

## THE POWER OF PRECISION

### Forensically Fostering & Fast-tracking Teaching Fidelity

The importance of precision and accuracy when working to strengthen the teaching fidelity of others cannot be overstated. *The Power of Precision: Forensically Fostering & Fast-tracking Teaching Fidelity* is an essential investment opportunity for school leaders committed to driving impactful teaching and leadership practice, and who have been influenced by the work of Prof. Russell Bishop (*Teaching to the North East*). Coaching plays a critical role but high impact coaching can only occur when the coach has some way of diagnosing complex performance issues with clarity and specificity. Vague, indefinite, and indeterminate approaches hinder progress and dilute effectiveness. Leadership development in this area provides leaders with 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. Embracing *precision* you will foster a culture of continuous improvement where accelerating the development of high-impact teaching practice is the norm. Leadership teams working through this professional development consistently say it has proven to be a vital piece of the jigsaw for any school leadership team committed to coaching, and dedicated to elevating standards and achieving measurable success. *Prioritising precision* is a simple way to raise teaching fidelity in all areas of your school.

## FROM CONCERN & CONFLICT TO CONFIDENCE & CONNECTION

### Mastering Parent Communication

In today's educational landscape the ability to effectively communicate with parents and whānau can be as critical as teaching itself; it can make or break a teacher. *From Concern & Conflict to Confidence & Connection: Mastering Parent & Whānau Communication* is an essential opportunity equipping educators irrespective of position with the confidence and strategies needed to lead even the most challenging parent and whānau interactions with authority and composure. When parents and whānau create just as much anxiety and stress as the ākonga they teach, it is vital for teachers to be prepared for any scenario, from IEP meetings, Parent-Teacher conferences, conflictual situations when parents defend their child's behaviours, to unexpected challenging whānau conversations before and after school. This professional learning transforms potential conflict into constructive dialogue, empowering teachers to build strong, collaborative partnerships with parents. By mastering these skills and approaches, educators will not only reduce their own stress but also contribute to strengthening supportive school communities. As a leader dedicated to the well-being and professional growth of your staff, investing in this training will lead to a significant, positive impact on your school's overall harmony and success.

## THE INVISIBLE THREAT

### A Leader's Guide to Reducing Psycho-Social Risks Under the Health & Safety at Work Act (2015)

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. Schools are recognised as being one of the most stressful workplaces. Educators are at considerable risk from *psycho-social hazards*, and their impact can be profound, because the hazards themselves almost always go unnoticed, and Boards are at considerable risk because of this, to the threat of litigation. Proactive leadership is about more than responding to issues; it's about preventing them. This professional development focuses on the role of senior and middle leaders in identifying and mitigating psycho-social risks before they escalate, to protect both staff well-being and your school's reputation.

*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.*

## RESILIENCE REIMAGINED

### Psychological Tools to Sustain Teachers & Prevent Burnout

Because the demands and complexities faced by educators are greater than ever before *Resilience Reimagined: Psychological Tools to Sustain Teachers & Prevent Burnout* is a crucial professional development opportunity equipping educators with a toolkit of powerful, targeted, psychological self-use tools allowing your team to effectively manage and 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 teaching. Resilient teachers perform better, experience greater job satisfaction and create more supportive and inspiring learning environments for their ākonga. The benefits extend beyond individual teachers to the entire school community, fostering a culture of perseverance and positivity. As a leader committed to the success and well-being of your people, investing in this professional development is a valuable and essential step towards creating a resilient, high-performing educational environment.

## ACCOUNTABILITY AMPLIFIED

### Cultivating Accountability in Relationship Focused Environments

In the relationally focused environment of education, fostering a culture of accountability amongst and between educators is challenging, yet crucial. *Accountability Amplified: Cultivating Accountability in Relationship Focused Environments* is a transformative opportunity addressing this very issue, providing teachers and leaders with the tools, approaches and mindsets necessary to hold themselves and others to account. When performance issues arise due to a lack of accountability, effectiveness and harmony are undermined often across an entire school. 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) anywhere when collaboration is required. Creating a culture of accountability leads to higher standards, greater professional growth, and ultimately, improved ākonga outcomes. Teams who have worked through this learning unanimously say investing in this opportunity is a crucial step towards ensuring their school thrives on a foundation of self-driven excellence and mutual respect.





## What are people saying about our programmes?

Hi Tony, we are still talking about how great the session was on Friday. Personally you managed to create one of the most powerful days of leadership development I've experienced ... I loved the way you turned our thinking upside down and allowed us to see how we can contribute to the sticky situations we can find ourselves in as leaders. Empowering!

*Amanda Goodwin – AP, Gladstone Primary School, Auckland.*

Tony, the way you challenged our thinking and made us think about how to be effective has been a revelation... The ideas you present are so different from mainstream PD providers and whilst I know some people are uncomfortable with that, the thinking and ideas you share make so much sense and so much of a difference. Why aren't there more people like you giving the same messages and making the complex so much easier to confront. Thanks once again – participants are saying it's the most compelling PD they've ever had with many a-ha moments!

*Dy Stokes, Principal Paparoa Street School, Christchurch  
(Executive Committee Christchurch Senior Leaders Network).*

We've noticed most of the team you worked with chatting about the experience as 'the best day's PLD I've ever had,' and other similar comments. As we've come to expect after a day with you, our staff are changing!

*Susan Jennison – Principal, Westburn School, Christchurch*

Tony, thank you, thank you, thank you, the team absolutely loved spending time with you today. Everyone said it was the best PD they have ever had. They were buzzing and said that you are an amazing presenter and engaged them the entire time. Once again a huge thank you.

*Natalie Todd – Principal, Wairau Valley School, Auckland*

### CONTACT DETAILS

Tony Burkin  
Accredited PLD Provider  
t.burkin@interlead.co.nz  
021 729 008

