *I can't keep up! communication is overload and I miss important stuff - too many channels to stay up to date*
Clarification (1min) • Short Q&A – Brief / Yes/No answers.	*Where are the gaps/ overloads? Staff and arrangements and interruption – daily operations and calendar updates – teacher and/or student matters?*
Discussion (3min) • Solution focused discussion raising possible next steps.	*TV in common room – visual cues of staff notices static display in mornings. Morning entry protocol – staff notices and emails before commencing work - hard copies in pigeon holes – quick staff survey on preferred channel - clarify and aim for one main channel for everything…*
Takeaways (1min) • Person who originally raised issue, summarises take aways (one or more of 4Cs) and thanks the group	Clarify: **Communicate:** *ST to email summary key issues and suggestions from team to line manager by COB and seek follow up meeting and or options for immediate action – review next week.* Collaborate: Commit:

Key Meeting Items Unpacked III

Focused Teamwork: Recipe Cards

How do we work smarter, not longer, AND, still complete the required activities that are so important to teaching and learning *within our existing Teaching Team Meeting Agenda?* The answer is to use our Focused Teamwork time more effectively and Recipe Cards – specific protocols for different activities that are essential to quality teaching and learning.

Item 6 Strategic 2	Focused Teamwork (10-week cycle) – focused on professional growth and specific student support needs (^Instruction Recipe Cards in 'HPT Teaching Team Meetings' QuickStart Download)	All or nominated presenter/s	25-30 mins
	• Case Management for Learning (CM)^ • Data Discussions^ • The Council Forum^ • Reasonable Adjustments^ • Moderation^		

Week 1 N/A – General Staff Meeting	Week 6 – The Council Forum
Week 2 – Data Discussion *(select student for CM)*	Week 7 – Case Management 2 – Follow-Up
Week 3 – Case Management 1 – Focus Students	Week 8 – Moderation I (e.g. English)
Week 4 – Reasonable Adjustments	Week 9 – Moderation II (e.g. Maths)
Week 5 N/A – General Staff Meeting	Week 10 N/A – General Staff Mtg / Parent Mtgs

Live Notes:

Using a simple Recipe Card within the 60 minute High Performance Teaching Team Meeting agenda, means essential work to support quality teaching and learning is completed. In what is a highly complex work environment, the use of systemised and structured Recipe Cards reduces workload and builds capability in teachers, whilst not depleting capacity. Teachers know the expectations during this time and know how it will look at each meeting, therefore, reducing cognitive load. At the end of the meeting, most (or all) of the work has been done, meaning our teachers leave the school day without the need for an additional meeting to do this work, or the need to take it home.

The Recipe Card protocols ensure that collaboration is targeted and focused using a time management system to drive the conversation, whilst giving each team member a voice in the discussion.

Pro Tips

• Ensure you have completed any pre-work before the Team Meeting.

• Be prepared to be part of the collaborative discussion.

• Make sure the overall meeting is running on time, which is the responsibility of the Chair and Moderator.

• Follow the Recipe Card exactly using effective Chairing/Moderator using a loud timer to keep on task and on time. Remember, the Chair can approve 1-2 minute extensions, provided the overall meeting remains on track.

• At the end of each meeting, identify the next meeting's Focused Teamwork item and review the specific Recipe Card, noting any pre-work.

RECIPE CARDS (25-30 mins)

• **Moderation**

• **Data Discussions**

• **Reasonable Adjustments**

• **Case Management**

• **The Council**

Team Dynamics Scorecard

Team/Meeting_____ Date/Duration_____ Moderator Initials_____

Instructions: *Use the scale below to indicate how each factor applies to your team meeting. Please evaluate the statements honestly and without over-thinking your answers.*

		Very Low 1	Low 2	Moderate 3	High 4	Very High 5
1.	**Openness & Trust** *A climate of trust and candour – sharing difficult information and engaging in spirited debate* Rating Observations: _____	☐	☐	☐	☐	☐
2.	**Balanced Debate** *A culture of balanced debate through respect for dissenters and probing of silent participants* Rating Observations: _____	☐	☐	☐	☐	☐
3.	**Competency Over Role** *Utilising professional competencies over roles/ positions to ensure expertise is brought to the debate/decision* Rating Observations: _____	☐	☐	☐	☐	☐
4.	**Issues Over Personalities** *The discussion remains on key strategic issues/ topics and is not overtaken by personalities associated with issues* Rating Observations: _____	☐	☐	☐	☐	☐
5.	**Accountable Actions & Clear Outcomes** *Clear individual accountabilities established for each group member with key due dates for measurable deliverables* Rating Observations: _____	☐	☐	☐	☐	☐

Total Scores

Total Performance Score: Sum of 5 Ratings _____ out of a maximum of 25

Percentage Performance Score: Total Score _____ multiplied by 4 = _____%

Yellow Card – Caution – Keep on Track _____

Red Card – Stop – Refocus/Redirect _____

Teacher Update Tool*
Complete Prior To Faculty/ Cohort Meetings and 1:1 Meetings With Supervisor

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 trialed next year	Develop similar planning strategies
Challenges	Last week	Behaviour	Disruption of class routines	Revise classroom management strategies Inform admin.
	Next week	Assessment	Report card writing	Moderation and communication within teams
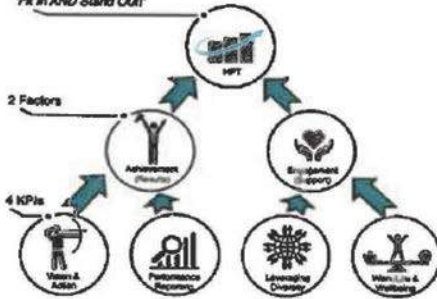
Work Life	& Wellbeing
On Track	**Off Track**
Sharing resources.	Late night planning
Good communication	High stress level
Supporting each other.	Lack of sleep.

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
	• Unstable life/family	• External support.
	• Mental Health	• Mum/Child safety.
	• Off Task - no movement	• Meeting with Mum.
	• Behaviour	• SNAG referral.

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.	• See different ideas • Teachers being consistent	Risk - teachers feeling judged??

Teacher Update Tool*
*Complete Prior To Faculty/ Cohort Meetings and 1:1 Meetings With Supervisor

Name:_____ Date:_____ Barometer:_____

Classroom Successes and Challenges

		Description	Impact	Action to take
Successes	Last week			
	Next week			
Challenges	Last week			
	Next week			
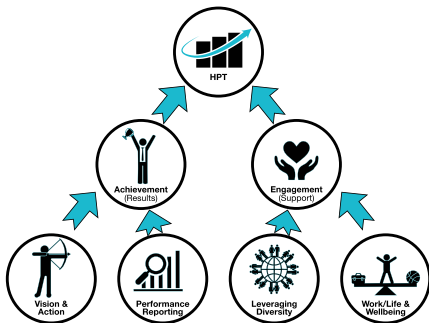
Work Life	& Wellbeing
On Track	*Off Track*

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

Every Child, Every Day, Excellence in Education

Focused Teamwork: Recipe Cards^

Student Data Discussion

Aim: To understand our cohort data and agree upon a targeted improvement strategy.

Item	Actions	Who	Time
PRE - WORK	*All team members must bring their current class LOA data. Team Leader brings the next Assessment Task to meeting.*		
Item 1 *Teamwork*	**Data Discussion – Step 1** The team are divided into 4 groups and each group is assigned a quadrant of the 4-Square (Noticeable, Concerns, Questions, Suggestions) to discuss (1 minute). Each 'group' discusses the data, taking note of their findings, directly related to their assigned quadrant (7 mins). *Live Notes:*	All team members	8 mins
Item 2 *Teamwork*	**Data Discussion – Step 2** Each group reports their findings back to the team. *Live Notes:*	All team members	5 mins
Item 3 *Teamwork*	**Data Discussion – Step 3** The team reviews the next Assessment Task, and using the 4-Square information, determines their cohort's greatest need. *Live Notes:*	All team members	5 mins
Item 4 *Teamwork*	**Data Discussion – Step 4** The team brainstorm ideas for instructional strategies to implement to support the needs of the cohort and decide which strategy to implement and how. *Live Notes:*	All team members	8 mins
Item 5 *Team Leader*	**Data Discussion – Step 5** The Team Leader checks for clarity, and provides an opportunity for teachers to ask any clarifying questions.	Team Leader	4 mins

Reasonable Adjustments

Aim: To quality assure best practice in task adjustments for identified students within cohorts.

Item	Actions	Who	Time
Item 1 *Solo*	Teacher reviews class list and identifies priority students who need reasonable adjustments (based on NCCD)	Individual teacher	5 mins
Item 2 *Teamwork*	Teacher x Teacher Round room quick presentations which include: • Priority student name • Disability • Current adjustments on PLP • Proposed task adjustment *Live Notes:*	Team	15 min s (3-4 mins per teacher)
Item 3 *Teamwork*	Round room feedback: Peer feedback for each teacher on appropriateness of proposed task adjustment for each student *Live Notes:*	Team	10 mins (2-3 mins per teacher)

Case Management for Learning Part 1: Focus Students

Aim: To target intervention, support, or instructional strategies for identified students of concern.

Item	Actions	Who	Time
PRE - WORK	**Case Management: Focus Students – Step 1** Teacher reviews class list and identifies students of concern and narrows focus to 1 key student to discuss with team and prepares a quick case summary of student background *(DOB/Age, Diagnoses, Family Structure, CARD Type, Academic Results, Behaviour Status and Learning Area/s of Concern)* and *learning engagement focus question.*	Individual teacher	NA
Item 1 *Teamwork*	**Case Management: Focus Students – Step 2** Teacher x Teacher Round room quick presentations and feedback loop (Total Time = 6 min per teacher – split into sub-groups for teams larger than 5) which includes: • **Part 1** (2 min) – Case Summary (DOB/Age, Diagnoses, Family Structure, CARD Type, Academic Results, Behaviour Status and Learning Area/s of Concern) and *focus question* • **Part 2** (3 min) – Solution focused discussion • **Part 3** (1 min) – Action / Learning Engagement Strategy *Live Notes:* *Student 1: Name / Background / Current Concerns:* *Focus Question:* *Discussion:* *Action / Learning Engagement Strategy:*	Team	30 min (6 min per teacher)

Case Management for Learning P2: Follow-up

Aim: To follow up on student progress and strategy implementation.

Item	Actions	Who	Time
PRE - WORK	**Case Management: Follow-up – Step 1** Review Live Notes from Case Management Part 1 and prepare a Progress Report *(Summary of strategy utilised, any updates to student circumstances, current work sample compared to previous work sample, feedback from the student about their own progress and challenges)* and a 'Next Steps' *further improvement question.*	Individual Teacher	NA
Item 1 *Teamwork*	**Case Management: Follow-up – Step 2** Teacher x Teacher Round room quick presentations and feedback loop (Total Time = 6 min per teacher – split into sub-groups for teams larger than 5) which includes: • **Part 1** (2 min) – Progress Report and 'Next Steps' *further improvement question* • **Part 2** (3 min) – Solution focused discussion • **Part 3** (1 min) – Action / Further Improvement Strategy *Live Notes:* *Student 1: Name / Progress Report* *Improvement Question:* *Discussion:* *Action / Further Improvement Strategy:*	All team members are involved	30 min (6 min per teacher)

Focused Teamwork: Recipe Cards^

Moderation

Aim: Align and gain consensus on student grading

Item	Actions	Who	Time
PRE-WORK	*Each person selects 3 student assessments to share with the team, ensuring there is a D-E sample, a C sample and an A-B sample (if possible) placed in the allocated piles prior to meeting.*	All	NA
Item 1 **Teamwork**	<u>Step 1</u>. Read the assessment task sheet and marking guide (1-2min). <u>Step 2</u>. Discuss any concerns you observed among your students whilst completing the assessment tasks (3-4min). *Live Notes:*	Led by Team Leader	5 mins
Item 2 **Solo**	**Moderation part 1** <u>Step 1</u>. The team leader divides the student samples evenly amongst the teaching team across the 3 grading bands that are not from your own class to review (1min). <u>Step 2</u>. In silence, each teacher reads the x 3 student samples they have been allocated and, using the marking guide, either agrees or disagrees with the assigned mark. A post-it note is used to stick on the marking guide to explain their reasoning (max 9 mins). <u>Optional Step 3</u>. (time permitting) Each teacher passes their allocated samples to the teacher to their right (This step is repeated until the allocated 10 minutes has elapsed). *Live Notes:*	Individual	10 mins
Item 3 **Teamwork**	**Moderation part 2 – 3 x 5min cycles (or more)#** <u>Step 1</u>. Beginning with C student samples, the Team Leader calls out the name of a student they select. <u>Step 2</u>. The teacher who originally moderated the piece shares their findings (1 min). <u>Step 3</u>. Feedback regarding the student sample grading is given by peer teacher (2 min). <u>Step 4</u>. Consensus is agreed upon and the student grade is changed or remains the same* (2min). Live noted feedback is taken to share with HoC on any matters of contention. <u>Cycle Steps 1-4</u> are then repeated for an A-B and a D-E student sample. #<u>NOTE:</u> If time remains the 4 Step cycle is repeated. *Live Notes:*	Led by Team Leader All team members are involved	15 mins (3 x 5 min cycles or more)

The Council Forum

Aim: Enable deeper reflection and problem solving for complex problems of practice.

Item	Actions	Who	Time
NOTES	**Time is managed so ALL members present an issue. *The Council groups size of 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. This is a HIGH TRUST ACTIVITY – allow non-participants to opt out prior to commencing activity.*	Individual teacher	NA
Item 1 **Teamwork**	<u>Step 1</u>. The Petitioner gets 1 minute to explain their challenge to the Council. <u>Step 2</u>. The Council gets 1 minute to ask yes/no/short answer questions of the Petitioner. No short answer may exceed 15 seconds. <u>Step 3</u>. The Council has 5 minutes* (pending group size) to discuss issue. Every member of the Council needs to discuss the issue 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. <u>Step 4</u>. The Petitioner summarises their understanding of what the Council has said and further thoughts to progress their issue. This is kept to 1 minute. <u>Return to Step #1</u> – Cycle through until every participant has shared an issue.	Team	24-30 mins (pending small group size)

Toolkit #2

HPT Teaching Team Activity Cycle Template

HIGHPERFORMANCE SCHOOLS

Name:_____

Contact No.:_____

Team Activity Cycle

North Point State School — *Confident Successful Learners*

HIGHPERFORMANCE SCHOOLS

Team: Teaching Team

Weekly Team Pulse

SURVEY

Peer Support/ Regular Buddy Check Ins

Professional Development/ Observation & Feedback

Team Huddles Stand-Up Meetings

Data Wall Updates
(Action Plan, Live Notes, Scorecards, Dashboards)

Team Meeting & Update Tool
Check In, Hot Issues, Pulse, PD Intensive
(Council/ Deep Dive/ Spotlight)

With an effect size of 1.57, CTE is the single largest factor impacting upon student learning (Hattie 2017). CTE is comprised of 4 Factors (Bandura 1997) which relate to the 4 KPIs of High Perfomance Teams

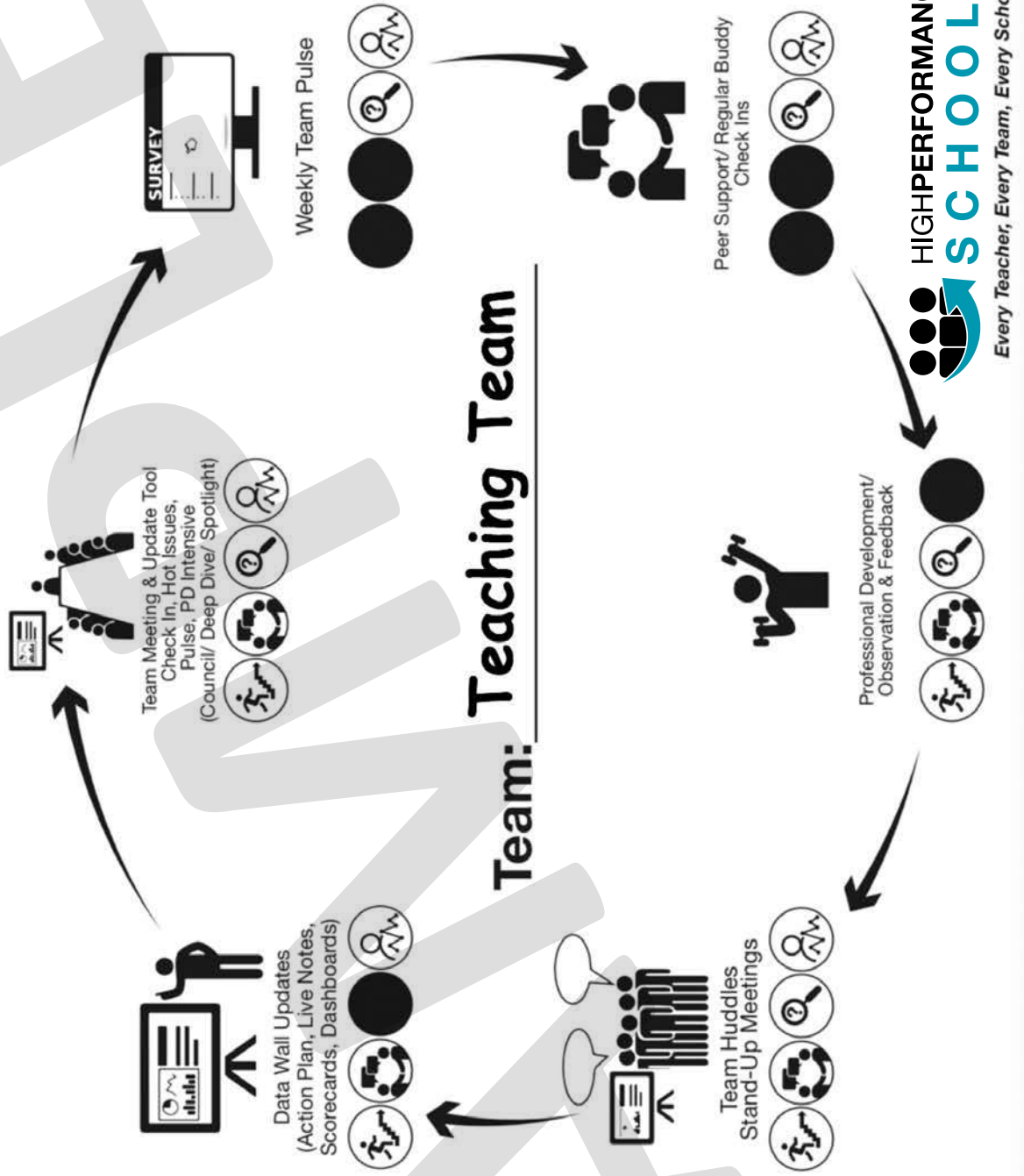| CTE 4 Factors	HPT 4 KPIs
Achievement & Satisfaction	Vision & Action
Perfomance Feedback	Performance Reporting
Sharing & Peer Support	Leveraging Diversity
Affective States	Work/Life & Wellbeing

Our Team Schedule

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

Team Huddles/Stand Ups:
Optional 15-30mins (timetabled weekly cycle P-3 1st break; 4-6 2nd break)

Buddy Check Ins:
Weekly all team members

Professional Development:
As per term calendar

HIGHPERFORMANCE SCHOOLS
Every Teacher, Every Team, Every School!

HPT Collective Team Efficacy
The Team Activity Cycle

Affective States

Vicarious Experience

Social Persuasion

Mastery Experience

SURVEY

Weekly Team Pulse

Peer Support/ Regular Buddy Check Ins

Team Meeting & Update Tool
Check In, Hot Issues,
Pulse, PD Intensive
(Council/ Deep Dive/ Spotlight)

Professional Development/
Observation & Feedback

Team:

Data Wall Updates
(Action Plan, Live Notes,
Scorecards, Dashboards)

Team Huddles
Stand-Up Meetings

HIGHPERFORMANCE
SCHOOLS
Every Teacher, Every Team, Every School!

Vision & Action

Performance Reporting

Leveraging Diversity

Work/Life & Wellbeing

With an effect size of 1.57, CTE is the single largest factor impacting upon student learning (Hattie 2017). CTE is comprised of 4 Factors (Bandura 1997) which relate to the 4 KPIs of High Perfomance Teams

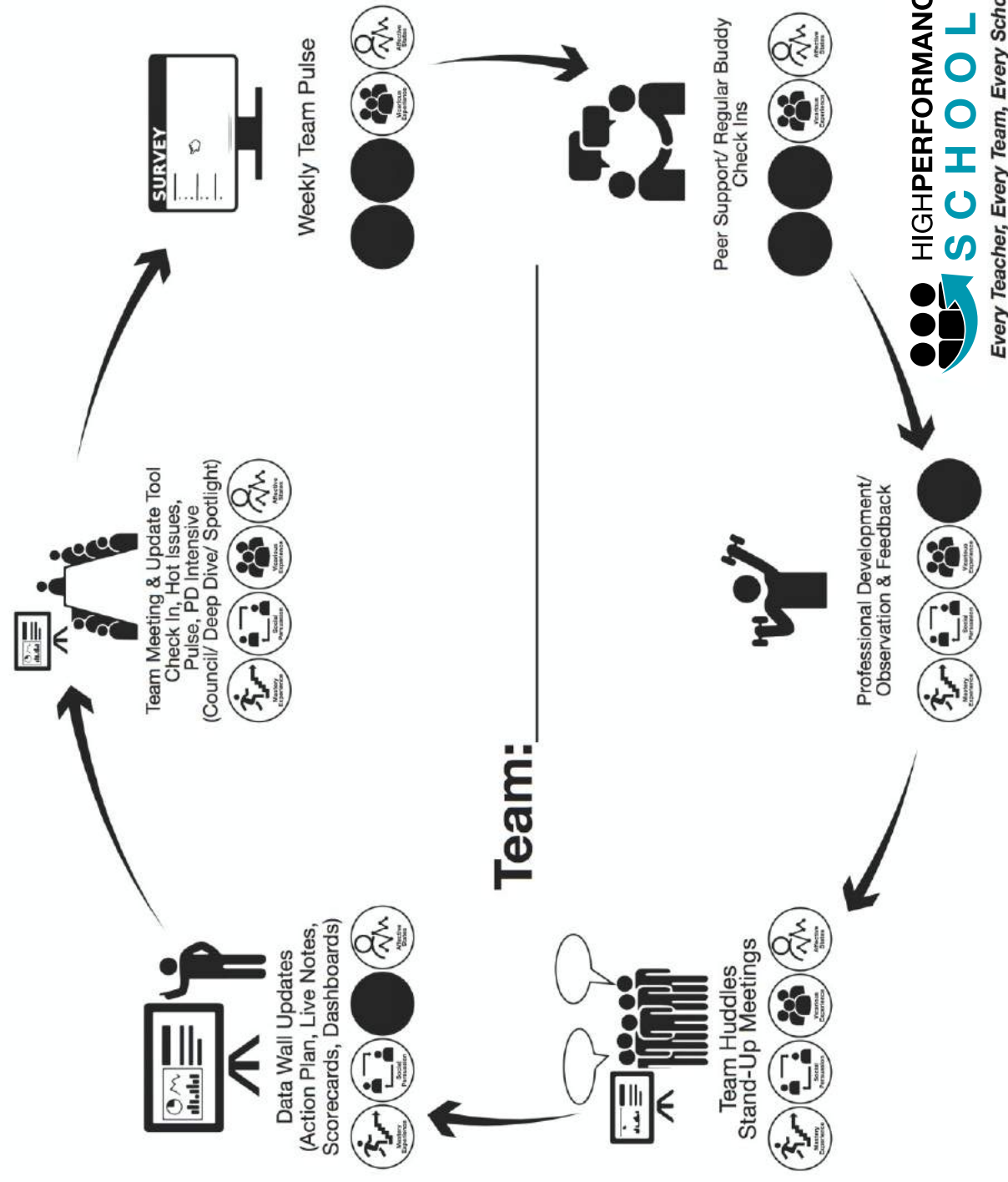| CTE 4 Factors	HPT 4 KPIs
Achievement & Satisfaction	Vision & Action
Performance Feedback	Perfomance Reporting
Sharing & Peer Support	Leveraging Diversity
Affective States	Work/Life & Wellbeing

Our Team Schedule

Team Meetings:

Team Huddles/Stand Ups:

Buddy Check Ins:

Professional Development:

Working with HPTschools

Our Big Ideas

1. A High-Capacity School Culture enables EVERY staff member and student to FLOURISH!

2. To create a High-Capacity School Culture you need 4 x School-Wide Support Systems

3. The 4 x Support Systems are:
1. High Performance Teams
2. The Platinum Rule of Communication
3. Whole School Wellbeing System
4. Optimised School Collaboration Map

Leadership Development Programs

Leading Flourishing Schools

LeadershipTeam 12-Month Development Program

Site & Cluster Formats

Staff Professional Learning

1. Flourishing Schools & High Performance Teams

2. Communication & The Platinum Rule for Schools!

3. The HPT Teaching Team Meeting Toolkit

4. Team Wellbeing: Pulse Scorecards & Boosters

60 min, 90 min, Half Day & Full Day Options Available

Coaching & Forums

Individual Executive Coaching

Leadership Team Group Coaching

Middle Leader Coaching Programs
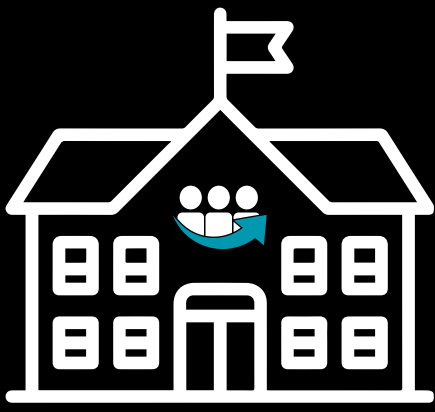
School Leader Peer Forum Groups

Keynotes & Masterclasses

Key Notes:
Flourishing Students & The Unicorn Effect

Leading Transformational Change

Masterclasses:
Leading Flourishing Schools and The 4 x School Wide Support Systems (1 Day)

Building High Performance Teaching Teams: Train x Trainer (day 2)

Pulse Programs & Online Learning

PULSE PROGRAMS
Staff and Student Wellbeing: Pulse Systems & Booster Toolkits

ONLINE MASTERCLASSES
Leading Flourishing Schools

The 5 Disciplines of Extraordinary School Leaders

Books, Blogs & Videos

LEADING Flourishing SCHOOLS
Dr Pete Stebbins PhD

Getting Started With Level Up! 5
Dr Pete Stebbins PhD

12 Quick Team Boosters
Dr Pete Stebbins PhD

in

HPT Level Up!
YouTube

HPTschools.com

Flourishing SCHOOLS

A Quickstart Guide To:

HIGH PERFORMANCE TEACHING TEAMS

HIGH**PERFORMANCE** SCHOOLS

www.HPTschools.com