



LEADING *Flourishing* SCHOOLS

**The Four Support Systems That
Enable ALL Staff & Students To Flourish!**

Dr Pete Stebbins PhD
With Alistair Kerr

4th Edition!



DOES YOUR SCHOOL HAVE
THE FOUR SUPPORT
SYSTEMS THAT ENABLE
ALL STAFF & STUDENTS
TO FLOURISH?



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CREATING A COLLABORATIVE
CULTURE IS THE SINGLE
MOST IMPORTANT FACTOR
FOR SUCCESSFUL SCHOOL
IMPROVEMENT INITIATIVES.

Richard Dufour



Foreword

“The Beautiful Sits Upon The Foundation Of The Necessary”
- Ralph Waldo Emerson

The work we do in schools is both unquestionably life changing, and time critical. The time students spend in our care is finite. Their time is not ours to waste! Every moment counts, and it is incumbent upon everyone in the school – teachers, leaders, and support staff to collaborate effectively to deliver exceptional teaching and learning experiences to every student, in every lesson, every day of their school lives so that they can flourish.

For high quality teaching and learning to occur, I firmly believe effective collaboration is the key. As a school leader I have had to learn the hard way that effective collaboration is less about good intentions, and more about developing effective systems and processes, both within teams and across the wider school.

I still remember being appointed to my first Principal position. In the first few days I'd made a few discoveries. The first discovery was a pleasant surprise, one-on-one the staff were lovely people with their hearts in the right place. The second discovery however, had me questioning what I'd gotten myself into, as I knew I was in for a very steep learning curve. You see my new school, like many others had pre-existing cultural challenges. These revealed themselves through declining staff wellbeing, a sense of shared complacency around teaching and learning (a.k.a. *we've always done it that way...*), a collective reluctance to invest additional effort into improving student performance (a.k.a. *our students do reasonably well anyway, it's fine*), and less than optimal collaboration (a.k.a. *meetings only when someone in the team thought having a 'group chat' was necessary*).

After discovering these issues, I knew what I urgently needed – some practical, step-by-step strategies, backed by research, that I could implement ASAP to improve school culture and collaboration as a precursor to improving quality teaching and learning.

As I wrestled with how best to address the school improvement challenges I was facing, there were two events that set up my leadership focus for many years to come:

1. The first event was the first executive leadership team meeting I held at this school which took over 3 hours! We talked and talked with no actionable outcomes. If we were going to become a Flourishing School, then none of us had time for another meeting like that.
2. The second event was attending our first professional development day for the year where Dr Pete Stebbins, PhD was running a workshop on building High Performance Teams (HPTs). I had been a long-time fan of Pete's work but had never had the opportunity to engage with it in a school context, so this day was important.

At the time, I had no idea that what I learned from those two events would go on to help me establish the systems and processes which would efficiently operationalise our school's strategic agenda, help all our teams (both teaching and non-teaching) become high performance teams, improve staff wellbeing, and significantly reduce the cognitive load of running a school for the whole executive leadership team, and for me as a Principal.

Before working with Pete, I had a rudimentary understanding of cognitive load, and I understood that decreasing this for staff (and students) would increase learning and productivity and so the systems within HPT appealed to me. I also had a keen interest in the neuroscience and psychology of collaboration and leadership – again, HPT ticked these boxes too. As a program, it was exciting that HPT included ALL staff members, not only teaching staff and leaders, and I came to understand that for systems of collaboration and teamwork to be effective in our school, EVERY staff member must understand and work within these systems. A huge bonus was our non-teaching staff were grateful to be included in this and felt that their contribution to school improvement was valued (which it absolutely is!).

As with any transformational change process within a school there were always obstacles – sometimes these were old ways of working which were hard habits to change – sometimes these were tired and stressed people simply expressing their frustrations whilst they are in their own 'learning pit'.

As Principal, what I found most helpful about the HPT Program was that when these blockers emerged, we could workshop each issue out with Pete gently reminding us that *'you've already got the systems in place to manage that'*. And Pete was right!

Before HPT, Professional Learning Teams were well established at our school; however, purposeful collaboration was not. In introducing HPT, our teams began to understand their individual personalities and how their own strengths contributed to the team. Understanding and applying the Platinum Rule (do unto others as they want it done unto them) fundamentally shifted the way our teams collaborated and the communication strategies across our school. We really began to understand how to get the best out of our peers and of ourselves. Our staff understood their role within the school improvement agenda, and the HPT systems meant that everyone knew their role in their team, and the broader school community. Finally, as we continued to support teams to embrace and embed these systems, our use of the Staff Pulse System provided the leadership team with a way of tracking, monitoring, and responding to staff wellbeing in real time.

After some trial and error, the HPT work we had done as a school to build the foundation of our culture was now paying dividends – effective collaboration was now the norm across the school. As a leadership team we felt ready to build on this by implementing a whole school Quality Teaching & Learning (QTL) program and HPT was a powerful enabler. Pleasingly, when compared to peer schools I can say that we made incredibly rapid progress and implemented the QTL program with great fidelity. I attribute this achievement wholly to the commitment of my staff and to the strength of the collaboration within each of our High Performance Teams.



'Schools need
to HPT before
they can QTL!'

Reading the above you might get the impression that this journey was easy. It was not – there were a lot of things that I didn't know before we started but my personal mantra is 'have a crack', and it's one that has stuck at my school. I shared openly with staff that I wasn't an expert on HPT, nor our selected pedagogical approach, and so I was going to be in the learning pit with them, learning alongside and with them, learning from each other. Leading by example, I encouraged teachers *to have a crack!*

By having a crack and sticking to our systems we had everything we needed to build our school community of learners, who believed that every student could succeed, every teacher could teach, every leader could lead, and everyone could flourish. Staying the course, being true to our values we became one of the highest performing schools in our region. HPT enabled our QTL, and this combined with our philosophy of 'have a crack' put us on the fast track for extraordinary levels of student improvement as well as staff satisfaction. Ultimately, the gold dust in this is that every lesson, every day, for every student counts - the students who we have the privilege to teach, have ownership over their learning and are fully engaged to achieve their very best!

I'd like to encourage you to read on with an open mind, and most importantly, to take action! *Have a crack* at implementing these well researched and extensively tested tools and strategies that will enable all schools to flourish!

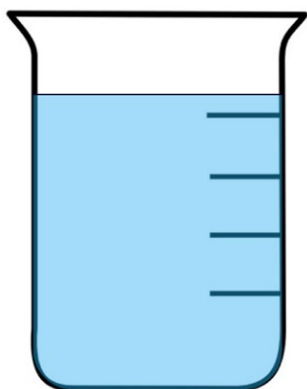
Heidi McGlashan, Principal



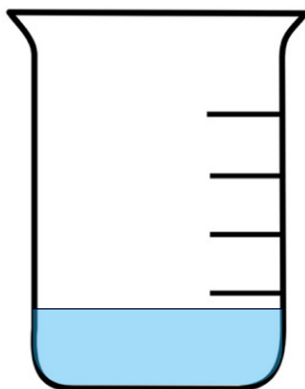
INTRODUCTION

Leading Flourishing Schools: Cups, Torches & Lightbulbs!

YOU CANNOT
POUR FROM AN
EMPTY CUP!



FLOURISHING
SCHOOL



ORDINARY
SCHOOL

INTRODUCTION

Leading Flourishing Schools: Cups, Torches & Lightbulbs!



“A Teacher Affects Eternity” – H. Adams

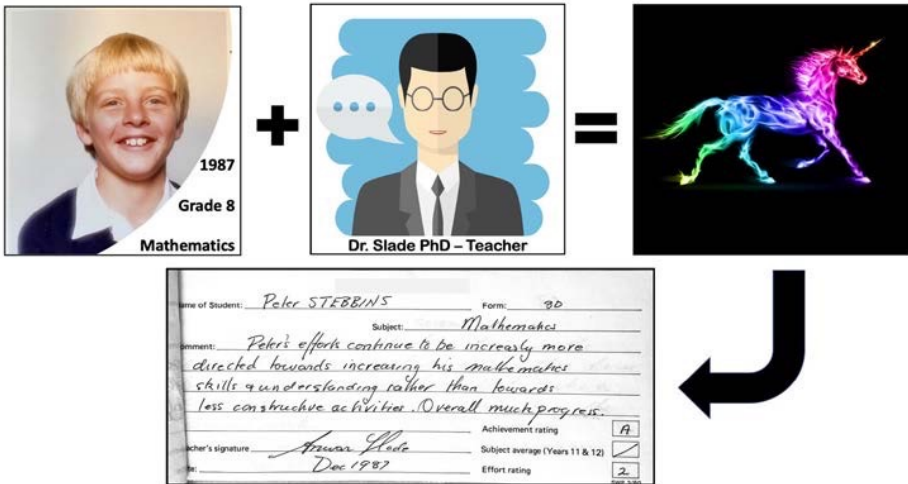
The Legacy of School: Helping or Hindering Our Adult Lives...

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

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

The Unicorn Teacher Effect

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



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

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

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

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

UNPACKING THE UNICORN TEACHER EFFECT



"You cannot pour from an empty cup." – Deborah King

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

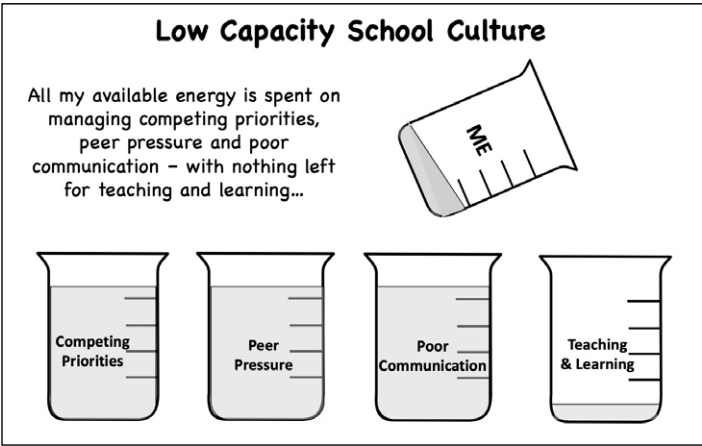
But Dr Slade was different. Despite all my difficulties, he gave me his attention and offered both words and deeds of encouragement. Despite my protests and acts of sabotage, he took no offence and persevered. I can still remember Dr Slade giving up his lunch breaks for an entire term

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

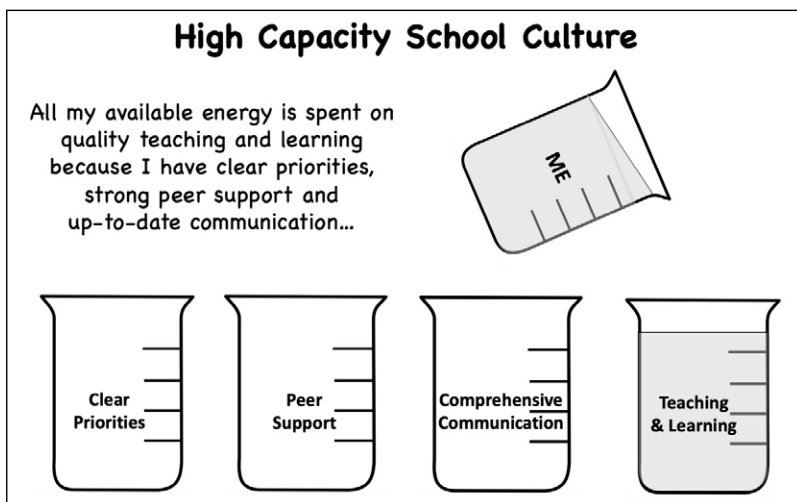
As I look back now, it is with tremendous gratitude as well as decades of experience working to improve the education sector, that I realise the thing that separated Dr Slade from all my other teachers. It was Dr Slade’s incredible CAPACITY to focus on my needs (and the needs of the other students) that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

What is a Flourishing School?

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



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

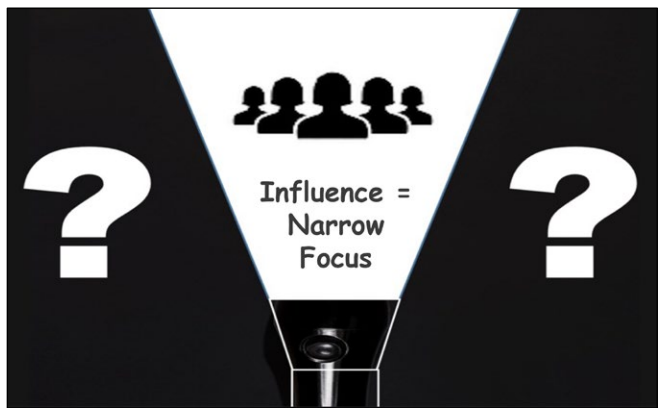


High Capacity School Culture: Systems Matter More Than Influence – The Lightbulb vs. The Torch

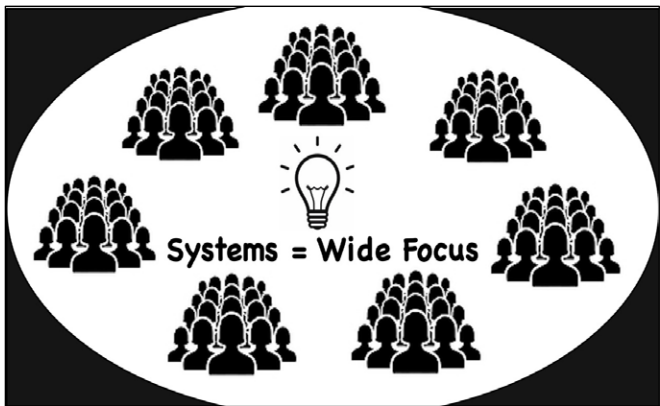
Creating a high capacity culture where all staff and students can flourish is THE MOST important thing that a school leader can do to ensure the success of their school. Throughout the world there are some extraordinarily dedicated school leaders who have taken it upon themselves to use their individual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

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

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



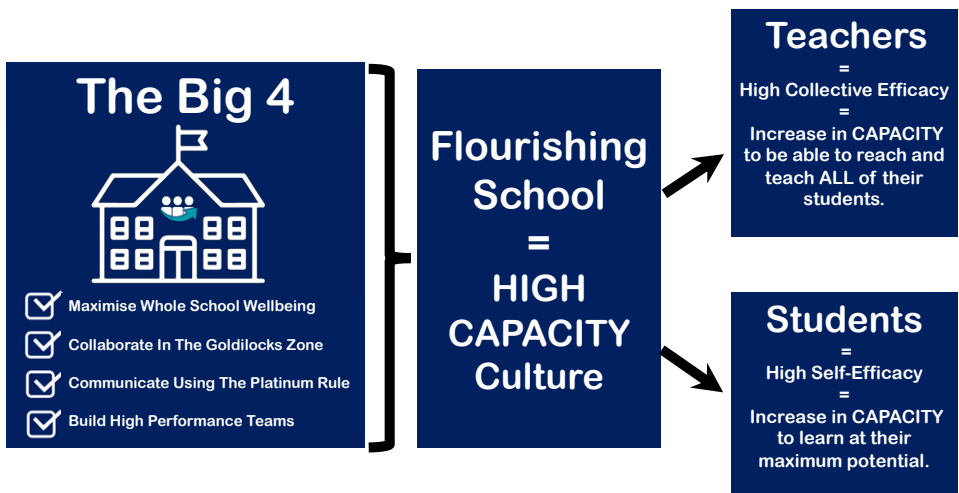
To achieve ultimate success in creating a high capacity culture, school leaders need to broaden the effects of their influence from the narrow beam of torchlight to the all encompassing glow of the lightbulb. For ultimate success, school leaders need schoolwide systems that are understood and practised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



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

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

1. The system to *Maximise Whole School Wellbeing*;
2. The system to *Collaborate In The Goldilocks Zone*;
3. The system to *Communicate Using the Platinum Rule*; and
4. The system to *Build High Performance Teams*.



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

Dr Pete Stebbins, PhD

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

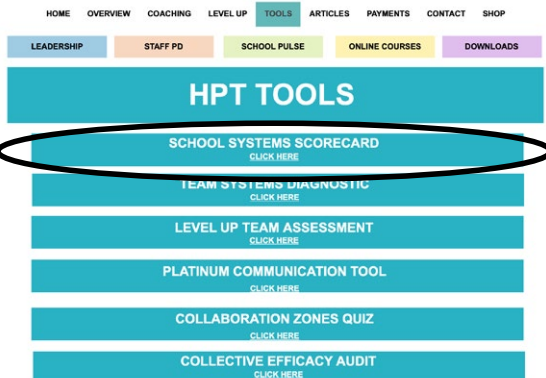
- Chapter Summary -

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

The Big 4: School Systems Scorecard

Next Steps: Toolkit

- Assess how well the Big 4 Support Systems are currently working in your school.
- Complete the *'School Systems Scorecard'* quick diagnostic for your 1-page report and action plan.
- Go to: HPTschools.com – Tools – *'School Systems Scorecard'*



School Systems Scorecard

About Your School: Big Picture

School Name: Other

HPTschools is a school with 5 students and 1 staff located in Utah County, UT, United States. The Principal has been leading the school for 5 years. The School Leadership Team is composed of 4 members and 1 student.

About Your School: The 4 Support Systems

Based on your feedback, your school's systems to support staff and student capacity are characterized overall as: **Moderate** (1/2/2/2)

The table below shows your ratings of your school on the 'Big 4 Support Systems', and their relative priority for development. These worksheets can provide feedback on each system or developing a customized program for your school.

Big 4 Support Systems	Look For...	My Ratings of The School	Priority	Program Elements
Self & Collective Efficacy	The leadership team and staff have a strong understanding of the importance of efficacy and are working to build it into their practice.	1 2 3 4 5 6 7 8 9 10 Very Low Very High	Moderate	School Pulse Staff PLC
Team & Leadership	We have a strong understanding of the importance of team and leadership and are working to build it into our practice.	1 2 3 4 5 6 7 8 9 10 Very Low Very High	Moderate	Leadership Team Program School Pulse
Our Planning Process	Our staff members are able to plan effectively and efficiently, and our planning process is a strong asset to our practice.	1 2 3 4 5 6 7 8 9 10 Very Low Very High	Moderate	Staff PLC Leadership Team Program Performance Coaching
High Performance Schools	Our school is a high performance school, and our staff members are working to build it into their practice.	1 2 3 4 5 6 7 8 9 10 Very Low Very High	Moderate	Staff PLC Leadership Team Program Performance Coaching

HPTschools Program Elements in Detail

Program Elements	Leadership Team Program	Staff PLC	Coaching Program	School Pulse
What is it?	Leadership Team Program: A series of 12 weekly sessions designed to build leadership capacity and effectiveness. Includes a variety of activities, including role-playing, case studies, and guest speakers.	Staff PLC: A series of 12 weekly sessions designed to build staff capacity and effectiveness. Includes a variety of activities, including role-playing, case studies, and guest speakers.	Coaching Program: A series of 12 weekly sessions designed to build coaching capacity and effectiveness. Includes a variety of activities, including role-playing, case studies, and guest speakers.	School Pulse: A series of 12 weekly sessions designed to build school pulse capacity and effectiveness. Includes a variety of activities, including role-playing, case studies, and guest speakers.
Year 1	Complete 3 sessions over 12 weeks.	Complete 3 sessions over 12 weeks.	Complete 3 sessions over 12 weeks.	Complete 3 sessions over 12 weeks.
Year 2	Complete 3 sessions over 12 weeks.	Complete 3 sessions over 12 weeks.	Complete 3 sessions over 12 weeks.	Complete 3 sessions over 12 weeks.
Maintenance	Complete 3 sessions over 12 weeks.	Complete 3 sessions over 12 weeks.	Complete 3 sessions over 12 weeks.	Complete 3 sessions over 12 weeks.

Next Steps: Visit HPTschools.com to learn more and get started!

LFS School Support Systems Scorecard: Action Plan

School: _____ Date: _____

Program Elements	Ratings	Action Plan
Self & Collective Efficacy		
Team & Leadership		
Our Planning Process		
High Performance Schools		

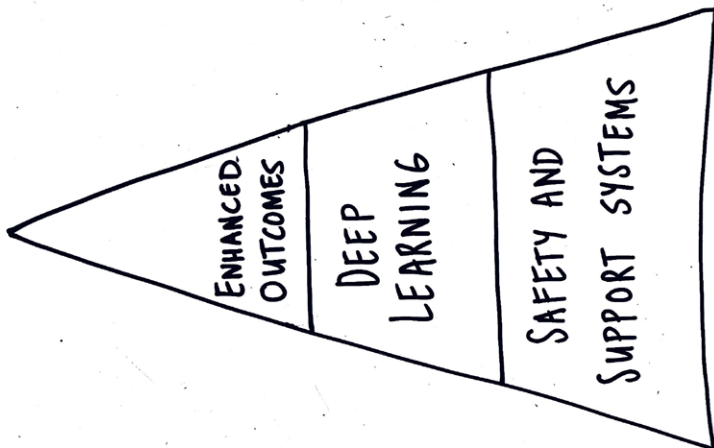
FLOURISHING SCHOOLS

STUDENTS

"YOU HAVE TO
MASLOW BEFORE
YOU CAN BLOOM"

←
BLOOM'S
TAXONOMY

←
MASLOW'S
HIERARCHY



TEACHERS

"YOU HAVE TO
HPT BEFORE
YOU CAN QTL"

←
QUALITY TEACHING
+ LEARNING (QTL)

←
HIGH PERFORMANCE
TEAMS (HPT)



CHAPTER 1

Maximising Whole School Wellbeing



Maximising Whole School Wellbeing **LEADERSHIP SHARES**



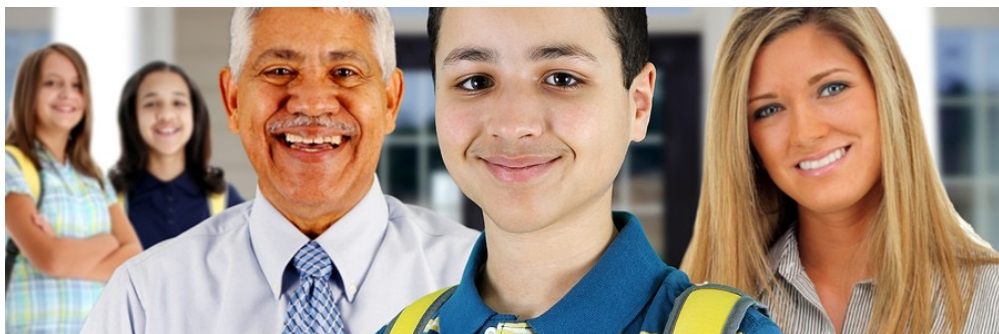
Our school has adopted a collective approach towards improving wellbeing. We do a student pulse survey, this happens weekly and pulse data is collated at the class and year level which is sent to our Heads of Year and we then work out targeted strategies from the wider school perspective.

The class level data is shared with the students so they can discuss how they're going, and put practical strategies in place specific to the needs of their class.

**Carolyn Speers, Deputy Principal,
The Gap SHS, QLD Chair PESA**

CHAPTER 1

Maximising Whole School Wellbeing



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

“The emerging challenge on the horizon, if not already with us, is staff and student wellbeing.” — Tania Angus, Principal

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

‘Wellbeing’ vs ‘Wellbeing in Schools’

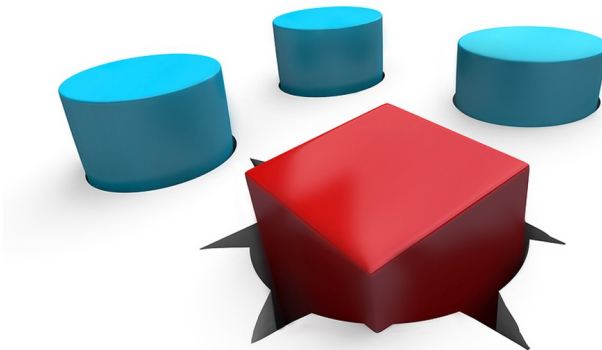
When it comes to the topic of ‘wellbeing’ there are an infinite number of concepts and strategies that school leaders can consider when pondering how to best support staff and students. While the wide playing field of wellbeing in schools is certainly well intentioned, the broad array of approaches has led to an unintended (and counterproductive) consequence – a lack of definitional clarity, which in practice has ultimately created more confusion and distraction from the core business of schools – quality teaching and learning. If we wish to genuinely maximise ‘whole school wellbeing’ we need to understand two key questions: (1) What does ‘wellbeing’ mean in a school context? and (2) How do we measure and maximise wellbeing so all staff and students can flourish?

The Problem of Square Pegs in Round Holes...

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

Wellbeing In Schools: Scope of Practice

Trying to fit a square peg in a round hole?

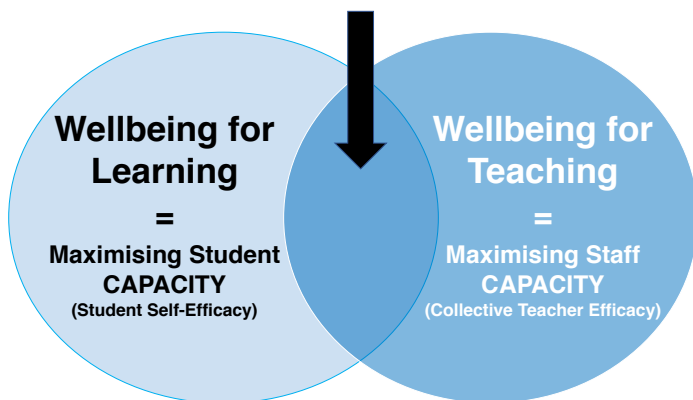


Wellbeing for Teaching & Learning

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

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

Maximising Whole School Wellbeing



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

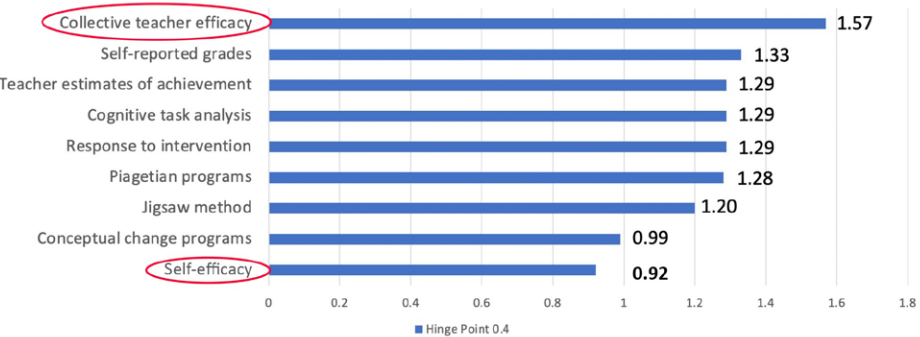
For students, their CAPACITY is reflected in their motivation and confidence to learn and grow in both academic subjects and in peer relationships with classmates. For staff, their CAPACITY is reflected in the creation of engaging and differentiated learning experiences for their students whilst working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

Sidebar: The Link Between Capacity & Efficacy

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

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

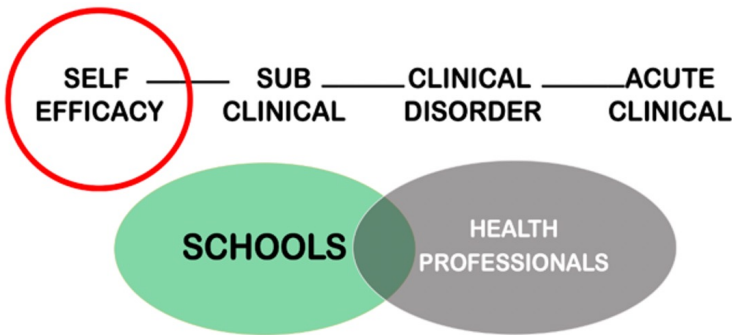
Source: J. Hattie (December 2017) visiblelearningplus.com



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

Wellbeing for Learning: Student Self-Efficacy

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

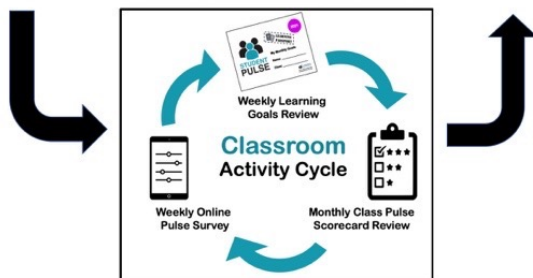
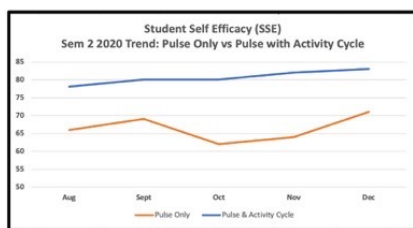
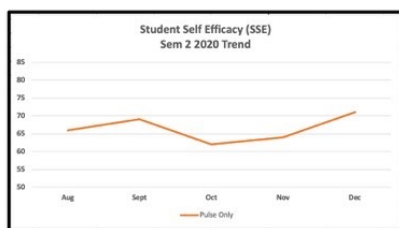


As a construct, Student Self-Efficacy (SSE) has been defined by pioneering social psychologist Albert Bandura as *“the self-belief of a student in their ability to successfully complete their schoolwork and improve in their learning.”* This can be broken down into four inter-related factors: (1) Self-Regulated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

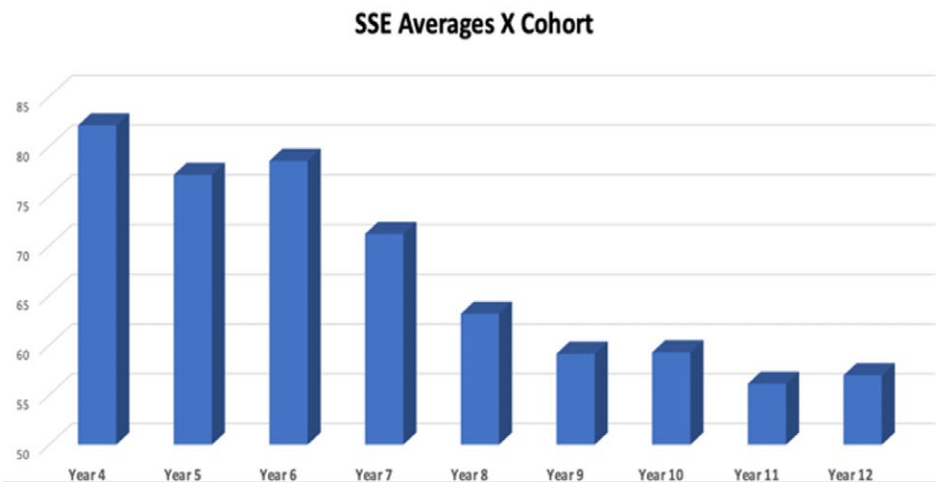
Theoretical Links: Student Self-Efficacy & Teaching & Learning Domains

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

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



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

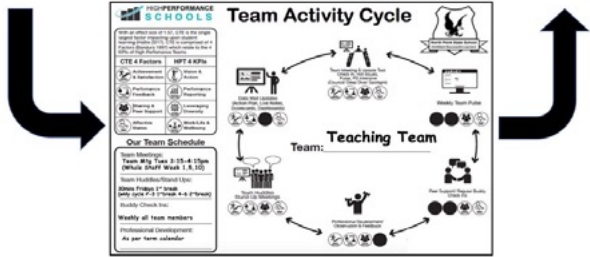
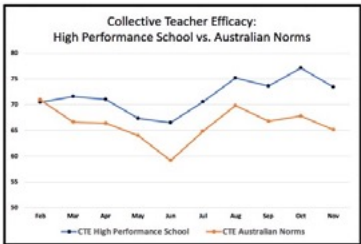
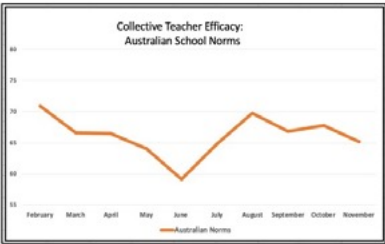


“There is no one size fits all when it comes to wellbeing for learning.”

Wellbeing for Teaching: Collective Teacher Efficacy

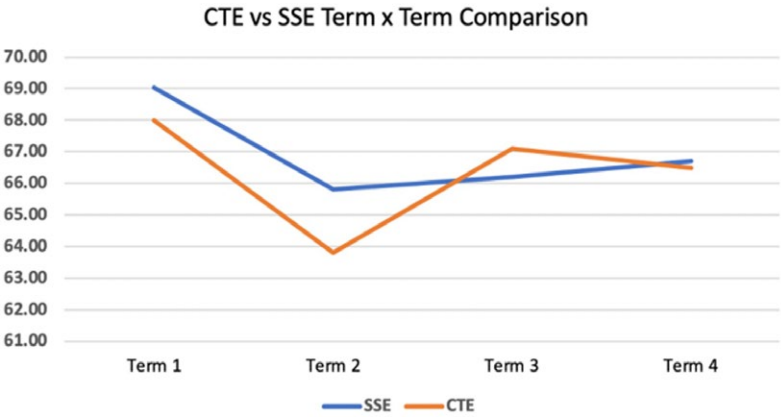
Like SSE, Collective Teacher Efficacy (CTE) has a long research history. As defined by Bandura, CTE is *“the collective belief of teachers in their ability to positively impact upon student learning”* and, like SSE is made up of four distinct yet inter-related factors (1) Mastery Experience (Job Satisfaction), (2) Social Persuasion (Performance Feedback), (3) Vicarious Experience (Peer Support) and (4) Affective States (Work/Life Satisfaction).

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



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

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

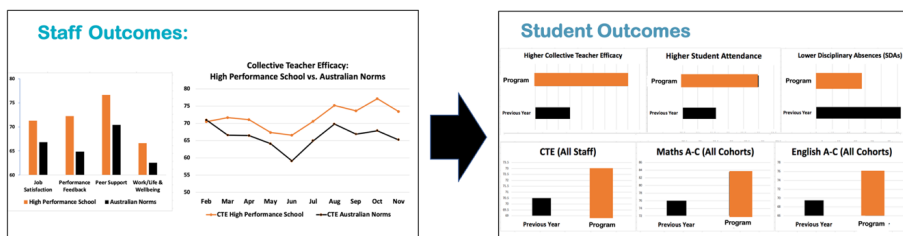


When we track student and teacher wellbeing term by term, teacher wellbeing (CTE) and student wellbeing (SSE) appear to interact – meaning one seems to influence the other and vice versa (see diagram on previous page). Thus, if we really want to maximise Student Wellbeing, we **MUST** also improve Teacher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

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

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

Improved Wellbeing = Quality Teaching and Learning



Bringing It Together

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

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

Take It Further

If you'd like to:

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

Visit: www.hptschools.com/pulse-programs

Chapter 1: Maximising Whole School Wellbeing

- Chapter Summary -

- To genuinely maximise ‘whole school wellbeing’ we need to answer two key questions: (1) What does ‘wellbeing’ mean in a school context? and (2) How do we measure and maximise wellbeing so all staff and students can flourish?
- When schools don’t clarify the definition of wellbeing in the school context and simply promote ad hoc ideas and initiatives around wellbeing, they run the risk of ‘trying to fit a square peg in a round hole’.
- Wellbeing in schools can be broken down into two categories – one for students: ‘Student Self-Efficacy’ and one for teachers (and support staff): ‘Collective Teacher Efficacy’.
- Student Self-Efficacy (SSE) is *“the self-belief of a student in their ability to successfully complete their schoolwork and improve in their learning.”* This can be broken down into four inter-related factors: (1) Self-Regulated Learning (Work Completion), (2) Academic Achievement (Level of Achievement), (3) Enlisting Social Resources (Help Seeking) and (4) Self-Regulatory Efficacy (Staying Motivated).
- Collective Teacher Efficacy (CTE) is *“the collective belief of teachers in their ability to positively impact upon student learning”* and is made up of four distinct yet inter-related factors (1) Mastery Experience (Job Satisfaction), (2) Social Persuasion (Performance Feedback), (3) Vicarious Experience (Peer Support) and (4) Affective States (Work/Life Satisfaction).
- When we track student and teacher wellbeing term by term, teacher wellbeing (CTE) and student wellbeing (SSE) appear to interact – meaning one seems to influence the other and vice versa. Thus, if we really want to maximise Student Wellbeing, we MUST also improve Teacher Wellbeing. The evidence is clear: ‘You can’t have one without the other!’

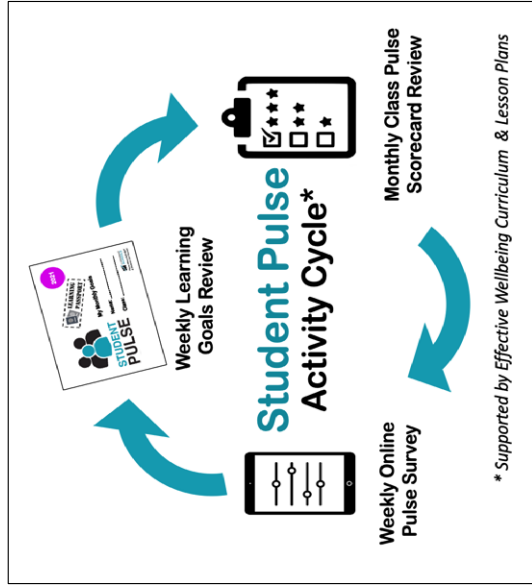


SYSTEMS SNAPSHOT

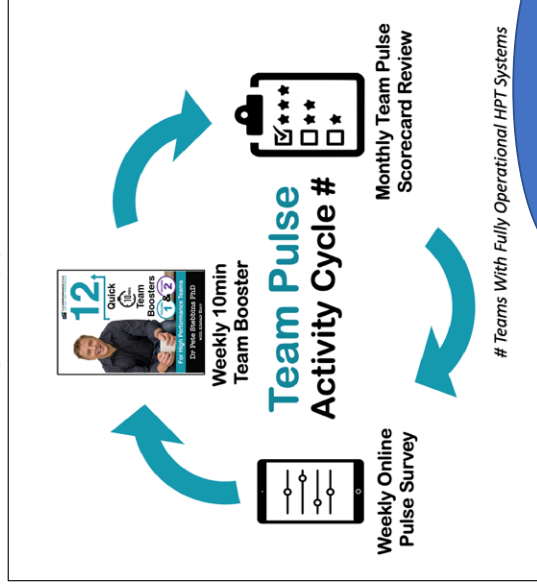
Staff and Student Wellbeing As A School Wide System



Students x Class



Teaching & Support Teams



Tools & Templates
at: HPTschools.com

Maximising Whole School Wellbeing

Next Steps: Toolkit

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

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

HOMEOVERVIEWCOACHINGLEVELS**TOOLS**ARTICLESPAYMENTSCONTACTSHOP

LEADERSHIPSTAFF PDSCHOOL PULSEONLINE COURSESDOWNLOADS

HPT TOOLS

SCHOOL SYSTEMS SCORECARD
CLICK HERE

TEAM SYSTEMS DIAGNOSTIC
CLICK HERE





LEVEL UP TEAM ASSESSMENT
CLICK HERE





PLATINUM COMMUNICATION TOOL
CLICK HERE

COLLABORATION ZONES QUIZ
CLICK HERE

COLLECTIVE EFFICACY AUDIT
CLICK HERE

SAMPLE Collective Efficacy Audit Report

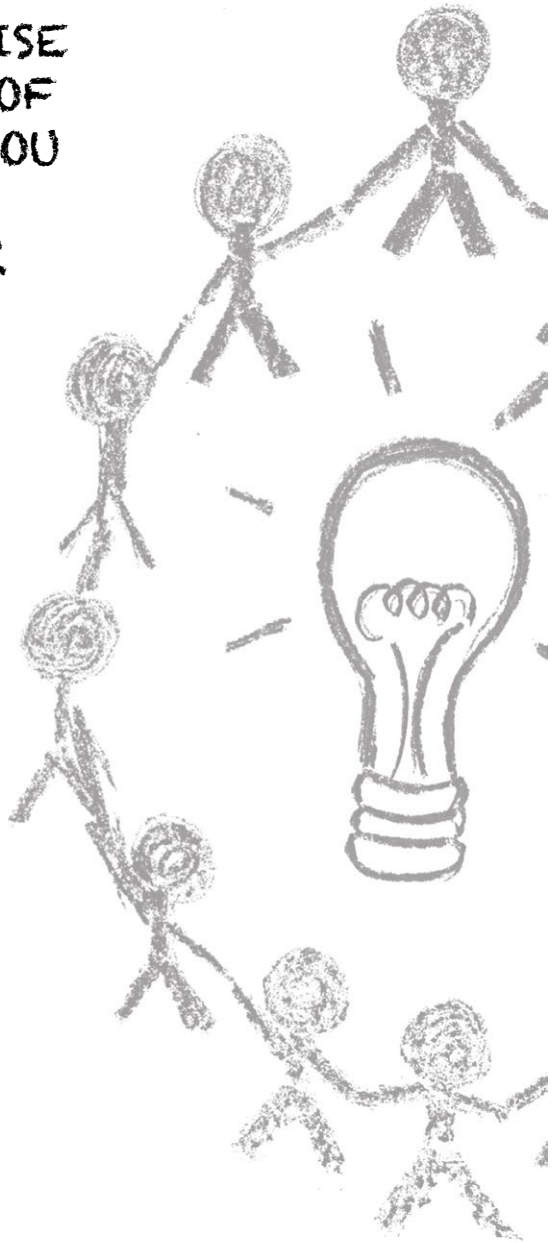
Collective Efficacy Audit Tool – REPORT				
Collective Efficacy Factors	 Mastery Experience	 Social Persuasion	 Vicarious Experience	 Affective States
Know: How our team develops a shared understanding...	LOW	MEDIUM	VERY HIGH	HIGH
Do: The tools and strategies we use to improve this...	MEDIUM	LOW	MEDIUM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

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

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'YOU DO NOT RISE
TO THE LEVEL OF
YOUR GOALS. YOU
FALL TO THE
LEVEL OF YOUR
SYSTEMS.'

James Clear





CHAPTER 2

Collaborating In The Goldilocks Zone



Collaborating In The Goldilocks Zone **LEADERSHIP SHARES**



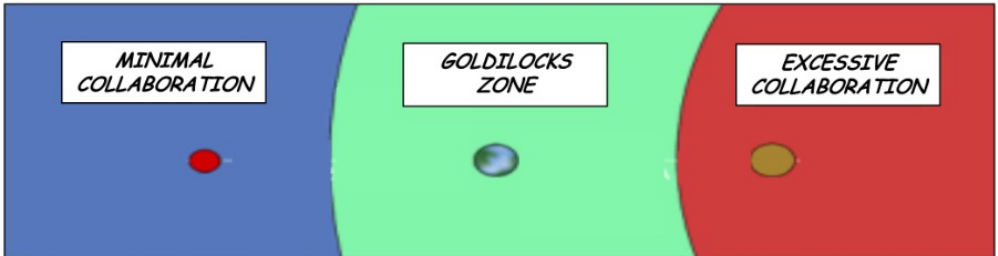
We have created a collaboration road map for the whole school and for each and every team which is displayed on their team data walls.

At every weekly meeting, teams review their data walls focusing on the school's vision and purpose, ways of working together, progress on goals and targets, and opportunities to stretch what is possible to maximise student outcomes.

Tracy Egan, Principal,
Mango Hill State School

CHAPTER 2

Collaborating In The 'Goldilocks Zone'



Goldilocks Zone (Astrobiology) = Area of Optimal Habitat




School Improvement & Effective Collaboration

After working with hundreds of schools across multiple systems in multiple countries, *'inconsistencies in school-wide pedagogy and practice'* is one of the most frequently identified (and important) school improvement issues I have come across. *'Improving Collaboration'* (i.e., working together better to optimise outcomes) is typically one of the corresponding school improvement recommendations arising from such problems, which makes a lot of sense too. After all, if you're the external advisor appointed to complete a review of the school and you've done multiple interviews where staff are 'not sure of things', 'don't remember things', or provide a 'contrarian view' to the school leaders perspective, you are on safe ground to identify 'collaboration' as one of the key issues.

'Improving' Collaboration: Too Little or Too Much?

BUT (there's always a but)... here's the catch, for many school leaders once they receive their reports and are trying to work out what to do next: 'improving' collaboration does not necessarily equal 'increasing' collaboration – and somewhat paradoxically, in many cases the antidote needed is to actually 'decrease' collaboration (I know this may sound bizarre and counter intuitive to some people so please hear me out). You see, the problem of staff 'not being sure of things', 'not remembering things', or 'having a contrarian view' can be caused by BOTH a lack of collaboration or excessive collaboration – also known as collaboration overload.

When the problem is caused by a ‘lack’ of collaboration where staff feel uncertain and isolated (a.k.a. ‘mushroom syndrome’ or being kept in the dark) the solution is to increase the flow of communication by raising the amount of information shared and the volume of relationship connections. But when the problem is caused by ‘excessive’ collaboration (where staff feel exhausted and detached – overwhelmed by too much communication and too many relationships to manage) the solution needed is in the opposite direction, to reduce the amount of communication and volume of relationships to manage. For many school leaders the strategy of reducing the amount of communication and relationships among staff to improve collaboration seems counterintuitive. Let’s unpack the evidence for why this may well be what’s needed for some schools trying to tackle the tricky problem of ‘improving collaboration’.

Factors	MINIMAL Collaboration	HEALTHY Collaboration	EXCESSIVE Collaboration
Communication (Brooks’ Law)	Mushroom Syndrome	Informed & Up To Date	Overwhelmed & Confused
Relationships (Dunbar’s Number)	Uncertain & Isolated	Connected & Content	Detached & Disconnected
Wellbeing (Symptom Profile)	Low Mood & Anxiety	Calm & Focused	Frustrated & Exhausted
Hazard Profile (High/ Low Risk)			

Optimising School Wide Collaboration: ‘The Goldilocks Zone’

One of the most important things needed for human beings to flourish is to be able to live and work in optimal environments. In the story of Goldilocks and The Three Bears this narrative was focused on finding the right chair, bed and food to eat – for if Goldilocks had a great chair she could sit without any poor posture or discomfort, a great bed would provide a restful night’s sleep and great food would create the nutrition needed to have the energy to be her very best self! Importantly, the fairytale reminds us it is possible to have extremes on both sides of the optimal state (i.e., too hot or too cold, too hard or too soft etc.) and this is so important when it comes to considering the issue of school-wide collaboration – but let’s not rely on fairytales alone, let’s look at the science of astrobiology too.

Astrobiology, which is the study of life forms across the universe, was made famous in the 2015 Matt Damon movie ‘The Martian’ where the lead character is stranded on the planet Mars and must recreate the optimal habitat for growing plants and generating food so he can survive. Astrobiologists know that the optimal living conditions for humans (a.k.a ‘The Goldilocks Zone’) occurs when the right amounts of various elements are present (as opposed to too much or too little).

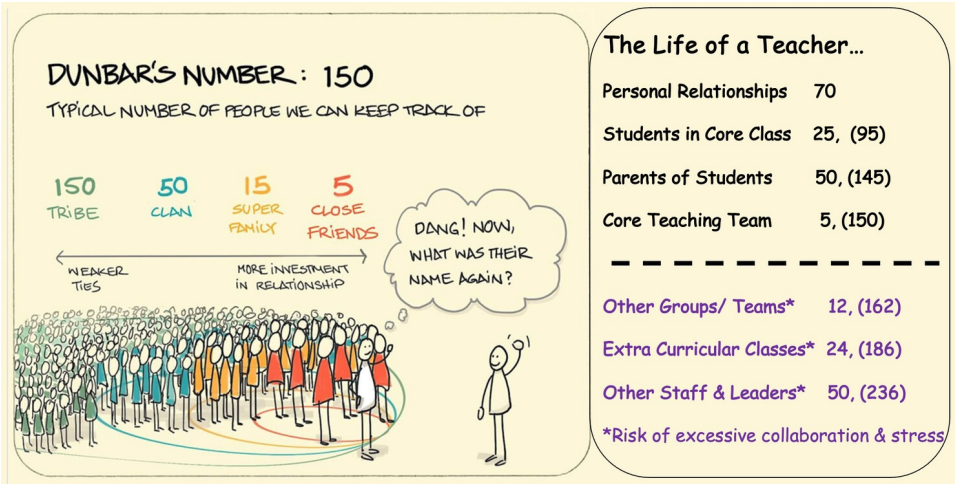
So, whether it's a fairytale or science that we draw inspiration from (or even William Shakespeare who said 'too much of a good thing can be bad') we can clearly see the answer to 'improving collaboration' in schools is about creating a healthy, 'Goldilocks' Zone for collaboration.

Optimising Collaboration: Dunbar's Number & Brooks' Law

Both minimal and excessive collaboration have negative impacts on wellbeing and create significant risks to school performance (see Table on previous page). The two factors which ultimately dictate the extent to which collaboration is minimal, excessive or in the healthy 'Goldilocks Zone' are 'relationships and 'communication' with the corresponding theoretical principles of Dunbar's Number of relationships and Brooks' Law of communication providing some approximation for parameters for school leaders to consider. So, let's unpack the practical leadership knowledge each of these two theories can provide and share some actionable tools and tips on how school leaders can improve their approach to school wide collaboration so they achieve the optimal 'Goldilocks Zone' state where staff and students can flourish!

Dunbar's Number of Key Relationships

'Dunbar's number' refers to the notion that there exists a cognitive limit on the number of relationships a person can manage. The number of 150 was first proposed in the 1990s by British anthropologist Robin Dunbar to explain the maximum number of social relationships (both work and personal) human beings can keep track of (see diagram on next page). Like any theory of this type, there is the usual pile on of statisticians and theorists questioning its validity, contrasted by a large number of practical business people, school leaders, HR managers and others who all agree that human beings have a finite capacity when it comes to the maximum number of relationships they can attend to at any given time. With the number of 150 consistently appearing as a practical guide.



At an organisational level completing a 'school-wide collaboration map' (see example on previous page) identifying the groups and teams' staff are expected to belong to and invest in is also a very useful strategy to optimise this aspect of collaboration.

School-Wide Collaboration Maps: Practical Tools and Tips

The process of backward mapping all the teams and groups within your school and cross checking the extent to which staff are expected to manage a number of relationships that may exceed Dunbar's Number is a powerful way to build a high capacity culture in your school. If school leadership teams get 'stuck' while undertaking this work, we typically find this is caused by potential role confusion within the leadership team itself and thus we need to take 'one step back before we can take two steps forwards'...

Leadership Team Charts & Role Clarity: *The GSTs*

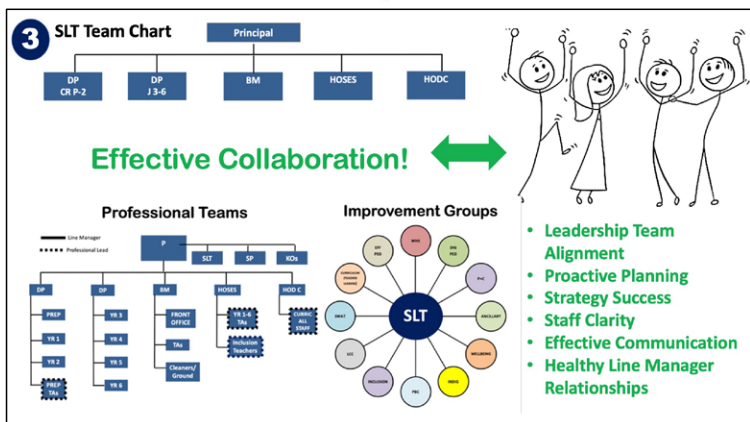
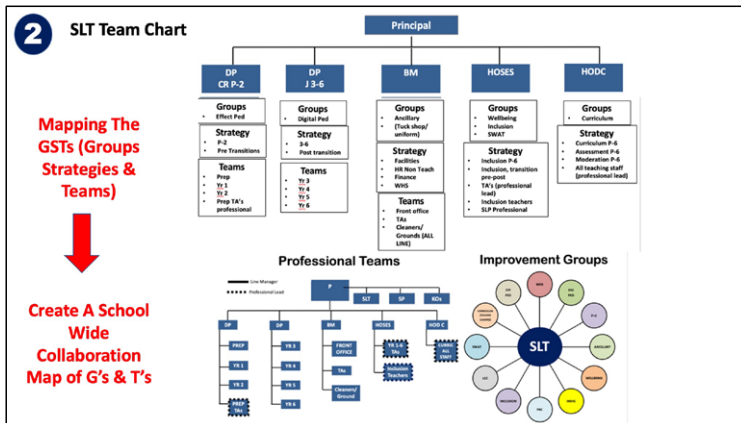
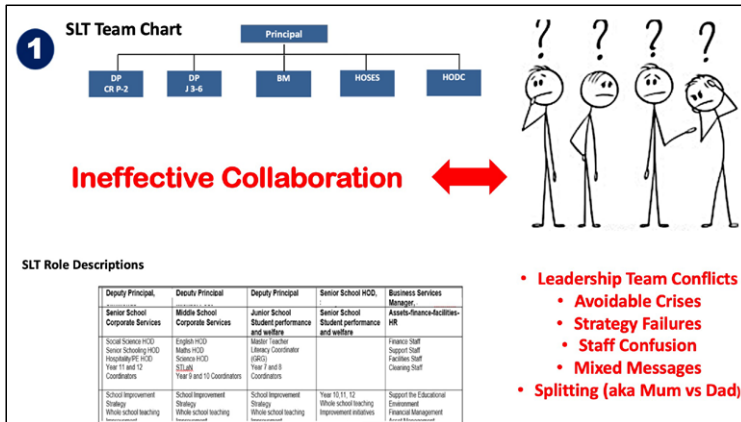
One of the most frequently occurring obstacles to building an effective school wide collaboration map is due to role confusion within the leadership team itself. Sometimes there is confusion within the leadership team about who is the line manager of various professional 'teams'; who is the chair of the various improvement 'groups' (a.k.a committees), and who is the overall responsible person to oversee the implementation of key 'strategies'. Sometimes there are also multiple 'managers' of the same staff or multiple people being given the overall responsibility for various strategies causing untold confusion and frustration across the wider school.

This problem occurs despite the fact that most School Leadership Teams typically have detailed role descriptions for each team member as well as a basic team chart showing the reporting lines for team members (see diagram (1) on page 47). If you encounter this problem then the action step is to clarify the individual responsibilities of each member of the school leadership team for different Groups, Strategies and Teams so there is a clear and accountable person for each area (see diagram (2) on page 47). Another 'tricky' bit that may occur at this point is where leadership team members may be confused about the underlying definitions of what constitutes a 'Team' or a 'Group'. The Table on the next page should assist if you encounter this problem.

Teaching Team	Improvement Groups
Data Accountability At Group Level	Data Accountability Not At Group Level
Working on same curriculum level	Working on different curriculum levels
Working with same age / development group	Working with different age / development groups
Working on similar classroom and behaviour dynamics	Working on different classroom and behaviour dynamics
Working with peers with higher day-to-day contact	Working with peers with lower day-to-day contact

With clear accountabilities established for each member of the school leadership team across applicable ‘Groups’, ‘Strategies’ and ‘Teams’ (noting this will look quite different across different members of the leadership team according to their core role and duties) the last step to drawing the school wide collaboration map is quite straight forward.

All the ‘Groups’ are drawn up as circles in a hub and spoke model reporting back into the school leadership team and all the ‘Teams’ are drawn as rectangles in a traditional line management organisation chart (see diagram (3) on page 47). Once the leadership team has then made any final adjustments to the structure to minimise the risks of ‘relationship overload’ for staff, the School-wide Collaboration Map is then published and distributed to all staff triggering more effective collaboration across the school.

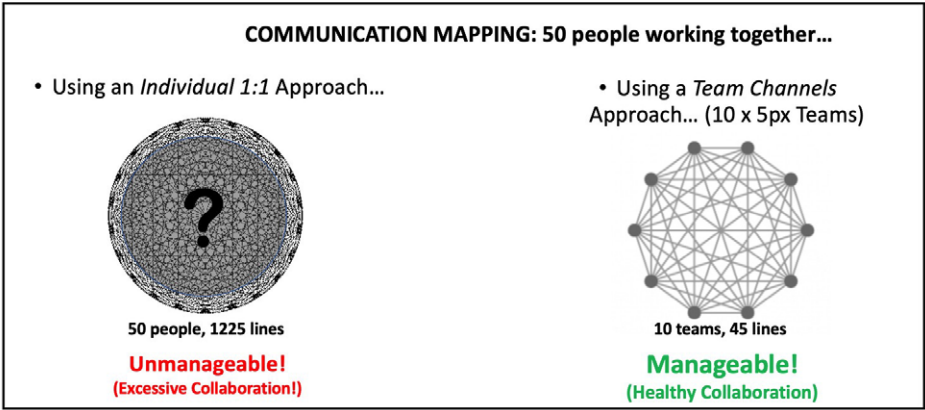


Brooks' Law of Communication

Brooks' Law states that '*as groups get larger, timelines get longer and the risk of errors increases*' and was originally applied to communication risks in project teams. The idea being that the more people that are involved in working on a collaborative task, the more lines of communication that must be satisfied to keep everyone up-to-date with each other to optimise their teamwork. The usefulness of this idea for school leaders is around 'mapping communication channels' (individual vs team channels) and taking an honest look at how information actually flows around the school and improving the efficiency and effectiveness of school-wide communication using team channels. Many schools have staff updates and newsletters, but they may be ignored by many staff and/or their content and distribution strategy is poorly executed so the reality is more of a 1:1 individual approach which, as you can see in the diagram below, creates an enormous volume of communication with corresponding risks of gaps, misinformation and errors.

BROOKS' LAW of Communication

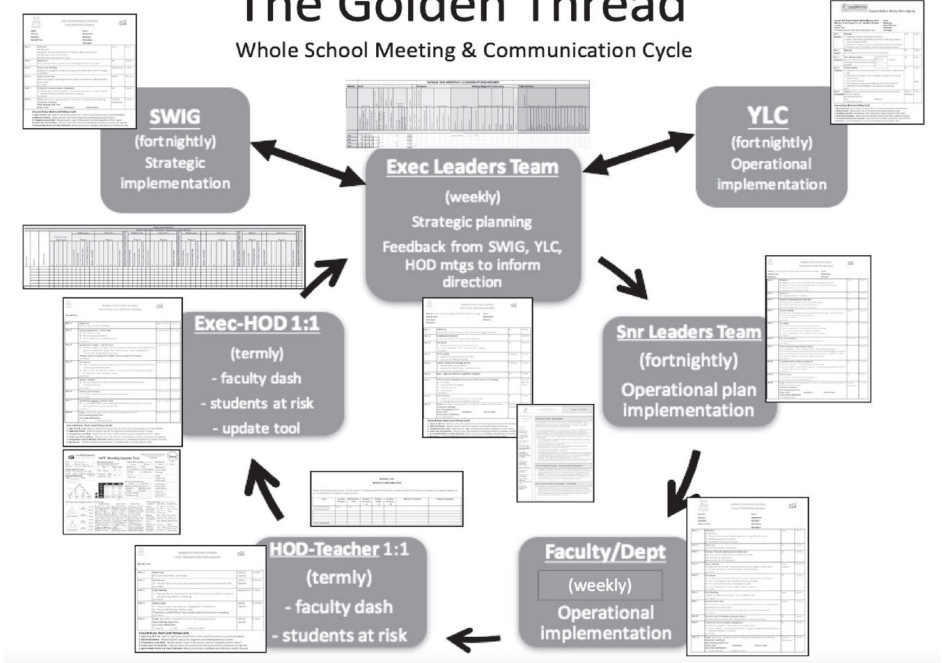
'As groups get larger, timelines get longer, and the risk of errors increases.'



The use of frequent and effective 'team channels' of communication massively reduces the risk of communication confusion and/or overload. The next page shows an example of an optimised school wide meeting and communication cycle which is also referred to as 'The Golden Thread'.

The Golden Thread

Whole School Meeting & Communication Cycle




To ensure your school is in the ‘Goldilocks Zone’ of communication there are two things to consider (1) optimising your School-Wide Meeting and Communication Cycle and (2) implementing team specific and school-wide data dashboards which enable data conversations that look at the interaction effects between student performance, wellbeing, behaviour and attendance, and the fluctuating collective efficacy levels of their corresponding teams of teachers.

1. Optimising School-Wide Meeting & Communication Cycles: Practical Tools and Tips

Regarding the process of optimising your School-Wide Meeting and Communication Cycle, this is about both the frequency and effectiveness of newsletters and staff updates as well as the effectiveness of team meeting agendas to enable both reactive and strategic issues to be addressed. An effective school-wide meeting and communication cycle is also referred to as ‘The Golden Thread’ because there is alignment or ‘line of sight’ between organisational objectives and the leadership and team meeting and communication structures which maximises performance.

When we focus in on team meetings, there are several important roles needed such as 'chair', 'moderator' and 'live note taker'. This enables teams to manage time effectively, ensure active contribution from all team members, and document actions and accountabilities arising from the meeting and share these within the team and with relevant stakeholders.

You can see the special recipe of an effective Team Meeting Agenda in the diagram below. The flow of meeting items creates safety and inclusion and addresses any 'hot issues' proactively. This enables staff to be fully focused on more strategic items in the second half of the meeting. If you'd like to learn more about how to develop more effective meeting agendas and the meeting roles and protocols that massively boost team collaboration we expand on this in our 'Level Up: 5 Quickstarts for High Performance Teams' which you can download from HPTschools.com.



HPT Meeting Agendas...

Teaching Team Forum Meetings - Weekly Agenda (60min)

(Team Name) Team Meeting (60min)
Purpose & Vision)
Location:
Date & Time:

Chair:
Moderator:
Live Notes/ Minutes:
Attendees:
Apologies:





Item	Activity	Chair	Time
Item 1	Check In • Team Purpose, Team Role & Accountability: • Setting Team Purpose & Outcomes: • Moderator Check & Ground Rules	Chair	1 min
Item 2	Check In • Team Purpose, Team Role & Accountability: • Setting Team Purpose & Outcomes: • Moderator Check & Ground Rules	All & Lead	4 min
Item 3	Check In • Team Purpose, Team Role & Accountability: • Setting Team Purpose & Outcomes: • Moderator Check & Ground Rules	All & Lead	4 min
Item 4	Check In • Team Purpose, Team Role & Accountability: • Setting Team Purpose & Outcomes: • Moderator Check & Ground Rules	All & Lead	4 min
Item 5	Check In • Team Purpose, Team Role & Accountability: • Setting Team Purpose & Outcomes: • Moderator Check & Ground Rules	All & Lead	4 min

Brain Friendly Sequence of Items (Neuroscience)

Andragogy Focused Activity (Learning By Doing)

Time Bound Items – Self Manage Input (C.A.R.D color friendly can't be cut-off prior to allocated time finishing but can finish early if you choose to)

Live Notes (vs minutes) on screen to show 'on' vs 'off' the record

When we focus in on our team and school wide communication, there are some very powerful and effective newsletter and update templates that enable rapid sharing of information between teams and across the school. The use of quick newsletter updates shared across teams is important as staff may or may not read in full the 'live notes' (aka minutes) that may be shared across teams. And of course we can't revert to the trap of having to rely on too much 1:1 communication as this compromises Brooks' Law and ultimately lowers organisational performance.

When Communication Channels Fail: Staff Not Reading Newsletters & Updates...


Despite having an appropriate frequency and useful content in their staff newsletter and update cycles, many schools have problems due to staff simply not reading these updates. There are a 3 main reasons this happens which are worth noting such as:

- 1. The newsletter or update design not having clear headings and brief accessible information so it can be skim read for specific issues and deeply read for wider understanding;
- 2. Staff being overwhelmed and exhausted and as a result deprioritising reading updates in their work schedules; and
- 3. The insidious dark side of helpful ‘rescuer’ tendencies of leaders who follow up individually with staff to ‘make sure they read the update’ which paradoxically encourages staff not to read them (knowing that if it’s really important someone will come and tell them personally).

Whilst all 3 of these issues have specific solutions, a great ‘cover all’ strategy is to include a 2-3min agenda item in every team meeting to review staff updates and newsletters that are relevant to the team and note any feedback to share more widely (see example below).

SLT STAFF UPDATE REVIEW

*ENSURING ALL
STAFF READ
SLT UPDATE...*



Teaching Team Forum Meetings - Weekly Agenda (30mins)		
(Team Name): Team Meeting (80mins)	Chair:	
(Purpose & Vision)	Lead Notes Minutes:	
(Date & Time)	Attendees:	
	Agendas:	
Item 1 Inclusion	PRE-WORK - Complete Update Task & Review/ Update Team Data Wall Focus: • School Purpose, Team Role & Accountability; • Meeting Team Purpose & Outcomes; • Stakeholder Link & School Role; Check In	Chair All 8 min
Item 2 Proactive	Item 2 - Action 2-3 min to take up action plan items • For & Share Task 2-3 min - Write on whiteboard and begin note (5 min per person) (2 min) • Top 2 topics identified • 1 min - introduce / 1 min - clarify / 3 min - discuss / 1 min takeaways Use Notes	Chair & Lead All 10 min
Item 3 Strategic 1	Leader's Update/ Team Pulse/ Dashboard & Action Plan Cycle) • Monthly Team Pulse Wellbeing Scorecard Discussion, or • Dashboard Review & Action Plan Update, or • Senior Leaders Update and Q&A Use Notes	All & Line Manager All 4 min
Item 4 Strategic 2	PD Initiative (Clarify) - focus on professional personal growth & identify student support needs • The Current Staff Members? • Deep Dive/Share down a 24 • Quality Teaching Spotlight + • The Current project and 3 min take up into it and do. Cycle times are 30 + 15/30 down 15/30/30 down 15/30/30 • Deep Dive must be prepared for present (one person coach and one for minutes) (the preparation worksheet is provided) • Quality Teaching Spotlight or PD success planner - Engage (30) Explain (15) Explore (30) Elaborate (15) Use Notes Share Share & Spotlight Success Forward Share (30) 15	All or nominated presenters All 30 min
Item 5 Accountable	Check Out • Stakeholder Feedback Next meeting date/time Notes: Chair	Chair & nominated presenters All 2 min

Item 2A Proactive 1	SLT Staff Update: Review & Comments – scroll through latest SLT staff update ensuring all team members have read. Note any comments or feedback to share with leadership team. (No additional discussion at this point in the meeting.) <i>Live Notes:</i>	All	3 min
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2. Dashboard Datasets That Show Interaction Effects

Often data sets in schools exist in different systems and are reported in different formats and templates making data analysis both time consuming and complicated, increasing the risk of faulty interpretations and conclusions. It is not uncommon for dashboards datasets to be either (a) too simplistic to be useful (i.e., lacking any additional information beyond specific assessment results which does not allow analysis of interactions effects necessary to fine tune improvements in teaching and learning); or (b) so overloaded with any and all information available that they are too overwhelming to enable useful analysis and identification of nuanced improvement strategies.

To fix this problem we need to build the ‘Goldilocks’ version of data dashboards which are neither too simplistic nor too overloaded but instead are ‘just right’! A great data dashboard provides teachers (and leaders) with datasets that show the interaction effects between a specific area of student performance and the related wellbeing, behaviour and attendance data (as well as the impact of the collective efficacy levels of their corresponding teams of teachers). Having accessible and easy to understand comprehensive data sets increases the accuracy of interpretation and thus the usefulness in subsequent improvement strategies. An example of a ‘Goldilocks’ data dashboard which clearly shows the interaction effects of wider student and staff variables on academic outcomes is on the next page.

When these ‘Goldilocks’ dashboards are implemented across the school, staff within specific teams can adjust teaching and learning strategies based on the underlying causative issues – accounting for the current state of ‘capacity’ as well as the ‘capability’ of their students (and their peer staff). Additionally, school leaders can look at the trends across the whole school differentiating support for staff across teams and learning needs across cohorts, creating a much more powerful and effective cycle of communication and support over the longer term.



Data Dashboards

**Cohort
Interaction
Effects**

**Lead
Indicators
(CTE & SSE)**

50:40:10 Lead Indicator Dashboard UPPER PRIMARY EXAMPLE		Prev. Yr. School Average	Year 4												Year 5												Year 6																					
			T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4										
Improving Attendance	Attendance Rate %	92.6%	97.3	97.0	92.4	91.1	92.7	92.0	91.5	91.1	95.8	95.0	92.1	91.9	93.1	92.0	92.3	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5	91.5
	% less than BS%	6.7%	4.3	4.6	8.8	5.3	5.4	5.3	5.8	5.6	4.4	4.9	3.5	3.8	3.1	2.6	2.9	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	
Lifting the Top	English A Standard %	29%	37	37	30	31	36	41	42	43	43	34	16	16	20	22	20	28	28	14	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Maths A Standard %	27%	36	36	40	44	47	49	50	50	50	19	22	17	20	26	28	30	30	20	25	23	28	34	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
Reaching Standard	English C and above %	91%	90	87	88	85	85	82	85	85	85	86	87	87	88	87	88	87	88	87	88	87	88	87	88	87	88	87	88	87	88	87	88	87	88	87	88	87	88	87	88	87	88	87	88	87	88	
	Maths C and above %	94%	96	96	96	92	93	97	96	96	96	89	90	90	91	92	92	93	92	90	93	95	96	96	96	96	96	96	96	96	96	96	96	96	96	96	96	96	96	96	96	96	96	96	96	96	96	
Safe and Disciplined Students	Average Daily Incidents (Minor)	4.5	0.30	0.51	0.45	0.45	0.38	0.49	0.41	0.38	0.50	0.43	0.60	0.72	0.75	1.70	0.75	0.81	0.81	0.40	0.57	0.50	0.45	0.40	0.49	0.40	0.43	0.40	0.57	0.50	0.45	0.40	0.49	0.40	0.43	0.40	0.57	0.50	0.45	0.40	0.49	0.40	0.43	0.40	0.57			
	Average Daily Incidents (Major)	4.59	0.75	0.91	0.63	0.68	0.45	0.61	0.76	0.55	0.50	0.88	0.93	0.87	0.75	2.43	1.25	0.51	0.75	0.98	0.75	0.68	0.50	0.61	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50		
Positive Behaviour	Total Number SDAs	51	0	1	1	3	2	2	2	4	9	0	0	0	0	3	1	1	0	3	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Number of Students with SDAs	28	0	1	1	1	1	2	1	3	0	0	0	0	0	3	1	1	0	2	1	0	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Student Self-Efficacy	Students on Bronze	5	5	3	5	4	5	4	7	10	5	6	3	4	5	13	7	10	2	5	3	3	4	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Green Slips P/Class P/Week (Av)	17	16	20	13	16	16	16	16	14	13	22	22	17	23	20	23	22	15	22	22	22	23	20	18	22	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20		
Learning Walls	Work Completion	61	60	61	64	61	66	62	75	61	64	68	73	52	66	61	69	65	62	65	62	63	63	62	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	
	Level of Achievement	71	80	84	75	67	90	61	67	74	77	74	61	55	68	55	76	77	78	75	69	74	85	76	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	
	Help Seeking	72	76	63	75	67	90	61	67	74	77	74	61	55	68	55	76	77	78	75	69	74	85	76	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	
	Motivation	71	70	62	68	78	76	71	75	71	61	80	77	49	66	67	74	76	61	58	45	48	62	71	73	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60		
	Student Self-Efficacy Score	73	76	72	76	73	86	77	70	76	74	85	71	55	71	71	72	75	75	72	67	69	62	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	
	3rd Teacher Walls Updated	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N		
Building Collective Teacher Efficacy	Team Data Wall Updated	98%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
	Team Activity Cycle Completion	98%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
	HPT Job Satisfaction	81	79	79	84	64	71	74	76	66	67	65	76	74	71	81	82	83	81	81	84	85	86	83	87	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	
	HPT Performance Feedback	81	83	88	80	85	82	77	78	76	74	94	94	89	93	92	93	87	84	83	86	93	91	94	87	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	
	HPT Peer Support	89	85	89	80	87	82	76	76	74	74	96	96	94	96	92	96	96	97	96	93	91	94	87	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	
	HPT Work/Life & Wellbeing	76	63	76	63	72	76	71	68	68	73	79	74	81	82	84	71	74	73	74	73	74	80	77	67	69	72	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	
Community Engagement	Collective Team Efficacy	77	63	72	73	73	74	74	71	66	68	69	81	86	84	89	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	
	School Newsletter Engagement	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26		
	Non Payments (%)	9%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		

Bringing It Together

We began this chapter by identifying the need to ‘improve collaboration’ as a common (and important) issue facing schools, and the tricky problem of getting collaboration levels right (neither too minimal nor too excessive). Drawing on analogies from fairy tales and Astrobiology we have built the case for the ‘Goldilocks Zone’ of collaboration to be the optimal state and, in a school context, this is about optimising the *amount of communication and number of relationships* that each staff member needs to manage.

We also discovered that by using practical principles derived from Brooks’ Law and Dunbar’s Number we can map communication and relationships across the school which can, in turn lead to improvement in the effectiveness of our team structures, communication channels, meeting strategies and data dashboard design. And, when we optimise our school’s collaboration strategy, we enter the ‘Goldilocks Zone’ of school-wide collaboration which is a place where all staff and students can flourish!

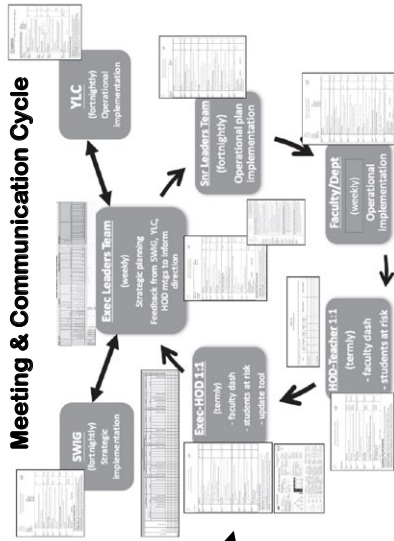
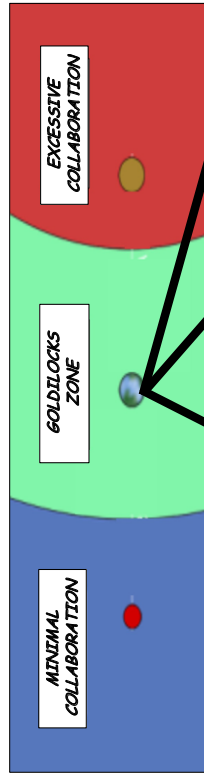
Chapter 2: Collaborating In The ‘Goldilocks Zone’ - Chapter Summary -

- Collaboration is defined as *‘working together better to optimise outcomes’*.
- ‘The Goldilocks Zone’ is a term astrobiologists use to describe the optimal living conditions for humans where the right amounts of various elements are present (as opposed to too much or too little). This analogy can be applied to collaboration in schools to better enable staff and students to flourish.
- The two factors which ultimately dictate the extent to which collaboration is minimal, excessive or in the ‘Goldilocks Zone’ are ‘relationships and ‘communication’ with the corresponding theoretical principles of Dunbar’s Number of relationships and Brooks’ Law of communication.
- Dunbar’s Number states that (generally speaking) human beings can attend to a maximum of 150 relationships at any given time. For staff, schools need to plan their class numbers and team and group sizes to avoid having too many or too few relationships for staff to manage.
- Brooks’ Law of communication states that as teams get larger the time it takes to complete tasks and the risk of errors increases. For a school to flourish communication needs to be efficient and effective through team channels to avoid the trap of excessive 1:1 communication which creates cognitive overload.
- Enhancing effective team communication is about developing effective team meeting agendas and protocols as well as creating data dashboards which enable clear and up-to-date analysis of student performance in connection with influencing variables such as attendance, behaviour and wellbeing.



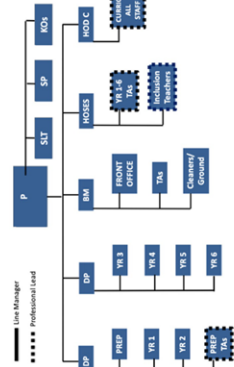
SYSTEMS SNAPSHOT

Collaborating In The 'Goldilocks Zone'

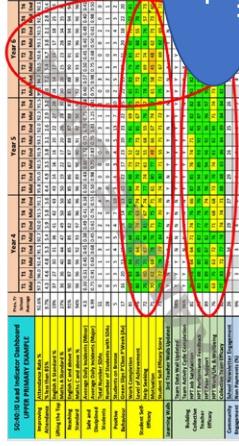


School Wide Collaboration Map

Professional Teams



Data Dashboards



Cohort
Interaction
Effects

Tools &
Templates at:
HPTschools.com

Collaborating In The ‘Goldilocks Zone’

Next Steps: Toolkit

- Does your school collaborate in the ‘Goldilocks Zone’?
- Complete the ‘*Collaboration Zones Quiz*’ for your 1-page report and action plan.
- Go to: HPTschools.com – Tools – ‘*Collaboration Zones Quiz*’

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COLLABORATION ZONES QUIZ

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COLLECTIVE EFFICACY AUDIT

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Table 1. Collaboration Zones: Status Report				
Factors	MINIMAL Collaboration	GOLDILOCKS Zone	EXCESSIVE Collaboration	
Factor 1: Relationship Management	RISK OF OVER FOCUS	ACTIVE ENGAGEMENT	RISK OF DETACHMENT	
Factor 2: Communication Strategy	MUSHROOM SYNDROME	INFORMED & UP TO DATE	OVERWHELMED & CONFUSED	
Factor 3: Meeting Effectiveness	INEFFECTIVE & BORING	EFFECTIVE & PRODUCTIVE	INEFFECTIVE & OVERPLANNED	
Factor 4: Data Dashboards	LACKING INFORMATION	INFORMATIVE & INSIGHTFUL	INFORMATION OVERLOADED	

Table 2. Relationships & Communication: Detailed Analysis				
Factor	MINIMAL Collaboration	GOLDILOCKS Zone	EXCESSIVE Collaboration	IMPROVEMENT STRATEGY ...
1a. Relationships: Total No.	<50	50-100	100+	
1b. Relationships: Team Membership	Member of Workforce Only	Assigned to Key Team. Priority Over Others	Assigned to Multiple Teams. Equal Priority	
2a. Communication: How	Aid Mac Team, School & Individual Concerns	Frequent & Useful. Convers. like Extra 1:1	Frequent Concerns & High Extra 1:1 Concerns	
2b. Communication: Response Pattern	Withdrawn & Avoidant	Focused & Engaged	Frustrated & Defensive	

Table 3. Meetings & Dashboards: Detailed Analysis				
Factor	MINIMAL Collaboration	GOLDILOCKS Zone	EXCESSIVE Collaboration	IMPROVEMENT STRATEGY ...
3a. Meetings: Scheduling	Monthly (or less frequent)	Weekly / Fortnightly	Daily – 5-3 Times Per Week	
3b. Meetings: Effectiveness	Ineffective & Boring	Effective & Productive	Ineffective & Overloaded	
4a. Dashboards: Discussions	Compliance Driven	Data Informed / Insightful	Tail Wagging The Dog	
4b. Dashboards: Accessibility	Lacking Information	Adequate Information	Too Much Information	



CHAPTER 3

Communicating Using The Platinum Rule



Communicating Using The Platinum Rule

LEADERSHIP SHARES



We completed our team talent maps to help us identify the talents across our school and enable people to work within their strengths, because we know when they do this they're happier and able to collaborate more effectively,

We also completed our 'above and below the line' behaviour charts. This is about saying if we're going to work together, how do we do this well? What would we like it to look, sound and feel like? These communication protocols help us set the context for safe conversations and feedback.

Samantha Donovan, Principal,
Norfolk Village State School

CHAPTER 3

Communicating Using The Platinum Rule



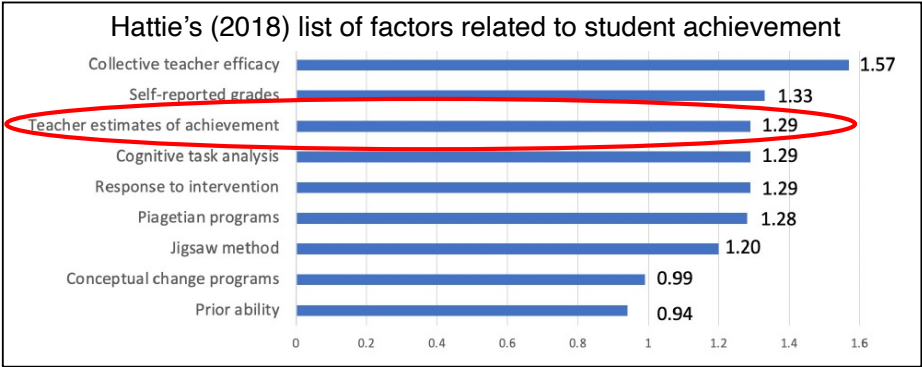
It is critically important to have positive frameworks for communication because performance is maximised when everyone feels known and understood.

– Anthony Lucey, Principal

Part 1: Flourishing Students

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

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



Teacher-Student Communication

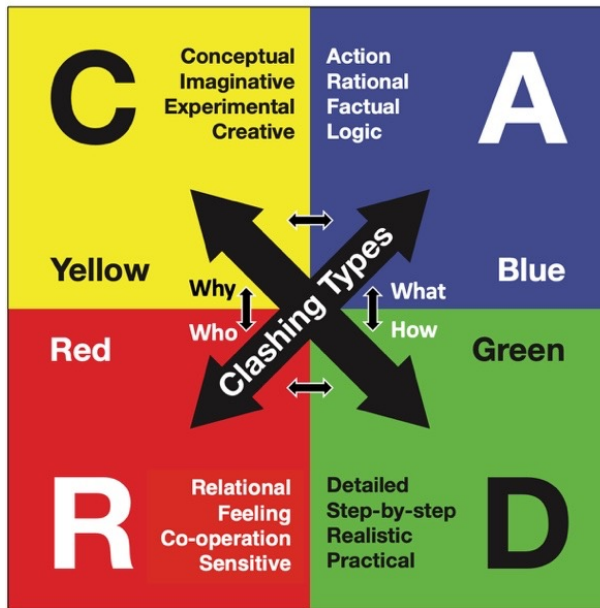
So, if teacher expectations of student performance are so important in determining student success, what influences a teacher’s expectation and beliefs about a student? While there are many factors involved, one of the main drivers of a teachers’ expectations and beliefs about their students (and vice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

Teacher-Leader & Teaching Team Communication

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

Understanding Individual Communication Preferences

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



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

The Golden Rule vs The Platinum Rule

The Golden Rule

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

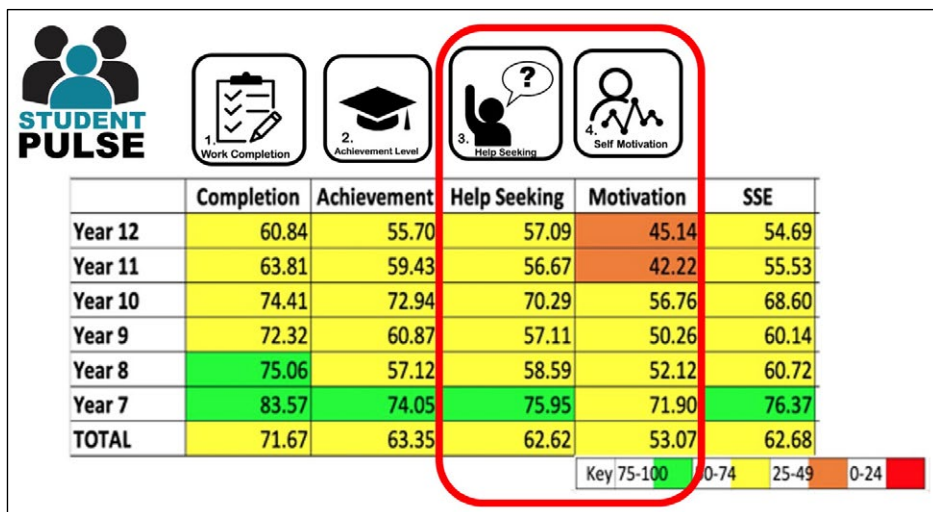
The Platinum Rule

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

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

Teacher-Student Relationships: Students Flourishing at School

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



When Teacher-Student Communication Goes Wrong...

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

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

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

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

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

Debrief: The Concept vs Relational Dilemma

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

What Really Happened...

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

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

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

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

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

Case Study 2: Fair Feedback With Unfair Consequences...

David was distraught...

"There's no way I'm going to put up my hand in class again! The other day we did a quick quiz and my teacher asked for people to share their answers. As they did so my teacher quickly yelled out 'correct' or 'incorrect' to everyone and mine was wrong – I was so embarrassed in front of the whole class. My teacher is always telling people to be more 'concise' with their answers and seems to want everybody to try to complete activities before giving us a chance to stop and ask questions. It just stresses me out always worrying that I'll get it wrong..."

Debrief: The Action vs Relational Dilemma

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

What Really Happened...

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

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

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

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

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

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

Part 1 (Students): Bringing It Together

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

Part 2: Flourishing Staff

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

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

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

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

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

Personalities & Team Profiling: Keeping It Real...

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

– Stephen Covey

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

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



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

To get started on team profiling, have team members complete their individual profiles. This can be done by playing an interactive card game (instructions available at www.hptschools.com/hpt-worksheets-download) or by simply completing a quick self reflection activity (see Page 71).

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

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

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

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



STEP 1. (2min)

Rank Order Your Workplace Personality...

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

STEP 2. (5min)

Share Your Reflections...

My highest is _____

My lowest is _____

I'm most comfortable with _____

I'm at risk of clashing with _____

STEP 3. (3min)

Update Your HPT Team Profile...

<div><div>7</div><div>HIGH PERFORMANCE SCHOOLS</div></div> <div>Team: Example Team</div> <div><div>TEAM PROFILE</div><div>Talent Map</div></div>					
Name	Role	Strengths (Personality Traits / Work Skills)	Work Interests & Goals	Secret Skills	Other
Sue Smith	Deputy Principal	Blue & Red - Strategy & Ops	Data and supporting teachers	NRL - Go The Cowboys	Outdoors
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Mary Roberts	Teacher	Green & Blue - Enthusiastic	Numeracy, consistent resources	Mango Farming	Enjoy house renovating
Steve Young	Teacher	Green & Red - Punctual	Science and writing	Motor Sports	Eating out

Case Study: Personalities Types at Jefferson State School

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

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

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

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

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

Sidebar: Team Profiles in Action: A Note of Caution

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

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

Part 2 (Staff): Bringing It Together

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

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

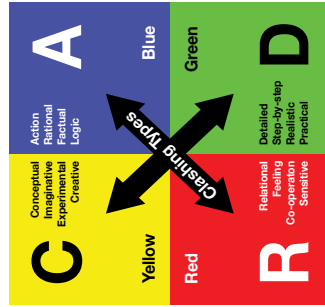
Chapter 3: Communicating Using The Platinum Rule - Chapter Summary -

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

The Platinum Rule As A School Wide System



All staff



Students



Teaching Teams

[illegible]

Tools & Templates
at: HPTschools.com

[illegible]

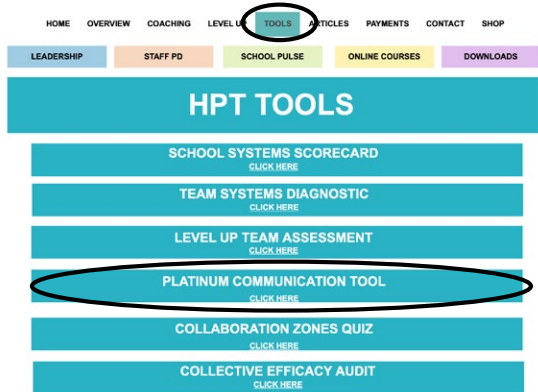
The image displays 20 sample posters for a 'Green School' competition, arranged in a grid. The posters are numbered 1 through 20. A red line highlights posters 1 through 10. The posters cover various themes related to sustainability, including energy, water, waste, and green buildings.

- Poster 1:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 2:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 3:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 4:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 5:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 6:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 7:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 8:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 9:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 10:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 11:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 12:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 13:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 14:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 15:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 16:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 17:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 18:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 19:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.
- Poster 20:** Focuses on 'Green Performance' and 'Green Building' with a diagram of a green building and a list of green building features.

Next Steps: Toolkit

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

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



SAMPLE Platinum Matching Report

[illegible]

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

When it comes to building strong relationships, there are a few key principles to follow. The Platinum Rule states that you should treat others the way *they* want to be treated, not the way *you* want to be treated. This is a powerful concept that can help you build stronger relationships with others. In addition, the Platinum Rule also emphasizes the importance of active listening. This means that you should not only listen to what others are saying, but also pay attention to their body language and facial expressions. By doing so, you can better understand their needs and concerns, and respond accordingly. Finally, the Platinum Rule also encourages you to be authentic and vulnerable. This means that you should be open about your own feelings and experiences, and not be afraid to ask for help when you need it. By following these principles, you can build stronger relationships with others and achieve your goals more effectively.

1.1 Matching Communication Approach With Love JONES

Let him think and acknowledge their analysis of events and circumstances and the need to address the situation through innovative solutions – options

emphasizing feelings and empathy – offer emotional support and emotional richness and availability to support further as needed

2.2 Helping Love JONES Understand You Better

"I am a complex person and need to know how – why this fits the bigger picture of what we are doing. . ."


"I am an action focused person and need you to always let me and the specific next step be . . ."

Part 3: Planning Ahead: Your Platinum Approach in Detail

1.1 The conversation I need to have with Love JONES is about _____

2.2 The key points I would normally communicate using my approach are _____

2.3 The way I will communicate this Love JONES using his/her approach is _____



Search YouTube For More Info: The Platinum Rule Communicates Successfully Every Time



CHAPTER 4

Building High Performance Teams



Building High Performance Teams

LEADERSHIP SHARES



We introduced the High Performance Teams approach at a time when we needed to develop protocols that ensured we were all on the same page with a clear sense of vision and purpose and consistent ways of working across all the teams in our school.

The High Performance Teams protocols have given us a universal language to use across different teams that makes everyone much more accountable. It is a system that enables input from all and is not about the leadership team dictating what will and won't happen.

Kate Russ, Principal,
Rosella Park Special Education School

CHAPTER 4

Building High Performance Teams



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

– John Hattie

Teams In Schools: Why They Matter

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

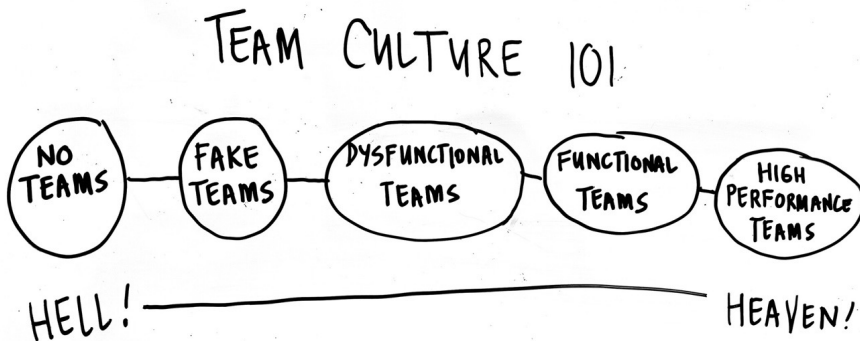
As John Hattie points out, it is ‘teams’ of teachers working together effectively which maximise the impact on student learning. When teams of teachers are working together in High Performance Teams they have the capacity to achieve extraordinary results with their students AND also the capacity to give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

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

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

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

Team Culture: Heaven, Hell or Somewhere in Between?



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

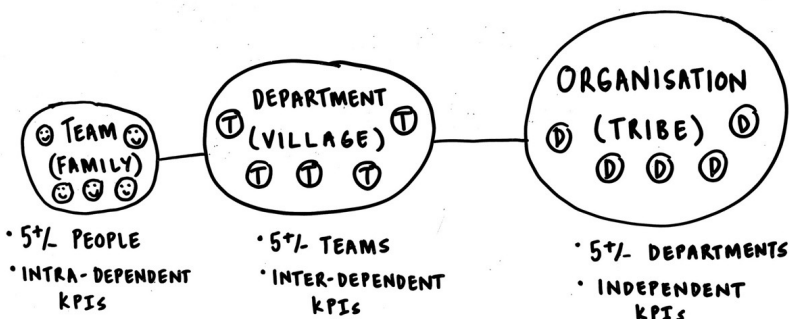
After the room was emptied and we were sitting alone she continued... *“They say we’re one big team – all working together but this is just rhetoric – all talk, no substance. When we get to meet together each month it’s in these big groups where the leaders ‘tell us’ what we’re doing right and wrong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

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

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

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

WHAT IS A TEAM ?



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

Team Size: How Big Should A Team Be?

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

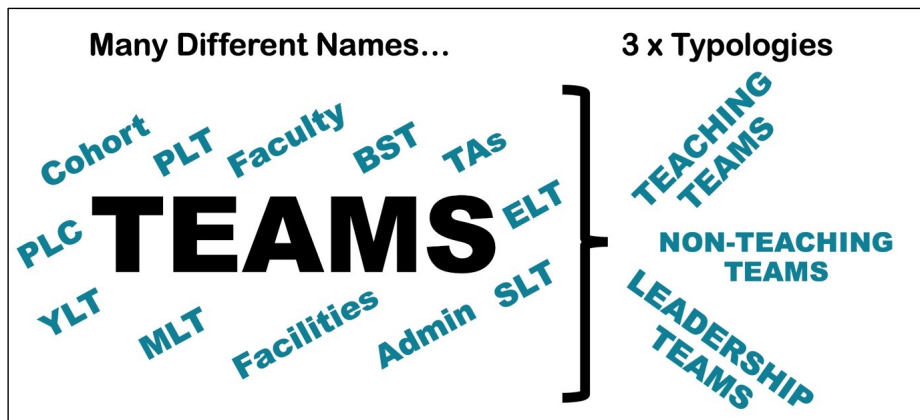
Five is also the ideal number in terms of research on the maximum beneficial social interactions in groups (i.e., enough interaction to maximise collective knowledge without too much interaction to become overwhelming or distracting). Team member interaction satisfaction data also suggests 4.6 (rounded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

Teams In Schools: Team Types & Terminology

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

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

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



The School Context: Teaching Teams vs. Improvement Groups

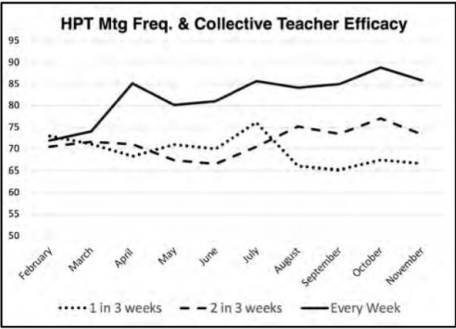
It is also important to ensure that in a school context 'Teaching Teams' are not confused with 'Improvement Groups'. In some school settings where there is only limited meeting time available, teaching team meetings are too infrequent for optimal performance as they are scheduled in cycle with other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

A Word About Meeting Frequency

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

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

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



Example School Term Meeting Cycle – Normal vs High Performance*

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

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

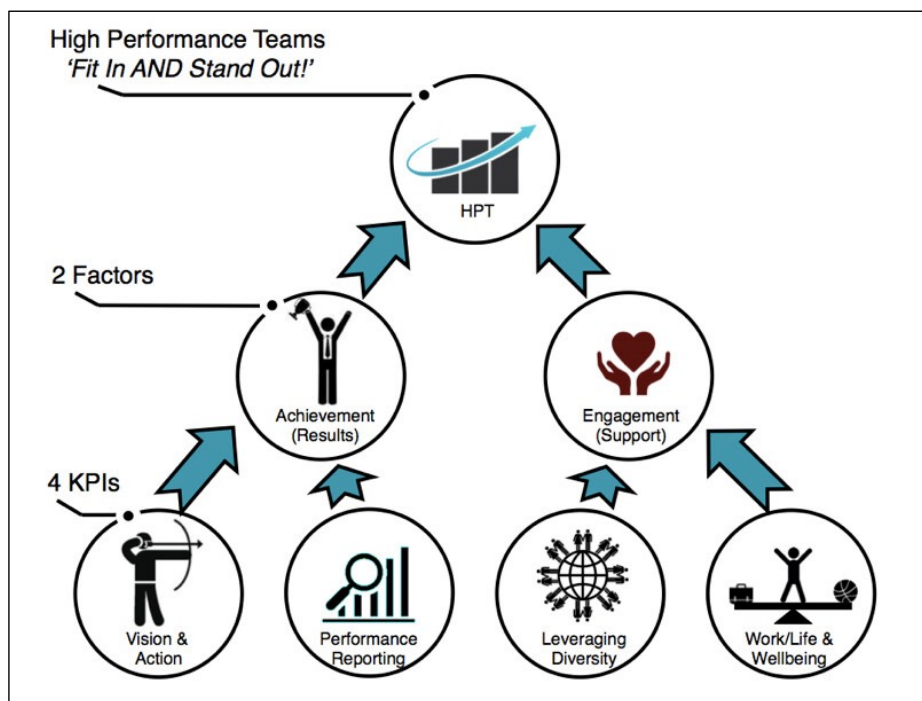
So What is a High Performance Team?

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

– Pete Stebbins

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

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



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

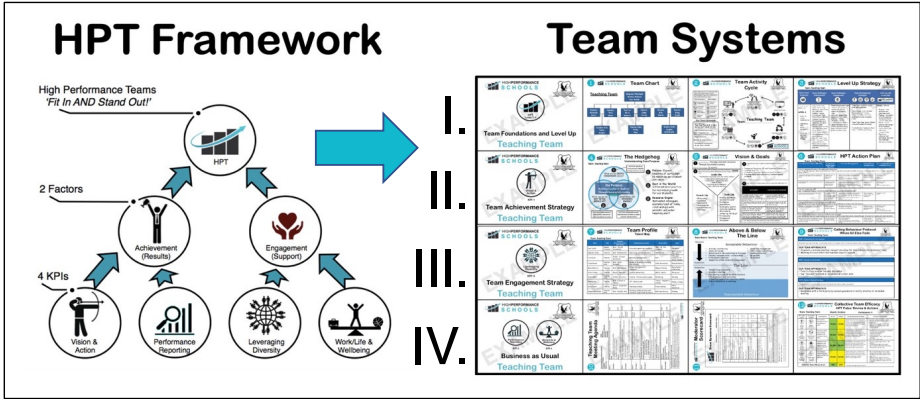
When Teams work together as High Performance Teams their success across these 4 KPIs leads to higher levels of Job Satisfaction, Performance Feedback, Peer Support and Work/Life Satisfaction (we'll show you the outcomes for students shortly...) which boosts their collective efficacy and their ability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

Team Systems & The HPT Framework

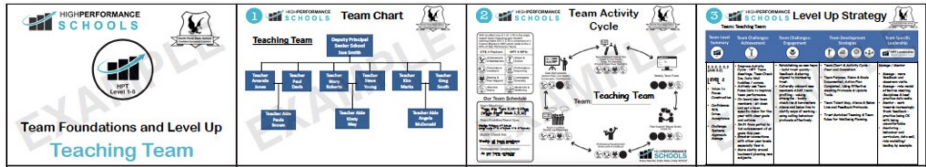
*“You do not rise to the level of your goals.
You fall to the level of your systems.”*

– James Clear

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

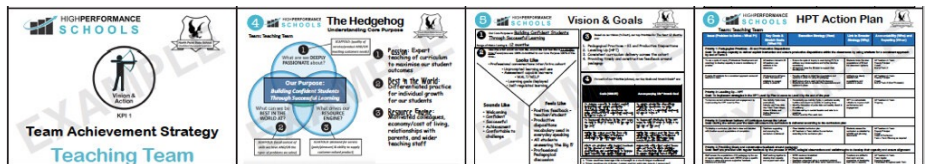


I. Team Foundations



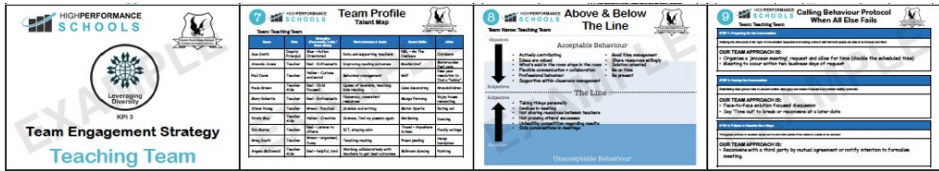
1. **Team Role Chart:** The team role chart outlines the structure within the team as well as the role that each team member plays in contributing to the team's overarching goals.
2. **Team Activity Cycle:** The Activity Cycle captures the key team interaction processes (i.e., meetings, huddles, check-ins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

II. Team Achievement



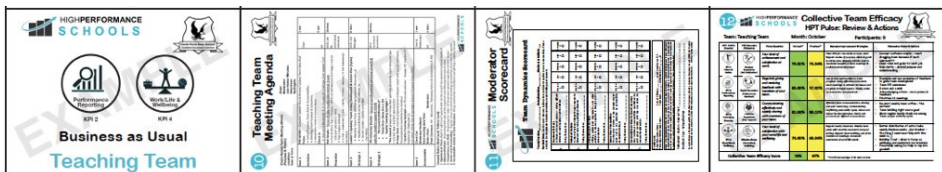
4. **Core Purpose Hedgehog:** The Hedgehog captures the core reason that the team exists through crystallising what they are (a) passionate about, (b) want to be the best in the world at, and (c) the drivers of the team's resource engine.
5. **Vision & Goals:** A good Vision and Goals document captures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

III. Team Engagement



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

IV. Business as Usual (aka Meetings & Metrics)



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

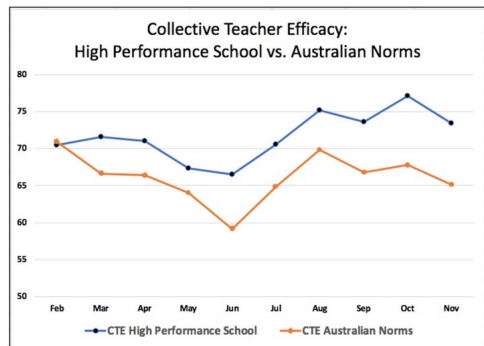
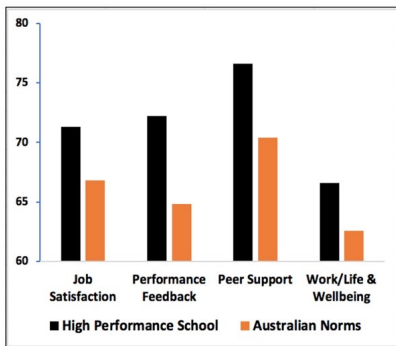
Staff & Students Flourishing: The Impact of Building HPTs

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

Staff Flourishing: Collective Efficacy Outcomes

As described in Chapter 1, High Performance Teams use the Staff Pulse System to measure and manage their collective efficacy in real time. You can see in the Table below when compared to Australian norms, schools that have High Performance Teams have much higher levels of overall collective efficacy as well as higher levels of each of the four subscale measures.

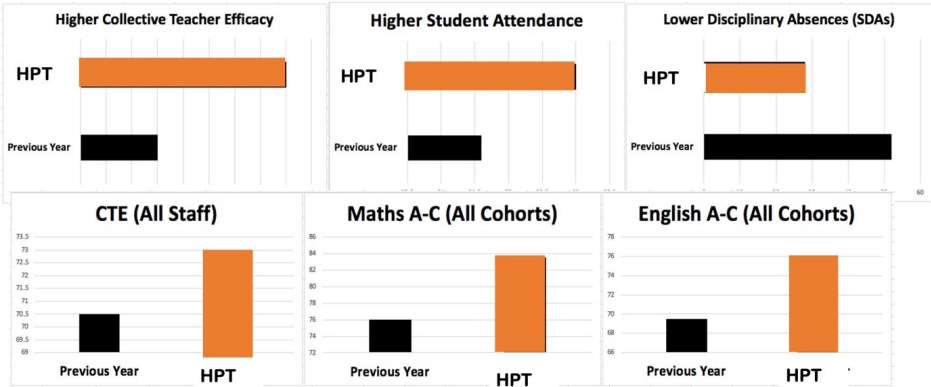
HPT & Staff Impact



Students Flourishing: Academic Growth, Attendance & Behaviour

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

HPT & Student Impact



Bringing It Together

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

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

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

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

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

Chapter 4: Building High Performance Teams

- Chapter Summary -

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

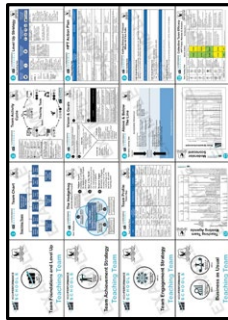


SYSTEMS SNAPSHOT

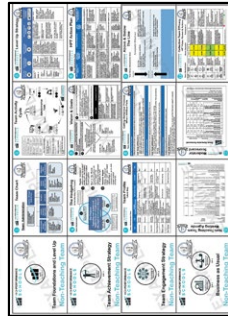
High Performance Teams As A School Wide System



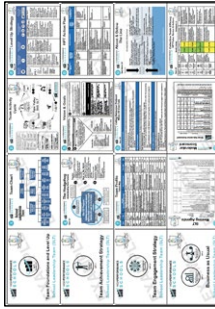
Teaching Teams



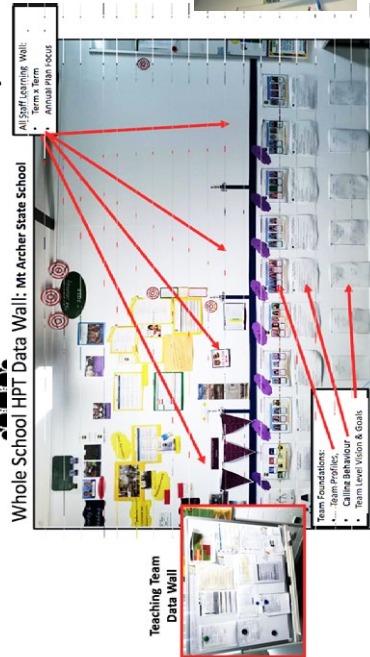
Support Teams



Leadership Teams



Whole School: Primary



Whole School: Secondary

Whole School Data Wall: The Gap SHS



Teaching Team
Data Wall



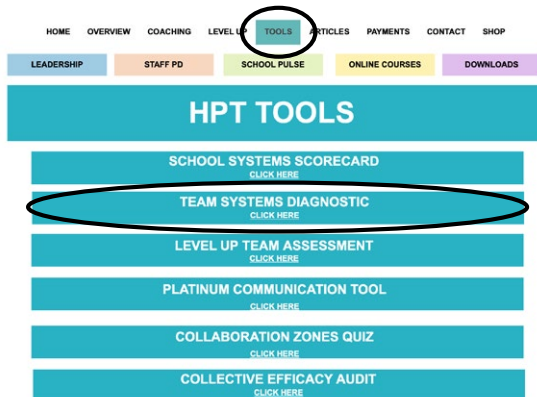
Tools & Templates
at: HPTschools.com

Building High Performance Teams

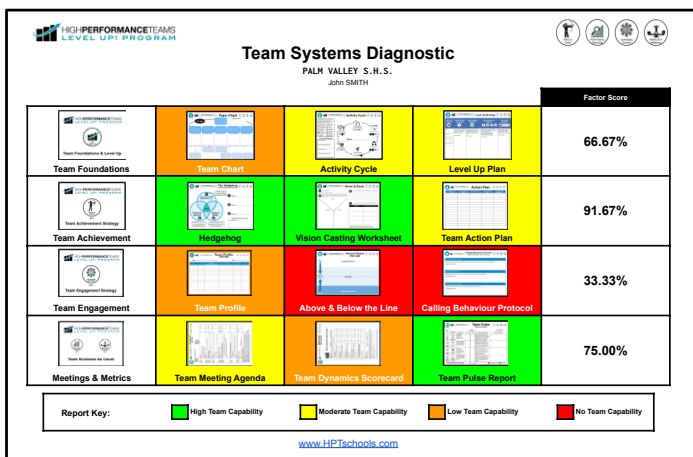
Next Steps: Toolkit

How robust are the Team Systems at your School?

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



SAMPLE Team Systems Diagnostic Report





APPENDIX

Outcome Study: Great vs Extraordinary Schools



Great vs. Extraordinary Schools **LEADERSHIP SHARES**



To develop a high performance culture across a school of any size, the Principal must be the advocate for any and all changes, participate where possible, and continually model how each and every team needs to work. Each team will need a different level of support.

Assessing whether a team should be managed, mentored or coached will guide your leadership support. When I have gotten this wrong, teams have stagnated and disengaged. But when I have gotten this right, teams grow quickly and help drive the improvement process across the school.

Kurt Goodwin, Principal,
North Rockhampton State High School

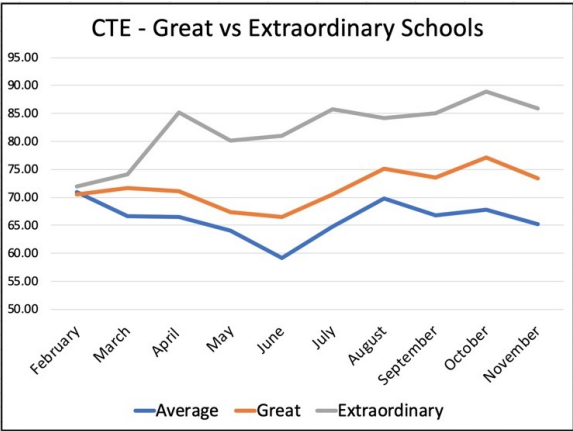
Outcome Study: Great vs Extraordinary Schools



Extremely High Collective Teacher Efficacy...

"Wow – Now that is an Extraordinary School!"

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



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

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

High Performance Schools: Staff & Students Flourishing

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

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

Staff Flourishing: Great vs Extraordinary Schools

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

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

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

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

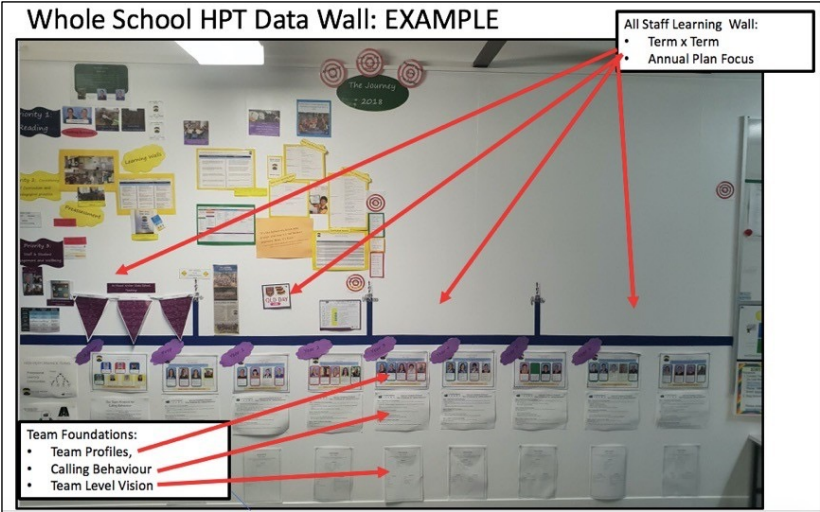
Great vs. Extraordinary Schools: What's The Magic?

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

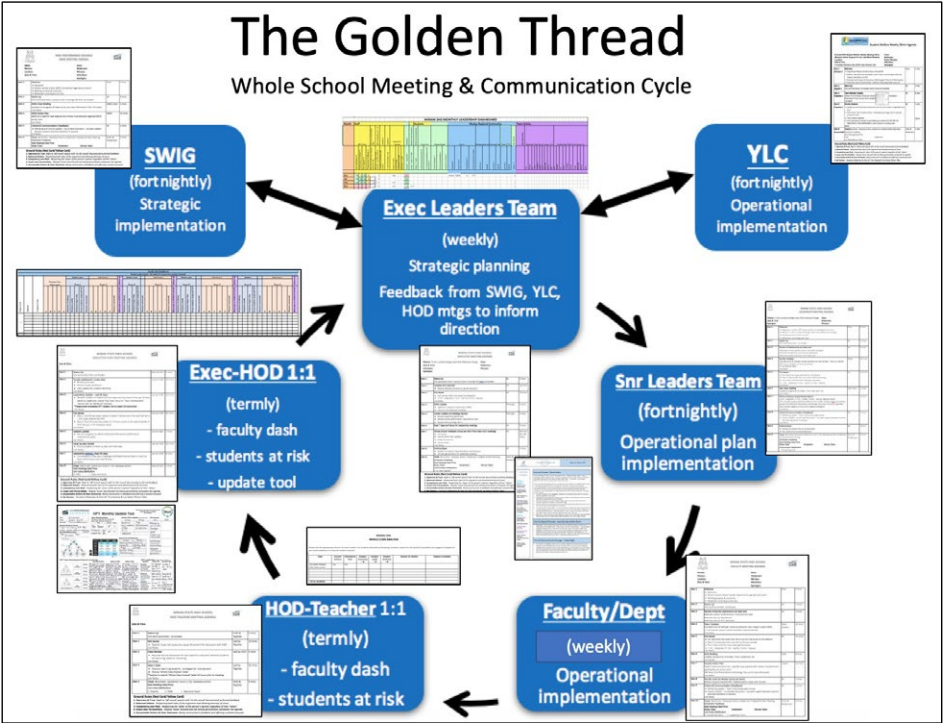
HPS 1 & 2 Comparative Analysis 2: HPT Systems (School & Team)		
HPT School Wide Systems	HPS 1 - Great	HPS 2 Extraordinary
Whole School Data Wall	Y	Y
Whole School Mtg & Comm Cycle Map	Partial	Full
Time Tabling Full Team Activity Cycle	Partial	Full
50:40:10 Leadership Dashboard System	Partial	Full
HPT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

Part 1: HPT School Wide Systems

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

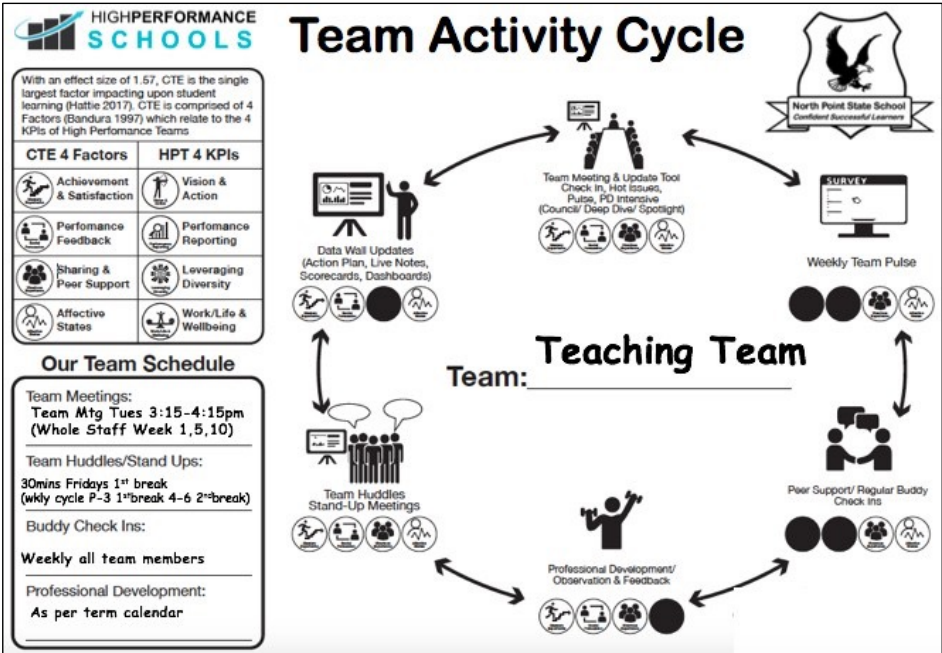


Whole School Meeting & Communication Cycle Map: We've previously written about the importance of establishing a 'Golden Thread' – a schoolwide meeting and communication cycle that ensures 'passive communication' such as updates and newsletters keep everyone informed in real time of any relevant information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

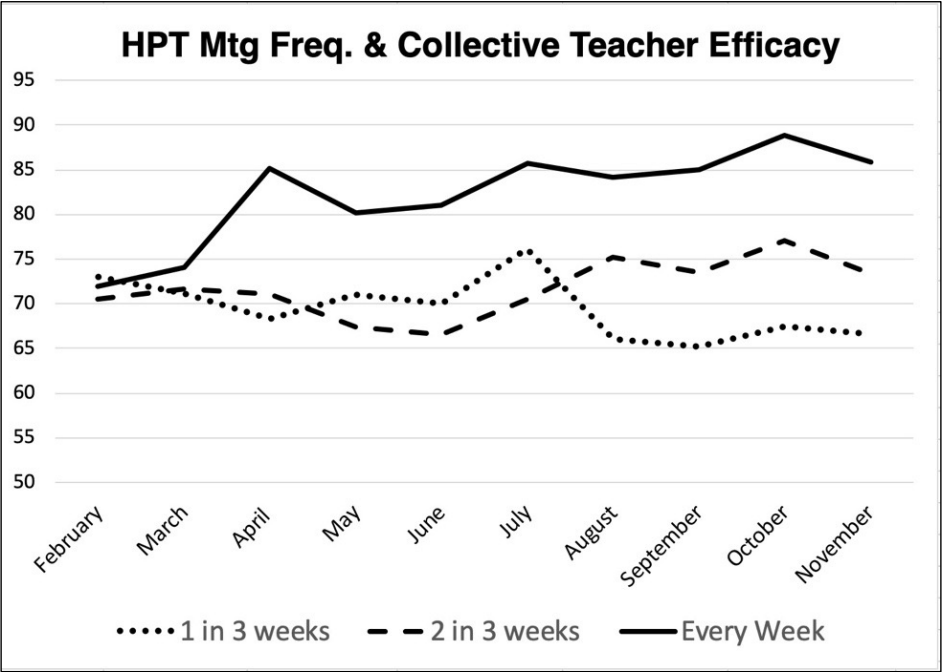


Timetabling of Full Team Activity Cycle: Teaching Team Activity is more than simply holding team meetings. In a High Performance Team there are a range of team activities beyond scheduled team meetings including Team Huddles (optional short stand up meetings to (1) collaboratively solve problems as they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

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



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



50:40:10 Leadership Dashboard System: Schools leaders have access to a wide array of data. In most schools leadership teams analyse their data through '80:20' Dashboards – where 80% of data is student focused (academic, attendance & behaviour) and 20% of the data focused on staff and parent satisfaction. Leadership Teams from Extraordinary Schools take a different approach to data and dashboarding with 50:40:10 Leadership Dashboard Systems – where 50% of the data focuses on students (academic results, attendance, and positive and negative behaviour), 40% on staff (collective efficacy, job satisfaction, professional feedback, peer support and wellbeing) and 10% on parent & community engagement (engagement/participation). The following page provides an example of Leadership Dashboard measuring these factors which make it easy to analyse Interaction Effects (as discussed in Chapter 2).

50:40:10 School Leadership Dashboard

HPT Schools Dashboard (Primary)			Prev. Yr School Average	Prep								Year 1								Year 2							
				T1		T2		T3		T4		T1		T2		T3		T4		T1		T2		T3		T4	
				Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End
Improving Attendance	Attendance Rate %	92.6%	96.4	95.2	93.2	92.4	92.3	91.1	91.4	91.2	97.3	96.0	92.4	91.1	92.7	92.0	91.5	91.1	95.8	95.0	92.5	91.9	93.1	92.0	92.3	91.5	
	% less than 85%	9.7%	6.8	8.1	4.7	5.4	3.8	2.8	3.5	4.1	4.3	4.6	4.8	5.3	5.4	5.9	5.8	5.6	4.4	4.9	3.5	3.8	3.1	2.6	2.9	3.2	
Lifting the Top	English A Standard %	19%	21	20	23	29	33	35	37	37	37	27	30	31	36	41	42	43	14	16	16	20	22	27	28		
	Maths A Standard %	27%	25	26	27	30	33	34	35	36	36	36	36	40	44	47	49	50	50	19	22	17	20	26	28	30	
Reaching Standard	English C and above %	91%	90	92	92	89	90	88	90	90	90	87	88	85	85	82	85	85	86	87	87	88	87	88	87	88	
	Maths C and above %	94%	94	95	95	95	96	95	95	96	96	96	96	96	92	93	97	96	96	96	90	91	92	92	92		
Safe and Disciplined Students	Average Daily Incidents (Minor)	4.5	0.76	0.88	0.65	0.64	0.65	0.67	0.68	0.76	0.88	1.00	0.75	0.60	0.60	0.71	0.70	0.72	0.50	0.43	0.60	0.72	0.75	1.70	0.75	0.68	
	Average Daily Incidents (Major)	6.99	1.31	1.24	1.46	1.38	1.12	1.22	1.25	1.32	1.25	1.98	2.05	1.91	1.50	1.10	1.10	1.10	0.50	0.98	0.75	0.83	0.75	1.41	1.25	1.31	
	Total Number SDAs	51	0	0	0	0	0	0	0	0	0	0	1	1	3	2	2	4	0	0	0	0	0	3	1	2	
Positive Behaviour	Number of Students with SDAs	28	0	0	0	0	0	0	0	0	0	1	1	1	1	2	1	3	0	0	0	0	0	3	1	2	
	Students on Bronze	5	3	5	5	6	5	8	4	5	5	3	5	4	5	4	7	10	3	6	3	4	5	13	7	10	
Building Collective Teacher Efficacy	Green Slips P/Class P/Week (Av)	17	20	22	22	25	19	20	24	25	16	20	13	15	16	16	14	13	22	22	17	23	20	23	22	25	
	HPT Job Satisfaction	81	86	84	89	86	91	90	92	84	76	78	64	64	71	74	76	66	87	85	84	85	83	85	82	82	
	HPT Performance Feedback	83	88	87	88	85	87	86	86	86	83	88	80	85	82	77	78	76	94	89	93	92	93	87	84		
	HPT Peer Support	89	95	94	93	96	94	91	89	88	85	89	80	87	82	76	76	74	96	96	94	96	92	96	96	97	
	HPT Work/Life & Wellbeing	76	73	70	86	82	88	81	86	81	63	73	63	72	71	68	68	73	78	82	81	82	84	79	74		
Community Engagement	Collective Team Efficacy	82	86	84	89	87	90	87	88	85	77	82	72	77	77	74	74	71	88	88	87	89	87	90	86	84	
	School Newsletter Engagement	26	45	40	40	38	37	37	40	34	29	27	29	26	25	26	25	26	29	26	25	26	6	6	3	3	
	Non Payments (%)	9%	1	1	1	1	2	1	1	3	3	3	3	4	4	6	6	5	5	6	6	6	6	6	6	3	

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

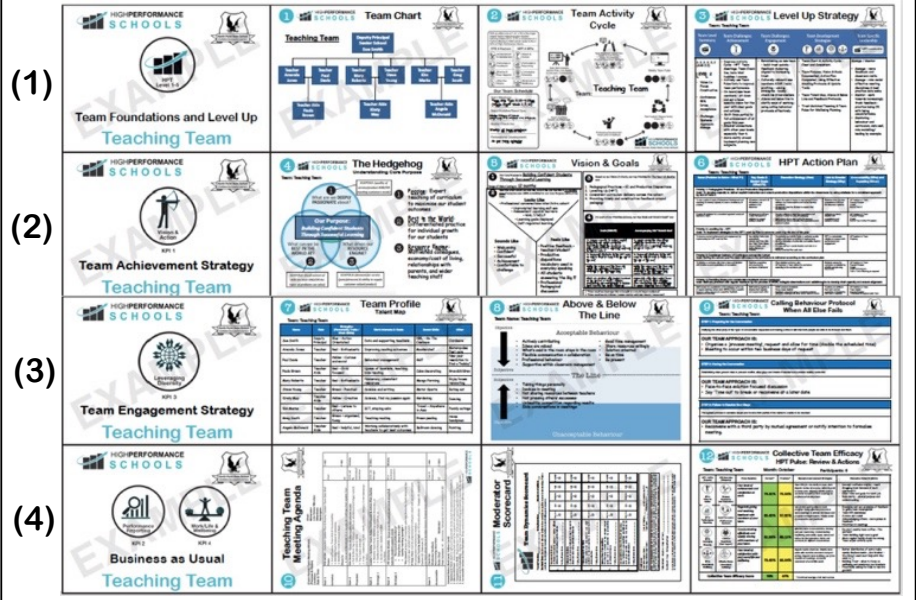
Part 2: Teaching Team Systems

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

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

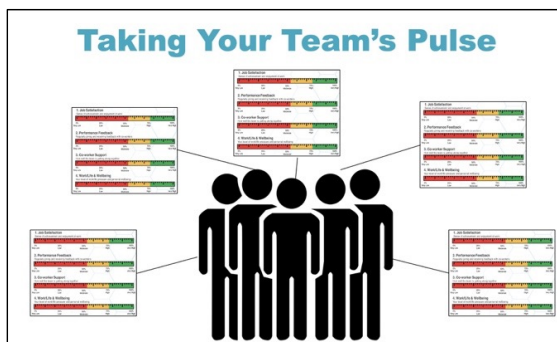
When we compare the two High Performance Schools in focus, HPS 1 put the main focus of their data wall strategy on the ‘whole school’ data wall and added some of the team specific components to this wall – however the limiting factor to this was that teams did not meet where the whole school data wall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

Teaching Team Data Wall



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


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



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

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

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




Teacher Forums - Personal Update Tool

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

Classroom Successes and Challenges

	Description	Impact	Action to take
Successes	Unit 1 weeks 1-2 Collaboration	Collaborative Team	Improve
	Unit 2 weeks 1-2 Planning	Students Planned	Students Planned
Challenges	Unit 1 weeks 3-4 Collaboration	Students did not follow	Develop new task
	Unit 2 weeks 1-2 Behaviour	Disruption	Reinforce classroom rules
	Unit 2 weeks 3-4 Assessment	Students were not prepared	Reinforce classroom rules



Successes

Challenges

Supporting each other

Work Life & Wellbeing

	On Track	Off Track
Sharing resources	Yes	Yes
Leading conversations	Yes	Yes
Supporting each other	Yes	Yes

Hot Issues

Describe the Issue	Potential Impact / Risk	Action/Solution
Challenging Behaviours	Total class disruption	P.B. Change / Chill out session - positive counselling

Priority Studies In Focus

Name	Critical Issue (Learning & Behaviour)	Forward Strategy
	<ul style="list-style-type: none"> Minimal class disruption Off Track - no resources Behaviour 	<ul style="list-style-type: none"> External Support Minimal class disruption Meeting with Maria SWIA external

Deep Dive Register

Describe the Issue	Key Challenge / Issue	Importance (Impact & Risk)	Possible Solutions & Referral Risk
Learning well and safe	Time to get things done	See different class Teachers being involved	Reinforce classroom rules, finding justice??



Rollin	Days & Times	Completed Prior to Start
Pre-meeting	<p>Devils & Tigers: Key Messages: Agendas: Agendas:</p> <p><i>Agendas: Teacher Update List & Review/ Update Teams Data Wall</i></p>	NA
Pre-meeting	<p>Agendas:</p> <ul style="list-style-type: none"> • School Purpose & Group Focus • Meeting Purpose & Outcomes • Moderator (Chair & Team Leads) 	Chair
Item 1	<p>Update 1</p> <p>Update 1</p> <p>• Top one banner and share 3 success and 1 challenge from update list * Teams Report Share, split into small groups of 4</p>	2 mins
Item 2	<p>Update 2</p> <p>Update 2</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 3	<p>Update 3</p> <p>Update 3</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 4	<p>Update 4</p> <p>Update 4</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 5	<p>Update 5</p> <p>Update 5</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 6	<p>Update 6</p> <p>Update 6</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 7	<p>Update 7</p> <p>Update 7</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 8	<p>Update 8</p> <p>Update 8</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 9	<p>Update 9</p> <p>Update 9</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 10	<p>Update 10</p> <p>Update 10</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 11	<p>Update 11</p> <p>Update 11</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 12	<p>Update 12</p> <p>Update 12</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 13	<p>Update 13</p> <p>Update 13</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 14	<p>Update 14</p> <p>Update 14</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 15	<p>Update 15</p> <p>Update 15</p> <p>• School Purpose & Group Focus</p>	4 mins
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Item 51	<p>Update 51</p> <p>Update 51</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 52	<p>Update 52</p> <p>Update 52</p> <p>• School Purpose & Group Focus</p>	4 mins
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Item 54	<p>Update 54</p> <p>Update 54</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 55	<p>Update 55</p> <p>Update 55</p> <p>• School Purpose & Group Focus</p>	4 mins
Item 56		

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

Team Activity Cycle Engagement: Whether formalised or not, all teams have an 'Activity Cycle' – activities that teams engage in to support team functioning (see activity cycle diagram on Page 102). Many teams view their activity cycles as limited to team meetings, however we know that for optimal performance team activity cycles extend well beyond team meetings. Some of these team activities are purely information/data focused (i.e., completing short team pulse surveys and updating the team data wall), whilst other team activities are primarily communication focused (i.e., team meetings, buddy check ins, team huddles and professional development).

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

Extraordinary Schools: Findings & Recommendations

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

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

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

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

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

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

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

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

Dr Pete Stebbins, PhD



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

Pete is:

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

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

He is also:

- The father of 5 wonderful daughters – with the youngest being 8 year old twins and the eldest now at University.
- A keen Adventurer & Athlete – climbing high altitude trekking peaks across the world, completing triathlons in the desert, and squeezing in some running, rock-climbing and surfing whenever he gets a chance.
- Eco-Friendly Upcycler! Converting an old milk depot into an eco-friendly home living by the beach on the southern Gold Coast.
- Secret Skills – cooking & coffee! Can cook without recipes – previously a chef's assistant and makes a fantastic coffee – previously a barista.

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

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



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- ☒ Collaborate In The Goldilocks Zone
- ☒ Communicate Using The Platinum Rule
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