

Forensically Fostering & Fast-tracking Teaching Fidelity

The importance of precision and accuracy when working to strengthen the fidelity of others practices cannot be overstated. *The Power of Precision: Forensically Fostering & Fast-tracking The Fidelity of others Practice* is an essential investment opportunity for school leaders committed to driving impactful improvements in 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 or teacher leading their teacher aides 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 tumuaki and kaiako with exacting strategies and diagnostic tools needed to address and resolve nuanced performance challenges others bring and ensures every one supporting ākonga achievement 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 practice is the norm. Educators working through this professional development consistently say it has proven to be a vital piece of the jigsaw for any school team committed to coaching, and dedicated to elevating standards and achieving measurable success. Prioritising precision is a simple way to raise teaching and teacher aide fidelity in all areas of your school.

Mastering Parent Communication

In today's educational landscape the ability of specialist educators to put boundaries around their relationships with parents and whānau, and to effectively communicate with them, can be as critical as teaching itself; it can make or break a specialist educator. *From Concern & Conflict to Confidence & Connection: Mastering Parent & Whānau Communication* is an essential opportunity equipping specialist 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 specialist educators to be able to respond when blindsided in far ranging contexts from IEP meetings, Parent-Teacher conferences, conflictual situations over medical needs and priorities, to unexpected challenging whānau conversations before, during and after school. This professional learning transforms potential conflict into constructive dialogue, empowering specialist educators to build strong, collaborative partnerships with parents. By mastering these skills and approaches, specialist 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, success and Collective Teacher Efficacy.

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 teachers and leaders have in identifying and mitigating *psycho-social risks* before they escalate, to protect both staff well-being and your school's reputation.



Psychological Tools to Sustain Teachers & Prevent Burnout

Because the demands and complexities faced by specialist educators are greater than ever before *Resilience Reimagined: Psychological Tools to Sustain Teachers & Prevent Burnout* is a crucial professional development opportunity equipping specialist 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 kaiako and tumuaki 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.

Cultivating Accountability in Relationship Focused Environments

In the relationally focused environment of education, fostering a culture of accountability amongst and between specialist educators and teacher aides is challenging, yet crucial. *Accountability Amplified: Cultivating Accountability in Relationship Focused Environments* is a transformative opportunity addressing this very issue, providing kaiako and tumuaki with 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.

From People Pleasing, Risk Avoidance & Silence to Professional Accountability, Risk Taking & Engagement

Teachers in specialist school settings require both sound *teaching practice* (the moments when interacting with ākonga) and sound *leadership practice* (the moments when interacting with their teacher aides). They may not hold formal positions of leadership but specialist teachers situationally are called to lead throughout their days yet often don't recognise how they have to change in those moments to be effective. Shifting teachers' mind sets to *getting results through others* and away from *getting results by myself* can sometimes be daunting because doing so requires the development of *leadership skills and knowledge* situationally aligning to their contexts. Yet, this is a fundamental difference between high performing kaiako in specialist school settings, and teachers who can struggle. Tumuaki investing in this form of teacher-leadership unanimously say it is a crucial piece of their strategic jigsaw puzzle. Leading teacher aides does not have to come down to trial and error. If you are seeking to fill your teachers and leaders ketes with deliberate acts of teacher leadership, tailored for specialist school settings to improve inclusive education and outcomes for ākonga across your school, this might be part of the solution.



What are Principals saying about our approaches?

Tony, the way you nudge, cajole, challenge and provoke has been so important to the way we lead and influence teaching and learning at base and across our satellites. Leaders here really look forward to working with you because not only do you grow their leadership but you add so much to their personal growth, and the way you have provoked our teachers to think differently has added an exciting and new dimension to our school's strategic direction.

Trudi Brocas, Principal, Central Auckland Specialist School

I have always thought one of the crucial elements for successful teaching and learning in our sector is support for teachers to effectively lead other adults in their team. Initial teacher training focuses on teaching and communicating with children – not leading and working closely with other adults. Participation in the Leading Teacher Aides & Learning Assistants programme has provided our teachers with that “WOW – I hadn't thought of it that way” ‘light-bulb moments’ that have empowered them to be leaders and stimulated reflective thinking and mindset changes. Everyone was eager for the next session. All feedback I have received has been overwhelmingly positive in every way, with most expressing ‘I wish we'd done this earlier’.

Kathy Davidson, Principal, Sir Keith Park School, Auckland

There aren't many people who have contextual understanding of our sector, built up over 20 years, providing tailored professional learning for leaders seeking to grow themselves and others. Because you do, and you understand the nuanced leadership required to be effective in our setting, the learning you provide consistently leaves people seeking more. It's a nice problem to have!

Belinda Johnston, Principal, Somerville Special School, Auckland

Working alongside our team you challenge and provoke. You're not the person who says “You're doing a great job - well done”. I appreciate that. You're the person who compels us to think “What next?” without specifically asking that question - and when we don't know you throw something at us which is almost always the right thing for us to be thinking about.

Gill Hedley, Principal, Rosehill Special School, Auckland

Tony, at the start of the day you arrive with nothing but a blank canvas. You listen attentively and ask questions. By the end of the day you have taken us on the most amazing personal journeys challenging us to be the best we can be. We value what you bring so much that I can honestly say we consistently believe your time with us is some of the most important times of our year.

Natalie Todd, Principal, Wairau Valley Special School, Auckland

Your understanding of our sector, of our constraints and needs, of our unique pressure points, and of the distinctive drivers of specialist educators, means we never have to worry about you hitting the sweet spot. You do it on every occasion. Whether it's coaching, mentoring, strategic leadership, crisis leadership or having honest conversations, you continue to add much capacity to our team.

*Shaki Padayatchi, Principal,
Arohanui Specialist School & Outreach Centre, Auckland*

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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.