



Intuyu
Consulting

Empowering
21st Century
Learning



Bespoke Professional Learning

Effective Learning Frameworks

Professional Learning Cultures

Applied Learning

Personalised Coaching

Engaging

Authentic

Practical

Transformational



Building Leadership Teams and Excellence in Practice

Introduction

A number of schools have discussed with us the need to create a structure that will empower teachers and middle leadership to grow and develop their capacity to produce student learning outcomes. Some of these schools are at the beginning of their journey in creating such a structure; some have tried other performance and development approaches and have been unhappy with the results, others find that their approach works but have gaps or have not been sustainable, and yet others are partway through their successful journey.

In looking at the research in this area and also capturing the desires of schools we believe that whatever model is used it should address the following aspects:

- It leads to a sustainable structure that is habitual for teachers and leaders within the school
- It is nurturing and builds a developmental mindset for all involved
- It supports teachers to build their capacity to enact evidence based learning and teaching practice
- It grows leaders and leadership throughout the school
- It develops strong relationships and trust amongst the staff both within their area and across the school
- It creates a focus on learning
- It creates clarity and aligns staff behaviour with organisational values
- It allows a school to be adaptable and nimble to address a high change educational landscape
- It can be linked to the AITSL Australian Professional Standards for Teachers
- It is bespoke – i.e. schools can adapt it to fit their circumstances and needs

It obviously can be challenging to address all of these elements. Rather than propose “the answer” so that schools can buy a package, this document discusses what we believe would be some of the key aspects that would need to be addressed as part of creating a bespoke model in schools.

Feedback from Schools who have worked with us

“To begin the session Adrian asked me about the journey I had taken into my teaching career. This surprised me, I expected the conversation initially to be surrounding my professional life, but as the conversation evolved it reminded me that the way I am as a professional is due to the diverse personal experiences of my life. In the process of this conversation, Adrian led me to acknowledge just how much my professional life had been impacted by all of this. Past ways of being had certainly led me to success as a teacher but it opened my eyes to how those ways of being had possibly also restricted my growth at times.”

Teacher, Catholic Secondary School

“Thank you for working & coaching with the team this year. They have learnt so much & have taken so much away from the sessions in which they can use at their new schools. It's also been valuable for you to work with them at a difficult time for them & the school. Also, thanks for providing me the notes so that I can get a greater understanding of their values & beliefs. The feedback that I have received has always been positive so congrats on a job well done.”

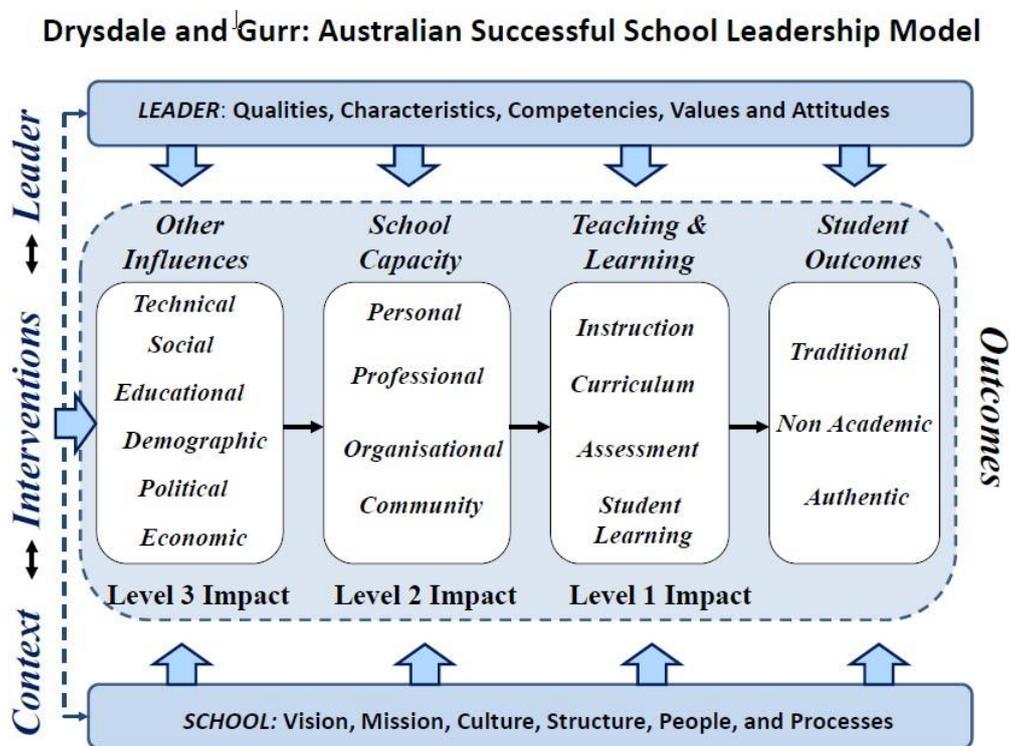
Jim Ringin, Assistant Principal, Preston Girls Secondary College

A good Australian framework

There are a range of models and frameworks that have been proposed in the research to address creating a sustainable and effective professional culture within schools. A framework that we suggest we use to create a foundation for a school developmental model is based on longitudinal research performed by Lawrie Drysdale, David Gurr and their graduate students from Melbourne University. Their framework addresses successful school leadership and is unpacked in two papers: [An Australian model of successful school leadership: Moving from success to sustainability](#) (2009) and a later follow up by David Gurr [A Model of Successful School Leadership from the International Successful School Principals Project](#) (2015)

We are recommending that we think from this framework because it captures all the aspects a school would need to address to influence student learning. It addresses the needs of whole school contexts such as “*establishing collective direction, developing people and improving teaching and learning are common and explicit, and implicitly there is a sense of being able to lead change*”¹. The framework is also organised around three “impact” levels “*moving from the least direct impact on learning outcomes (level 3, impact of the wider school context), to level 2 (impact of leadership in the school), and level 1 (impact of teaching and learning)*”².

The figure below is a simplified version of that found in Gurr’s 2015 paper:



The following descriptions are our interpretations of the discussions we had with David Gurr about this framework:

~ **Classroom teachers (Level 1) have a direct impact on student outcomes as they are directly interacting with students.**

At this level the work that mostly needs to be done with teachers to support their ability to perform is instructional. The support they need to develop their capacity revolves around

“ensuring there is a guaranteed and viable curriculum, developing teaching expertise, developing assessment of student learning that informs the teaching program, developing greater student ownership of their learning, utilising current learning technologies, and ensuring learning spaces are inviting and conducive to good learning”³

¹ [A Model of Successful School Leadership from the International Successful School Principals Project](#) (2015) pg 141

² Ibid pg 141

³ Ibid pg 143-144

Just giving them time to do this is insufficient unless the teachers are highly effective planners working within a clear instructional model and instructional plan. More often than not the teachers need to be working within a framework that leads them to grow and develop their instructional capacity. They definitely need time to discuss curriculum, pedagogy and assessment and come to shared common understandings as a teaching team but within an effective instructional framework. Adrian has written more about what classroom teachers need and want [on the Intuyu Consulting blog here](#).

~ **Middle leaders lie between Level 1 and 2 because they are moving into leadership yet are still mainly teachers.**

The challenge in most schools is that when one is appointed into a position of middle leadership there is rarely an effective structure for developing the leadership capacity of these individuals. Middle leaders have a less direct impact on student outcomes but they do have the opportunity to create the professional environment of learning and development for the classroom teachers to be effective. I have found that middle leaders are given time to “lead” but they often fall into the pitfall of becoming administrators and managers rather than leading the way. Thus they unconsciously become the barrier to change and growth within a school. Middle leaders transfer the school values and strategic vision into action at the level of the teachers. Thus having an effective leadership development program for middle leaders is crucial to developing a professional learning culture within the school. The focus of the middle leadership program would be on aspects such as; leading instructional change, leading effective meetings, planning strategically, building trust, and empowering teachers to grow and develop.

~ **Senior Leadership within the school lies mostly at Level 2 impact where they have even less of a direct impact on student outcomes but they set the context and capacity of the school.**

It is their role to articulate the vision and direction of the school and facilitate the relationships and conversations such that a powerful learning and development culture arises. Without their visionary role and guidance the school can flounder. It is critical that these individuals think from the whole school perspective and act strategically. One of the consistent pitfalls that we see often at this level is that they don’t plan strategically or effectively for the long term. At this level one cannot just focus on the day to day – which is vital to the short term success and running of the school – one needs to be planning for and playing the long term game of the school. The development that is needed here is building the capacity of the senior leaders to strategically plan and creates what John Kotter calls the “[guiding coalition](#)” to have the strategic vision become alive within the school. The focus of the senior leadership program would be on aspects such as;

causing and managing change within a relational organisation, facilitating effective leadership, planning strategically, building trust, and empowering middle leaders to grow and develop.

~ **Finally, great Principals not only have strengths at Level 2 but also Level 3.**

They set the context of the entire school and partner the senior leadership team to strategically plan and enact the school vision. Their job is NOT to micromanage the change but to empower leadership throughout the school. The principal is also the buffer between the external influences on the school and the school. They are the voice of the future to the community (internally and externally) whilst filtering the requests and demands of the educational system within which the school exists such that they minimize upheaval for the staff and students. Principals are the main storytellers. They develop networks, collaborations and partnerships and influence the community’s perspective of the school. We find what works with Principals are critical friend conversations that focus on how they can grow their capacity to lead all of the above. Often they need someone to bounce ideas off but also to be coached about situations they face.

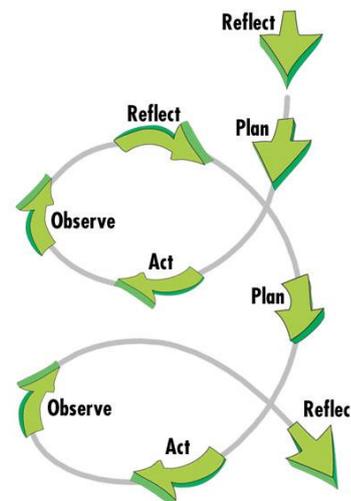
Elements of the School Developmental Model

We can use the above framework to unpack what structures and approaches would result in meeting the 10 intentions of a developmental model identified in the introduction.

1. Developing Teachers to be Data Informed

Intentions addressed:

- It supports teachers to build their capacity to enact evidence based learning and teaching practice
- It creates a focus on learning
- It allows a school to be adaptable and nimble to address a high change educational landscape
- It can be linked to the AITSL Australian Professional Standards for Teachers



Theme: **Know Thy Impact**

Issue: We all infer learning from observing behaviour displayed over time.

However in a class there is a natural tendency for teachers to assume that their students are learning during the course of the year. Whilst they have anecdotal evidence from in-class behaviour and certain quantitative evidence from assessments, there is no consistent systematic approach to addressing learning needs and learning progression beyond this. As Hattie points out, everything teachers do generally works however they aren't necessarily doing what works best for each and every student.

Obstacle: If we are to develop the capacity of teachers to enact what works best for EACH and EVERY student then we need to shift teacher focus from examining solely teaching practice to also look at student learning progression. This is a narrative shift for many teachers and it requires, amongst other shifts, new assessment and evaluation tools to provide feedback to teachers and students.

Proposal: Develop systemic approaches where teachers follow the D.I.E process that Hattie suggests so that the teachers are focused on student learning not just teacher practice. The goal is to develop their capacity to be evidence based about the learning occurring in their classes. This is not just about test scores but also potential measurable aspects such as self-regulation and learning confidence. The process would involve:

- de-constructing the Australian Curriculum (or the curriculum in your state) and have an agreed upon progression of knowledge, skill, and capabilities across the levels for each subject area
- developing teachers ability to use formative assessment practices to elicit evidence of progression and become data informed
- supporting the teachers in redeveloping both formative and summative assessments
- developing the capacity of teachers to backward plan
- changing school policies that hinder teachers from providing evidence to justify the State Curriculum level each and every student has reached in their classes

Timing: This aspect will require a significant amount of professional development in most schools but is the most critical part of setting up an effective learning and teaching environment. This is at least a four year process but we would begin with developing teachers' capacity to elicit evidence of student progression.

References:

- [“What Works Best in Education: The Politics of Collaborative Expertise”](#), John Hattie, June 2015
- [Evidence Inquiry Cycle](#), DEECD
- Timperley, H (2010) [“Using Evidence in the Classroom for Professional Learning”](#)

Consultants: Dr Adrian Bertolini, Elizabeth McLeod, Narelle Wood

2. Peer to Peer Mentoring Process

Intentions addressed:

- It supports teachers to build their capacity to enact evidence based learning and teaching practice
- It leads to a sustainable structure that is habitual for teachers and leaders within the school
- It is nurturing and builds a developmental mindset for all involved
- It grows leaders and leadership throughout the school
- It develops strong relationships and trust amongst the staff both within their area and across the school
- It creates clarity and aligns staff behaviour with organisational values
- It can be linked to the AITSL Australian Professional Standards for Teachers



Theme: **Together We Grow**

Issue: Many teachers in secondary environments teach in isolation. A cultural shift is necessary to enable teachers to be more open about their teaching strengths and weaknesses. We have found that Australian teachers resist change, even if it benefits their capacity to progress student learning. Partly this is because of a natural human being “deficit view” of themselves (“there is something wrong”, “I am not doing it well”, “If I don’t appear as having it handled then I might lose my job”, etc). Partly it is because Australians have a “*deeply ingrained cultural bias*” to authority because of our history. Partly it is because schools are relational organisations and there is no consistent structure for performance and accountability – people in positions of leadership often struggle to have professional accountability conversations with teachers.

Obstacle: A lack of embedded processes in schools to support teacher development in a consistent whole school approach. Quite often teacher professional development is piecemeal and dependent on teacher desire. Also, schools often have not articulated what the school expectations are for teacher behaviour (the AITSL teacher standards are an example of this but don’t not necessarily address school specific values, needs, and expectations)

Proposal:

- To articulate the progressive levels of standards and expectations within the school in three areas – professionalism, curriculum / pedagogy, and pastoral / well-being. These can be linked to the AITSL standards (**you can request examples of work we have done with Mt Alvernia College, QLD**)
- To design a peer to peer mentoring program that supports teachers to develop plans for individual teaching / leadership developmental goals. The aim of this P2P mentoring program is not to hold teachers accountable but to create a trusting supportive structure where teachers can discuss professional learning goals, create a plan to achieve those goals, and build relationships across faculties.
- The individual learning plans can inform whole school professional development planning, can allow for better use of financial resources, and be used as part of teacher performance reviews.
- A mentor manual for the school can be designed and mentors trained in how to have the conversations.

Timing: The timing of P2P mentor conversations and how they are organised will need to be designed so that they aren’t intrusive to the school PD program but are relatively easy for people to organise. The first step would be to have a working party develop the framework for enacting a peer to peer mentoring process followed by a gradual roll out of the P2P mentor process the following year.

References:

- Kouzes, J et al (2015) "Extraordinary Leadership in Australia & New Zealand: The five practices that create great workplaces", Wiley
- Le Cornu, R (2007) "[Peer mentoring: engaging pre-service teachers in mentoring one another](#)"
- Mavrinac, M.A (2005) "[Transformational Leadership: Peer Mentoring as a Values-Based Learning Process](#)"
- Mt Alvernia P2P Mentor manual and staff performance rubrics

Consultants: Dr Adrian Bertolini

3. Instructional and Leadership Coaching

Intentions addressed:

- It supports teachers to build their capacity to enact evidence based learning and teaching practice
- It leads to a sustainable structure that is habitual for teachers and leaders within the school
- It grows leaders and leadership throughout the school
- It creates a focus on learning
- It creates clarity and aligns staff behaviour with organisational values
- It allows a school to be adaptable and nimble to address a high change educational landscape
- It can be linked to the AITSL Australian Professional Standards for Teachers



Theme: **Deepening Expertise**

Issue: Whilst the aims of the P2P mentoring structure are to build trust, cross-curriculum professional relationships and for teachers to articulate a learning plan it doesn't provide the rigor required to fully and progressively develop teachers and people in positions of leadership in best practice. Using mathematics terminology - it is a necessary element for high performing schools but not sufficient. The issue is that there are generally no embedded processes and structures to rigorously develop teachers instructionally or grow leadership within schools.

Obstacles:

- Teachers "hiding" in their classrooms and doing the same thing each year whilst portraying that they are developing themselves. This includes those teachers who have already "retired on the job".
- Not having "*the right people in the right seats on the bus*"⁴. If you have the "wrong people in the right seats" or the "right people in the wrong seats" in positions of leadership they can be the blockers to development rather than the forwarders.
- Teachers often are promoted into positions of leadership within a school without a scaffolded leadership development structure. Thus people in positions of leadership struggle with personal versus professional relationships and how to instructionally lead a team.
- Not having actual trained instructional coaches or an instructional model to coach from

Proposal:

Developing an in-school instructional coaching process

- Support the school to embed an instructional coaching process within their teacher professional development. This could cover a range of initiatives:

⁴ http://www.jimcollins.com/article_topics/articles/good-to-great.html

- Recommending appropriate off-site instructional coaching programs for school staff to do as part of their professional development
- Running instructional coaching workshops for middle leaders to develop their capacity to coach instructionally
- Modelling instructional coaching (and cognitive coaching)
- Being a critical friend as the school embeds instructional coaching
- Partnering senior leadership to design a sustainable coaching process and structure that works with the school needs, constraints and opportunities.

Developing an in-school leadership development process

- This would be a bespoke leadership development process for middle leaders (Level 1 and 2) within the school. It would involve professional readings, facilitated discussions, and group activities on topics such as:
 - [Trust](#) - Covey
 - [Situational Leadership](#) - Blanchard
 - [Tribal Leadership](#) – Logan
 - Developing reflective and collaborative teachers
 - Leading effective meetings
 - Growing leadership
- We would also recommend a one-to-one coaching program for middle and senior leaders to support their ability to enact longer term change projects within their role. The goals of the change project would be co-designed between the leadership coach and the leader to embed on some specific curriculum, pedagogical or leadership project that is part of the school strategic plan. Leaders will learn how to lead and manage enacting effective change at the school.

Timing: This aspect again is a long term process whose timing will depend on the school. It works synergistically with the P2P mentor process and is designed to be the overarching structure within which sustainable professional teacher and leadership development occurs at the school.

References:

- Robbins, P (2015), “Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning”, ACER.
- Kouzes, J et al (2015) “Extraordinary Leadership in Australia & New Zealand: The five practices that create great workplaces”, Wiley
- Stephens, C (2014) “Identifying measures of the impact of coaching on teacher learning”, Masters of Instructional Leadership Paper
- Marzano, R (2012) “Becoming a Reflective Teacher”, Hawker-Brownlow Education, Australia.
- Logan, D et al (2008) “Tribal leadership: how successful groups form great organisations”, HarperCollins
- Covey, S.M.R (2006) “The Speed of Trust”, CoveyLink
- Adair, J (2005) “How to grow leaders: the seven key principles of effective leadership development”, Kogan Page Ltd
- Blanchard, K et al (2004) “Leadership and the one minute manager”, HarperCollins

Consultants: Dr Adrian Bertolini, Elizabeth McLeod, Karen Dymke

4. Observation

Intentions addressed:

- It supports teachers to build their capacity to enact evidence based learning and teaching practice
- It leads to a sustainable structure that is habitual for teachers and leaders within the school
- It is nurturing and builds a developmental mindset for all involved
- It creates a focus on learning
- It creates clarity and aligns staff behaviour with organisational values



Theme: **Looking for Learning**

Issue: If we want to change what teachers do in classrooms, then we need to focus on those actions directly. *"It is generally easier to get people to act their way into a new way of thinking than it is to get them to think their way into a new way of acting."*⁵ It is extraordinarily challenging to have anyone change and adjust habitual practices they have spent years developing – whether you are a teacher, an athlete, or a student.

Obstacles:

- Teachers being fearful that they will be being judged and assessed
- Linking observation to performance reviews (e.g. as OFSTED does in the UK)
- Teachers preparing “great lessons” only for observation session
- Focusing on teaching during observations not learning
- Feedback that is critical, doesn’t provide a path for improvement, or is not linked to co-designed goals
- Teachers feeling like it is another thing to do and not of value
- Not having trained observers or not following an empowering process

Proposal:

There are a range of approaches and frameworks that a school can use enhance teacher practice through observation. The clear intent is to make it both nurturing and developmental for both the teacher being observed as well as the observer.

- Potential frameworks could include:
 - [Looking for Learning](#)
 - [Charlotte Danielson Framework for Teaching methodology](#)
 - Ron Ritchhart’s and Project Zero’s [Classroom Observation model](#)
 - [AITSL Classroom observation model](#)
- Intuyu Consulting can partner the school to enact an observation model that works in conjunction with the instructional and leadership coaching approach.
- Furthermore we are currently in talks with DIB Australia - an audio-visual company - that provides an in-class audio-visual setup ([Discovery Lab](#)) that allows a school to audio and video record classes from the perspective of teachers and their students. The setup allows for teachers to “record their lesson, watch student learning and receive objective feedback for peer observations and numerous other teacher professional development applications”
 - The setup also has the benefit of video recording great teacher practice for sharing; recording classes or parts of classes for use in future flipped learning, for instructional coaching, for building a body of practice within the school and more.

⁵ [Changing Classroom Practice, Dylan William](#)

Timing: As part of or following the implementation of an instructional coaching process

References:

- Hoff, N (2014) "[Tips for effective classroom observations](#)"
- Knight, J (2013) "High-impact instruction: A framework for great teaching", Corwin.
- Knight, J (2014) "Video Changes Everything: Why Video Cameras Are Going to Transform Professional Learning in Schools"
- Knight, J "[Using Videos for High-Impact Instruction](#)"
- Dymke, K (2014) "Sharing Classrooms Model"

Consultants: Karen Dymke, Elizabeth McLeod,

Appendix - Associated Workshops

The following series of workshops for leaders explore a range of issues that support the process of building leadership teams and excellence in practice. They are designed from a range of leading edge thinking and research carried out across a range of business and organisational domains.

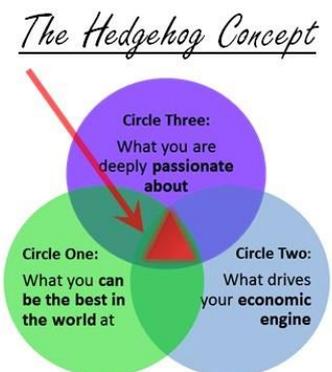
The workshops will address issues such as trust, leadership, purpose, coaching and processes. These are all elements of a workable culture.

Developing a School Strategic Plan and Annual Implementation Plan

School strategic plans quite often devolve down to a list of things to do. Strategic plans, however, are an articulation of the big picture vision of the school – they literally outline the WHO WE ARE and WHAT WE DO of a school.

We have worked intensively with both primary and secondary schools to develop clear visions (normally in the form of a Jim Collin's Hedgehog concept) as well as implementation goals such that they can design a cohesive and coherent plan that not only honours the school's review goals but honours staff, parents and creates performance.

The normal format of the work is facilitated planning sessions with a working party where we initiate particular discussions and inquiries that lead to the filling out of set planning templates. Templates are designed with the school's planning documents and discussions with the leadership team goals and aspirations. Sessions can include exploring [Good to Great \(Jim Collins\)](#) and [Qualities of Exemplary High Schools](#) (Harvard University Report) and supporting the development of action plans and activities that forward the strategic goals of the school. This will include setting non-negotiables and getting the right people in the right places.

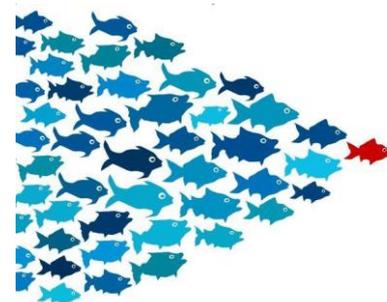


Leadership Coaching

Principals and the school leadership team lead the way in creating the culture and performance within the school. A great leadership team inspires and empowers staff, creates powerful structures, and makes a profound difference to the quality of learning and working that occurs within the school. However, unless you have a team that has been specifically built around these ideas, great leadership will normally not occur naturally. We act as expert critical friends with senior leadership teams and principals to provide an independent viewpoint that supports the development of leadership in the areas the individual needs. Much of our coaching and mentoring arises in one-on-one meetings and facilitated team conversations that support the team in gaining clarity about decisions and actions.

Some of the coaching and discussions will cover topics such as:

- Leading inquiries into their roles, responsibilities, what builds great professional cultures, leadership, etc. with the intention of school leadership coming to own and create real effectiveness in their position
- Partnering leadership to develop any practices and structures that will enable them to more effectively fulfil on their roles and their goals for the year.

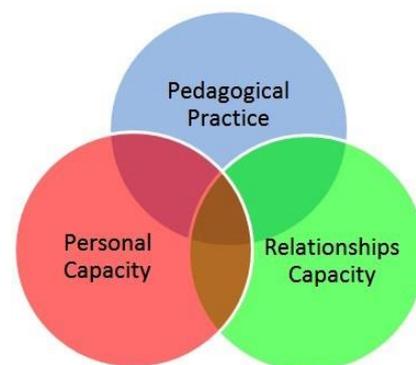


Leadership coaching will normally include some of the conversations described in the one-on-one coaching module described below.

Developing a Teacher Performance Framework

One of the greatest barriers to school performance is that there are very few clear structures for holding staff accountable for performance. Part of this arises because schools are built on relationships. This is a great thing for schools, unless people break trust and persistently underperform. Another source of the lack of accountability structures is ... what do you measure? With the advent of performance measures being set by the Federal Government, and the desire of State governments to bring in pay tied to productivity, we have worked with a number of schools to develop teacher performance frameworks. These frameworks are based upon the AITSL National Standards for Teachers and support the following:

- teacher self-evaluation
- clarity around expectations, key work tasks and the necessary capabilities
- the identification, link to resources, and structured supportive coaching for areas requiring improvement
- the acknowledgement of excellence
- the development of a formal policy for managing unsatisfactory performance
- the alignment of employee behaviour with organisational behaviour
- the building of capacity that leads to outstanding performance

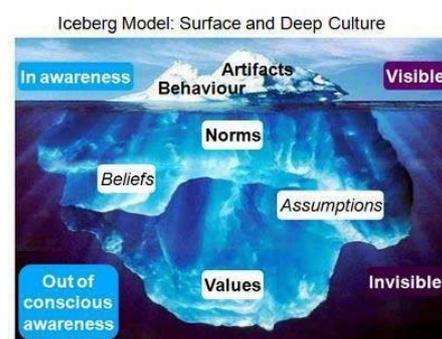


The process not only supports a school working party to develop the framework, but the working party create the scaffold, resources and approaches to support teacher development and growth, as well as supports the roll-out of the framework to the entire staff.

Introduction to Developing a High Performance School Culture

Schools and teachers are increasingly being held accountable for their performance. Yet, despite the breadth of research, leadership teams struggle with the “what” and the “how” of creating a high performance school culture. It is not as difficult or as obvious as one thinks.

- In this workshop participants will be led through a series of conversations and inquiries that will uncover the hidden elements of building an exceptional school culture.
- Based on research and practical experience this session will ignite thoughtful discussions and practical actions that school leaders and individuals in positions of leadership can begin to take.



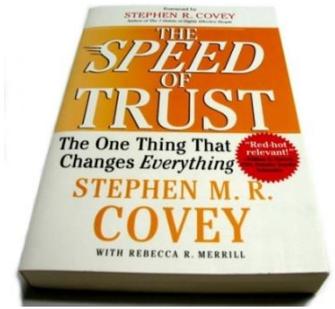
Note: we have found that this workshop can be both challenging and inspiring as the leadership team gets down to assessing the school within the discussions raised by the workshop. This is natural and encouraged as it has given school leadership team some deep insight into what has been blocking or hindering progress within the school.

Relationship Trust

Relationship Trust, from [Stephen Covey's "The Speed of Trust" book](#), is about individuals demonstrating consistent behaviour and building trust accounts with the people around them. The intention of this workshop is for the participants to explore the areas upon which trust and relationship is built, and explore and go to work upon what matters for them.

A workshop will be run to tune the leadership team into the topic and then the team can meet to read through the book and discuss and apply what they have learnt.

Developing an individual's self-trust is best handled through the one-on-one coaching discussed later.



Tribal Leadership

Just like birds flock together, and fish swim in schools, human beings form tribes. The performance of a tribe depends on its dominant conversation. David Logan *et al* distinguished 5 stages of tribes in their book "[Tribal Leadership](#)".

This workshop would kick start the leadership team exploring how to build a high performing school culture by nudging individuals up a tribal level. The team can define actions and create projects to embed structures, habits, and rituals to develop a Stage 4 professional learning culture within the school.

It is recommended for the team will meet through the term to read the book/book summary and create actions.

Tribal Leadership

Stage	Relationship to Values	Behaviour	Tribe's Language
5	Vital	Innocent Wonderment	"Life is Great"
4	Important	Tribal Pride	"We're Great"
3	Useful	Lone Warriors	"I'm Great"
2	Ineffective	Apathetic Victims	"My Life Sucks"
1	Undermining	Despairing Hostility	"Life Sucks"

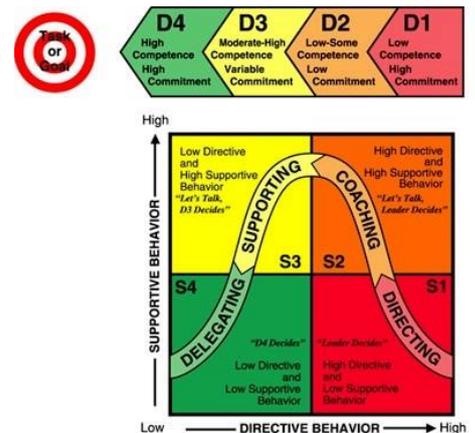
From Tribal Leadership, Logan, King & Fischer-Wright, 2008, HarperCollins

Situational Leadership

Ken Blanchard in his book "[Leadership and the One Minute Manager](#)" introduced the importance of Situational Leadership as a leadership concept. The essential idea is that the leadership style that a leader should use is dependent on the competency stage of the person they are coaching and mentoring.

Situational Leadership is about providing the leadership team with a model and the tools for creating open communication and developing self-reliance in those they manage. It is designed to increase the frequency and quality of conversations about performance and development. As a result, competence is developed, commitment is gained, and talented individuals are retained.

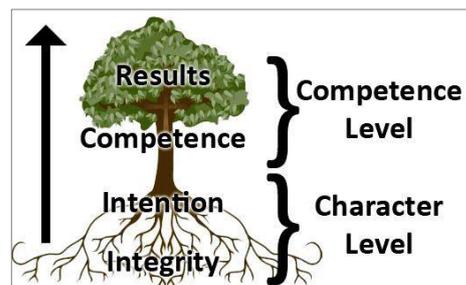
This workshop would kick start the leadership team exploring Situational Leadership.



Building the Individual's Professional Capacity

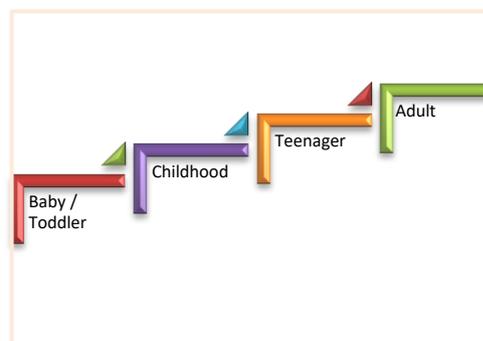
Each member within the school leadership team is at a different place with regards to their capacity to lead. Each individual has had different experiences, has different strengths, and different levels of competence, integrity and intentions. To develop the capacity of each individual would require a personalised approach.

As discussed within Stephen M.R. Covey's book *"The Speed of Trust"*, for an individual to develop performance they must first *trust* themselves and create themselves as trustworthy individuals. That requires them to develop integrity, solid intentions, a level of demonstrable competence, and deliver results. Covey refers to these as the 4 cores of credibility and represents them in the tree image as shown on the right.



The process to work with the individual could be along the following lines:

- Interview the individual to articulate their own personal vision that drives them. The intention is to have them in touch with why they are a teacher, why they are in a position of leadership, and what their personal goal is.
- Distinguish what their fundamental way of being is. In Steve Zaffron and David Logan's *"3 Laws of Performance"*, the first law of performance is that everyone's actions are consistent with their viewpoint of the world. As we grow up there are three spans where we undergo large physiological and neurological changes. From being a baby to a child, child to teen, teen to adult. As we go through these periods we make certain critical decisions that shape our mental model or viewpoint of the world and these decisions are fundamental to the way that we operate every day.
- How we become present to the fundamental way of being we have in life is by looking at the actions we take and thinking about what viewpoint makes those actions logical and consistent. The intention of having the individual clear about this is that it will give them a deep insight into their own motivations, reactions, and actions so they can free themselves up to grow and develop their own leadership. If they are unconsciously hampered by their past then it will limit their own performance. This exercise will also allow them to become more intuitive and empathetic towards the staff that they are responsible for.
- Explore with each individual where they see themselves with regards to the 4 cores of credibility (strengths, weaknesses) and then work with them to create a mini-project (aligned with the school's vision and plan) to develop themselves. Leadership can only be developed through leading something. The intention is to identify the areas that the individual needs to develop their capacity in and co-design a project they will lead to develop that capacity and fulfil the school's plan.
- Partner with each individual to develop any practices and structures that will enable them to more effectively fulfil on their roles and their goals for the year.



Intuyu Consulting has worked with over 300 Government, Catholic and Independent schools around Victoria, Queensland, New South Wales, Western Australia, and New Zealand.

Some of the Organisations and Schools we have worked with recently.....Catholic Education Melbourne; Australian Education Union, Victoria; Multicampus Victoria Western Region Deputy Principal Network, Vic; Lutheran Education QLD; Box Hill Institute, Vic; Epping Secondary College, Vic; Reservoir High School, Vic; Sandringham College, Vic; Billanook Primary, Vic; CBC St Kilda, Vic; Scots School Albury,

NSW; Guildford Grammar, WA; Perth Modern School, WA; John Curtin College of the Arts, WA; Falls Road Primary, WA; Mt Alvernia College, QLD; Ipswich Junior Grammar, QLD; Clontarf State High School, QLD; Ryan Catholic College, Townsville, QLD; Lake Clarendon State School, QLD; Wulguru State School, Mackay, QLD; Humpybong State School, QLD; Redlands College, QLD

About Us



Dr. Adrian Bertolini is the Founder & Director of Learning of Intuyu Consulting. He is one of Australia's foremost thought leaders on practical and real education that empowers and develops resilient, independent learners. Whilst his journey began as an engineer and Senior Lecturer in Aerospace Engineering at RMIT University, Adrian has worked across Australia, with students and teachers in primary, secondary and tertiary environments, to create authentic learning structures and experiences. He redeveloped the ruMAD? (aRe yoU Making A Difference) program for the Education Foundation and it was acknowledged as one of the pre-eminent inquiry-based learning models in the country. In 2009 it won the **Garth Boomer Award** for curriculum development.

Adrian is much sought after by schools and businesses for his simple and effective presentations that not only challenge people to think deeply but also provide listeners with the practical "how's" to move forward. He is constantly acknowledged for being an engaging, passionate and knowledgeable speaker and facilitator.



Narelle Wood has completed her Bachelor of Science, with Honours, majoring in both English and Genetics. Having an unusual combination of subject methodology has enabled her to work creatively on a number of integrated curriculum initiatives through out her teaching career. Narelle has also been a student manager, as well as developed and implemented a number of general curriculum and school wide literacy initiatives. She completed her Masters of Education in 2004 and has taught in a variety of Government schools through out Melbourne and was the Head of English and Literacy at a high performing all girls school.

At the moment Narelle is working on her PhD in the area of teaching and assessing creativity, has been teaching both at Monash University Education Faculty and in specialised Gifted Primary Education Programs. Apart from working in the area of implementing the National Curriculum, Narelle is passionate about empowering students through engaging, challenging and innovative curriculum.



Karen Dymke is a well-known and passionate teacher educator and practitioner, with a wealth of experience. Karen has grounded experience, following positions as Director of Learning at a major independent school in Melbourne, project worker and manager for a number of State wide educational innovations such as the VCAL and the Victorian Applied Learning Association, a lead presenter for the VCAL professional development around the State since its inception, a curriculum writer for the VCAA, VCAL and ACFE, Director of the 'High Impact' Theatre in Education team, and classroom teacher. Her experience has been honoured with awards such as Outstanding Teacher of the Year and scholarships overseas. She has a Masters' Degree in Applied Learning and lectures at Latrobe University in the field.

Karen has completed accreditation as a teaching and learning coach with the highly regarded Growth Coaching International and is currently working in a range of settings, including government high schools, the independent sector and through teaching professional bodies such as the Victorian Applied Learning Association. Her recent projects have also included teaching in a Muslim school in Sumatra to share practice and develop networks to develop partnerships in Asia for both teachers and students. She has also been involved in delivering and developing "Awareness Week" - a social justice program - for schools around Australia.



Elizabeth McLeod has worked as a teacher mainly in primary education settings and has taught at every year level. She accepted various school leadership and school executive management roles for leadership, curriculum and administration including Teaching and Learning Coordinator, IBO Primary Years Programme (PYP) Coordinator, and Head of Teaching and Learning at some of Melbourne's top Independent schools. Elizabeth has extensive knowledge and experience with high quality instructional practice, curriculum design, education project management, and design and delivery of professional learning.

As an education consultant, Elizabeth develops and delivers professional learning programmes and instructional coaching to schools, corporate organisations and other education consultancy work. She listens carefully and engages in substantive conversation to meet the needs of her clients, and personalises programmes to address these needs.

The works above can be presented in a variety of ways:

- *school professional learning sessions*
- *workshops – half day / full day, depending on elements selected*

All professional learning includes readings, videos and sustained discussion and activities for maximum participant engagement and retention.

To request a proposal and full costing tailored to your specific requirements, contact our office and we will be happy to provide these details for your perusal.

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