

LEADING ADULT LEARNING

& Initiating Changes in Practice with Confidence & Candour

Questions we are frequently asked by RTLB include • *How do I support teachers who are older than me and more experienced?* • *How do I engage a teacher who doesn't want to be supported?* • *How do I ensure I don't end up doing the work teachers should be doing?* • *What do I do when a teacher wants to work towards an exclusion model – they want me to work solely with the teacher aide?* • *What do I do when others ... (including senior leaders in schools) ... go out of their way to be difficult and unsupportive?* • *How do I challenge ineffective teaching practice and build relationships at the same time?* • *How can I ensure feedback doesn't come across as criticism?* • *How can I get traction in my cases more quickly?* • *How do I work with a cynical teacher?* • *When collaboration doesn't work what do I do?* • *What do I do when the teacher I'm supporting thinks they're always right?* These are all engagement challenges. The primary role as an RTLB practitioner is to engage adults as learners, and to influence their thinking & beliefs to shift teaching practice. The rules to engage adults differ from those underpinning the engagement of young people in learning spaces. Understand the principles, make the shifts in thinking, contextualise them for RTLB and it becomes significantly easier to avoid the types of sticky situations RTLB can find themselves in.

RESILIENCE REIMAGINED

Psychological Tools to Sustain RTLB & Prevent Burnout

The demands & complexities faced by RTLB are greater than ever before. *Resilience Reimagined: Psychological Tools to Sustain RTLB & Prevent Burnout* is a crucial professional development opportunity equipping RTLB with a toolkit of powerful, targeted, psychological self-use tools allowing your team to effectively self-manage & overcome stressors inherent in their day-to-day roles. From over 40 resilience strengthening psychological tools, only those most relevant to the needs of your team are selected so that participants learn to build resilience, enhance their well-being, and maintain their passion for their roles. Resilient RTLB perform better, experience greater job satisfaction and have greater impact because by bouncing back from setbacks and adversity quickly, this rubs off on the teachers they support too.

THE POWER OF PRECISION

Forensically Fostering & Fast-Tracking Teaching Fidelity

Whilst RTLB are knowledgeable and skilled at diagnosing learning and behaviour problems associated with ākonga, what is often missed is the ability to diagnose performance issues associated with teachers. The importance of precision and accuracy when working to strengthen teaching fidelity cannot be overstated when supporting teachers to change practice. *The Power of Precision: Forensically Fostering & Fast-tracking Teaching Fidelity* is an essential investment opportunity for all RTLB committed to driving impactful teaching and leadership practice, who maybe have been influenced by the work of Prof. Russell Bishop (*Teaching to the North East*), and who seek to gain traction in their cases quickly. Until RTLB have some way of diagnosing complex performance issues with clarity and specificity, the risk is that their performance can be undermined by vague, indefinite, and indeterminate messaging. RTLB development in this area provides exacting strategies and diagnostic tools needed to address and resolve nuanced teaching and other performance challenges to ensure every educator receives the targeted support necessary for growth and improvement. *Prioritising precision* is a simple way for all RTLB to raise teaching fidelity in all areas, in all school settings, more quickly and effectively.



FROM CONCERN & CONFLICT TO CONFIDENCE & CONNECTION

Mastering Adversarial Situations

The ability to effectively communicate with confidence in potentially adversarial situations is critical. RTLB can find themselves in these situations with parents and whānau, with teachers, with Principals and SENCOs, with Ministry of Education representatives and those trained from within the medical world. *From Concern & Conflict to Confidence & Connection: Mastering Adversarial Situations* is an essential opportunity equipping RTLB, irrespective of position, with approaches and strategies needed to lead in even the most challenging interactions with authority, composure and confidence. When other adults create anxiety and stress it is vital for RTLB to be able to transform potential conflict into constructive dialogue without becoming paralysed by fear, to build strong, collaborative partnerships. Mastering these skills and approaches, RTLB will not only reduce their own stress but also contribute to enhancing the credibility of the RTLB service if that is a strategic goal.

THE COLLABORATIVE EDGE

RTLB Teaming for Success

The word team is both noun and verb. Research shows humans are very good at naming teams, but when it comes to teaming, most resemble groups of workers. In the context of RTLB you have a team when team members (1) own their task and relationship challenges without outsourcing them to Cluster Managers or Practice Leaders to solve (2) are professional and deal with inter-personal issues without gossiping to others about those issues and leaving them to fester (3) do not emotionally manipulate (4) have relationships with each other and with the teachers they support without becoming trapped within them (5) avoid forming cliques (6) consistently apply the same *helping limits* when supporting teachers so that there are no *good cop – bad cop* RTLB (as perceived by teachers) (7) have shared clarity around what their *lanes* are whilst remaining in them at all times (8) choose to not let their personal lives impact on their work performance (9) have a shared understanding of their role as RTLB, and (10) see themselves as leaders first, RTLB second. The synergy that comes from true collaboration is what sets effective RTLB teams apart.

ACCOUNTABILITY AMPLIFIED

Cultivating Accountability in Relationship Focused Environments

In the relationally focused environment of education ensuring accountability exists within the DNA of relationships RTLB form with each other and those they support, can be a consistent, persistent, and enduring concern. *Accountability Amplified: Cultivating Accountability in Relationship Focused Environments* is a transformative opportunity addressing this very issue, providing RTLB with tools, approaches and mindsets necessary to hold others to account. When performance issues arise due to a lack of accountability, effectiveness and harmony are undermined, and positive people can become negative and cynical quickly. This professional learning equips your team with strategies to amplify accountability, thereby enhancing individual and collective performance, teaching fidelity and Collective Teacher Efficacy (identified as the highest impact variable for enhancing student achievement by John Hattie) wherever collaboration is required. When accountability exists within the DNA of relationships standards are higher, professional growth is greater, and ultimately ākonga outcomes are improved. Teams who have worked through this learning unanimously say investing in this opportunity is a crucial step towards ensuring people thrive on a foundation of self-driven excellence and mutual respect.

THE INVISIBLE THREAT

A Leader's Guide to Reducing Psycho-Social Risks

Under the *Health & Safety at Work Act (2015)* a *person conducting a business or undertaking (PCBU)* has a primary duty to ensure all personnel are not put at risk from work carried out arising from the business or undertaking. Whilst the emphasis in the past has focused on physical harm and physical hazards, *psycho-social hazards* and associated harm in the workplace are misunderstood areas. *Psycho-social hazards* at work are aspects of work and situations that may cause a stress response which in turn can lead to psychological or physical harm. Those working in schools, and those supporting educators such as RTLB, are recognised as being in some of the most stressful workplaces known. RTLB can be at considerable risk from *psycho-social hazards*, and their impact can be profound, because the hazards themselves almost always go unnoticed. Proactive leadership is about more than responding to issues; it's about preventing them. This professional development focuses on the role Cluster Managers and Practice Leaders have in identifying and mitigating *psycho-social risks* before they escalate, to protect people in your team and to protect your team's reputation.





What are Cluster Managers saying about our programmes?

I wanted the team challenged and jolted to think in new ways and you certainly provided that. The way you used our contexts and our challenges to craft a day of personalised professional learning allowed us to put up mirrors and to see how we make our work more difficult. Your time with us has been the catalyst for changing our conversations, the way we think, and 5-months after your visit, we continue to talk about our time with you. So powerful!

Tamara Gersbach – Cluster Manager Manawanui (Cluster 10)

Your session today was brilliant and absolutely invigorating. Really challenging and engaging. I knew we needed to have our people thinking in new ways, I didn't know what that looked like, but you delivered a programme adapted for us that did just that whilst leaving everyone enthused, invigorated and far more confident in how to lead teachers and each other as adult learners. There's no doubt in my mind this is core learning all RTLB need to explore. Thanks Tony ... I know there's more and you've started us off on a new track ... we'll be back!

Sarah Gilfillan - Cluster Manager Te Huinga Raukura ki Manurewa (Cluster 12)

When I approached you Tony I sought professional learning focusing on effective collaboration that can truly drive change. The way you pulled this apart with us, challenged us, and made it so much more, was revelatory ... every team member has been empowered to do the mahi ... and they have been excited by the results.

Trish Sinclair - Cluster Manager Whakatane/Opotiki/Rangitiki (Cluster 19)

I initially contacted you because of your work with other RTLB who have all had very positive things to say about your professional learning specifically targeting our needs as RTLB. I'm so pleased I did. You challenge those who need challenging, inspire those who don't, and we really enjoy our time with you because we come away invigorated!

Jade Wakeling - Cluster Manager Whanganui/Fielding/Ruapehu (Cluster 25)

You spent time with our leadership team and we could immediately see the power of your messages Tony. You challenged our current thinking and required us to rethink and unlearn. Inviting you back to work with the whole team has been one of the best decisions I have made as a leader. Our team is constantly referring to your crucial messages and left them with pathways as leaders of teachers I could not have imagined them pursuing in their day-to-day work. I would highly recommend Tony!

Michelle Maule - Cluster Manager Te Paeroa RTLB Service South & East Christchurch (Cluster 34)

*Depending on need & desired outcomes
all workshops can be facilitated as one day opportunities;
or two to four day programmes spread across the year
for either leadership teams and/or whole or part-staff.*

CONTACT DETAILS

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