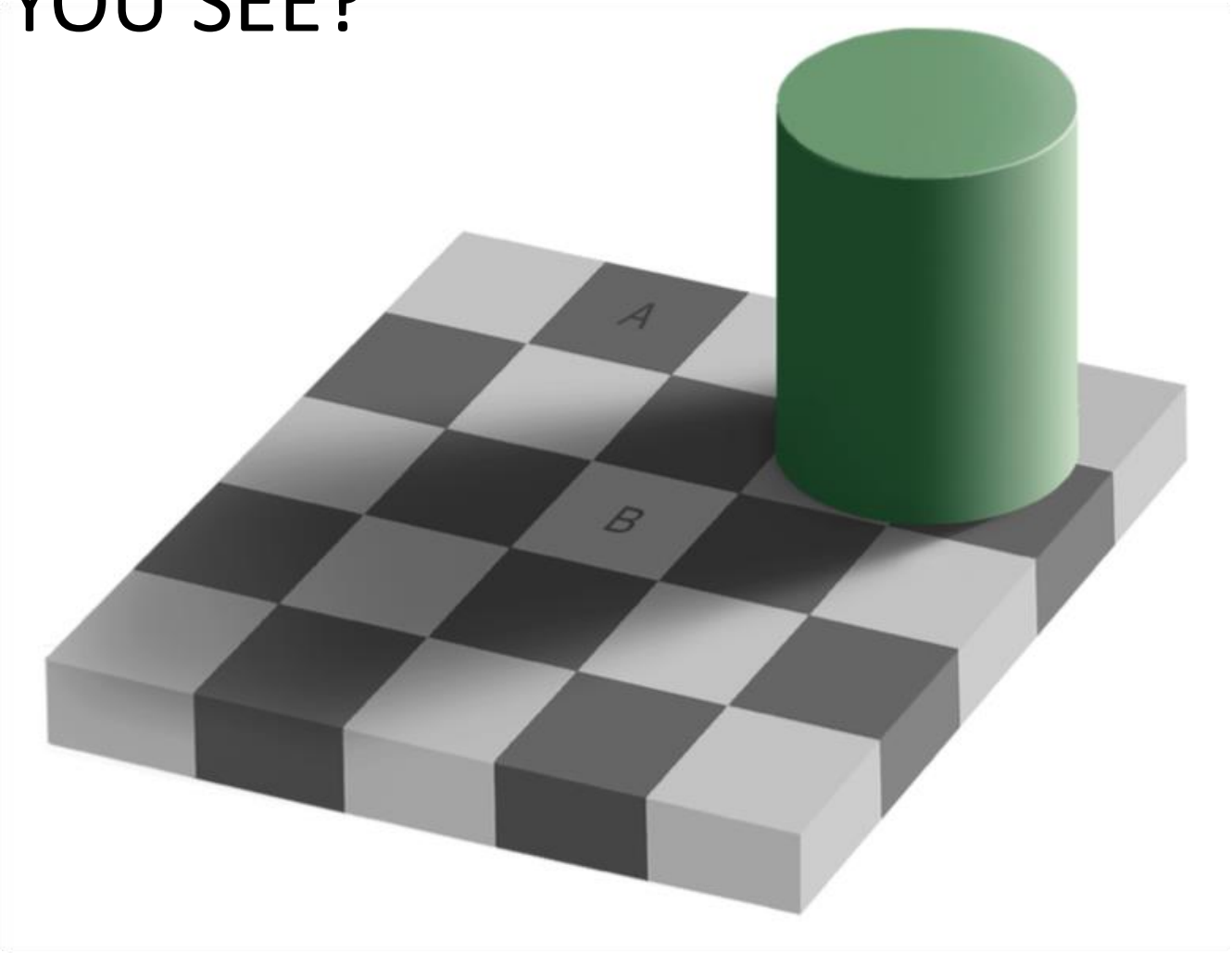
LEADING TEAMS THAT LEARN

DAN HAESLER

CUT THROUGH
COACHING & CONSULTING

WHAT DO YOU SEE?



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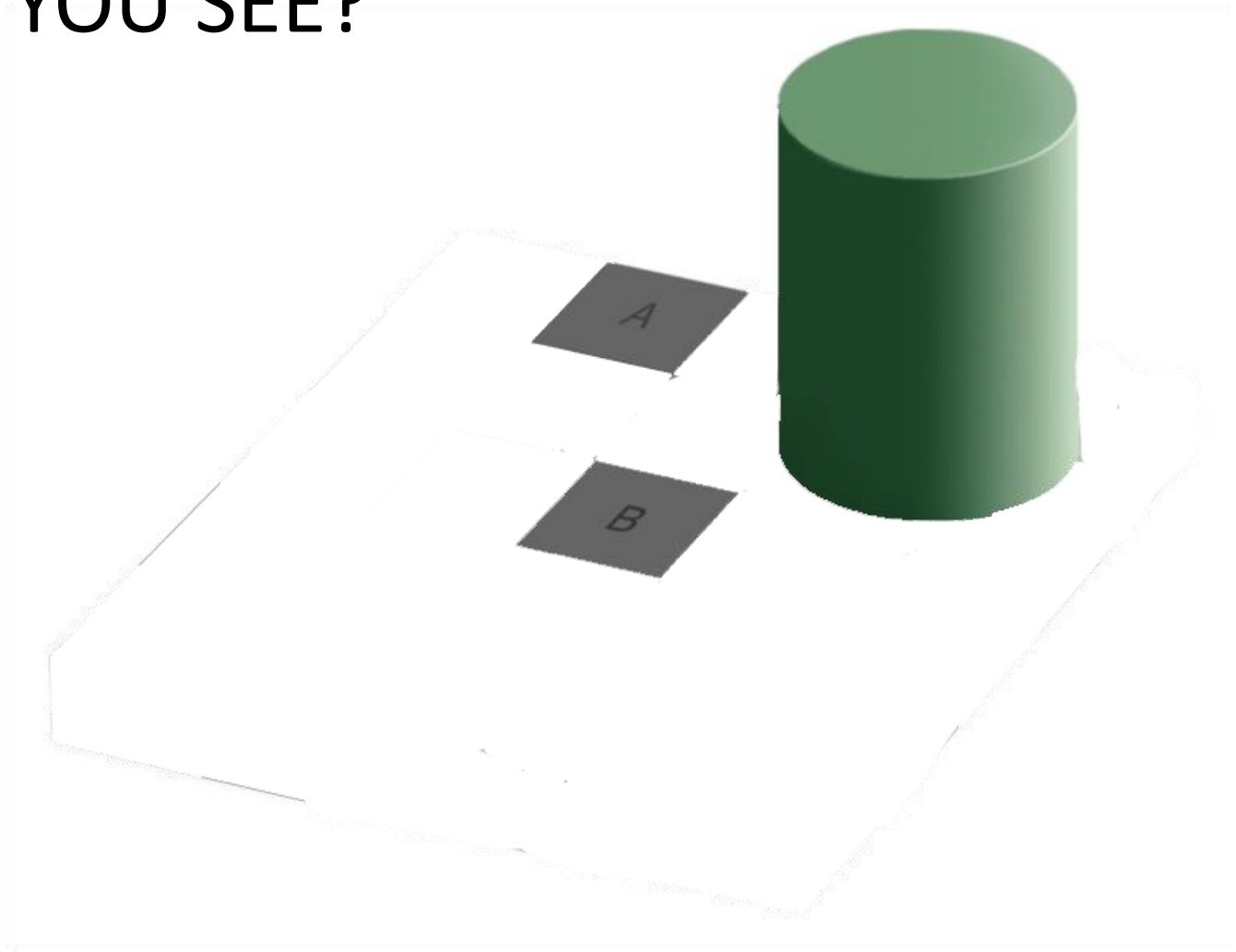
WHAT DO YOU SEE?



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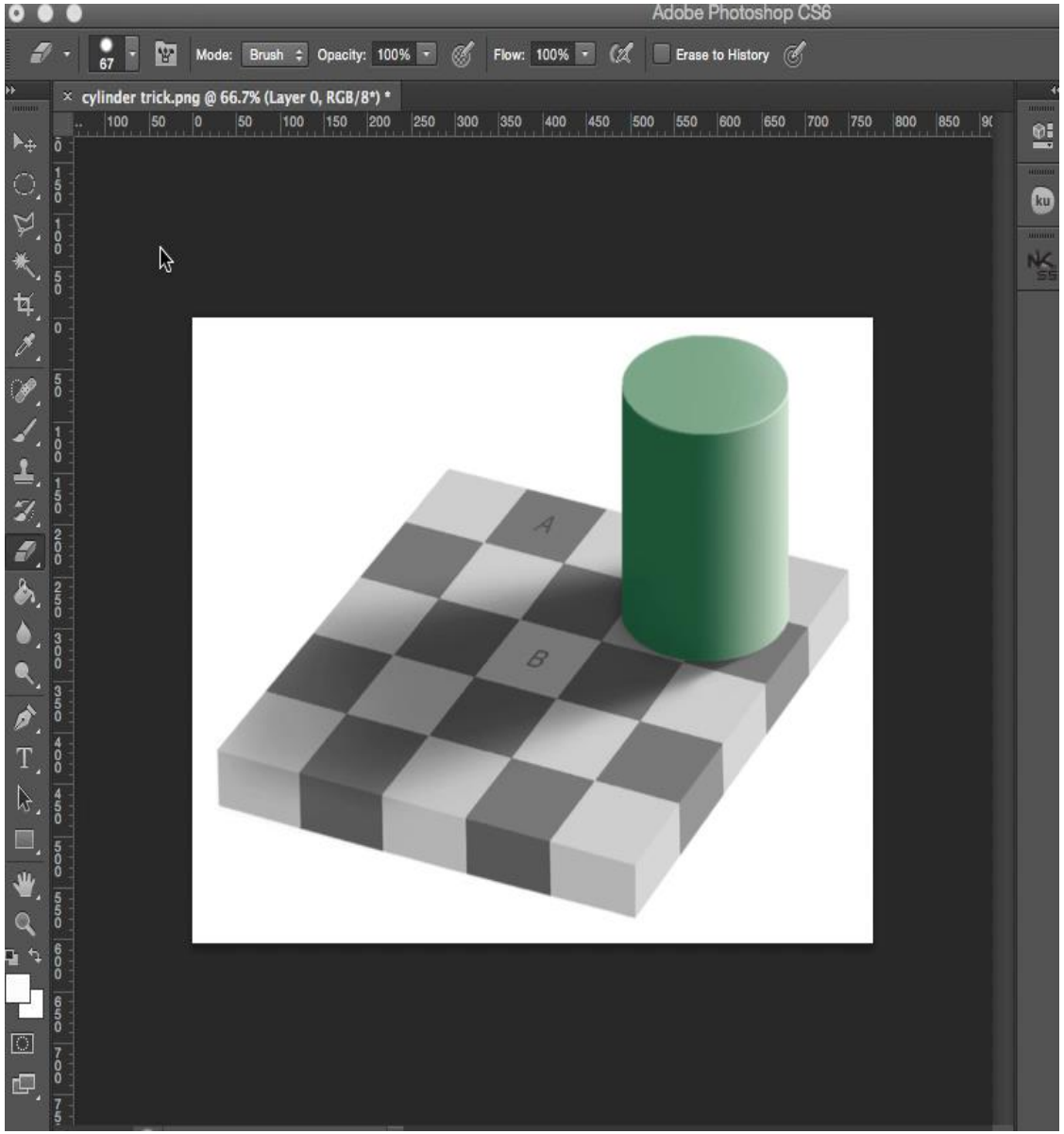
Adobe Photoshop CS6
Mode: Brush
Opacity: 100%
Flow: 100%
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cylinder trick.png @ 66.7% (Layer 0, RGB/8*) *
A
B

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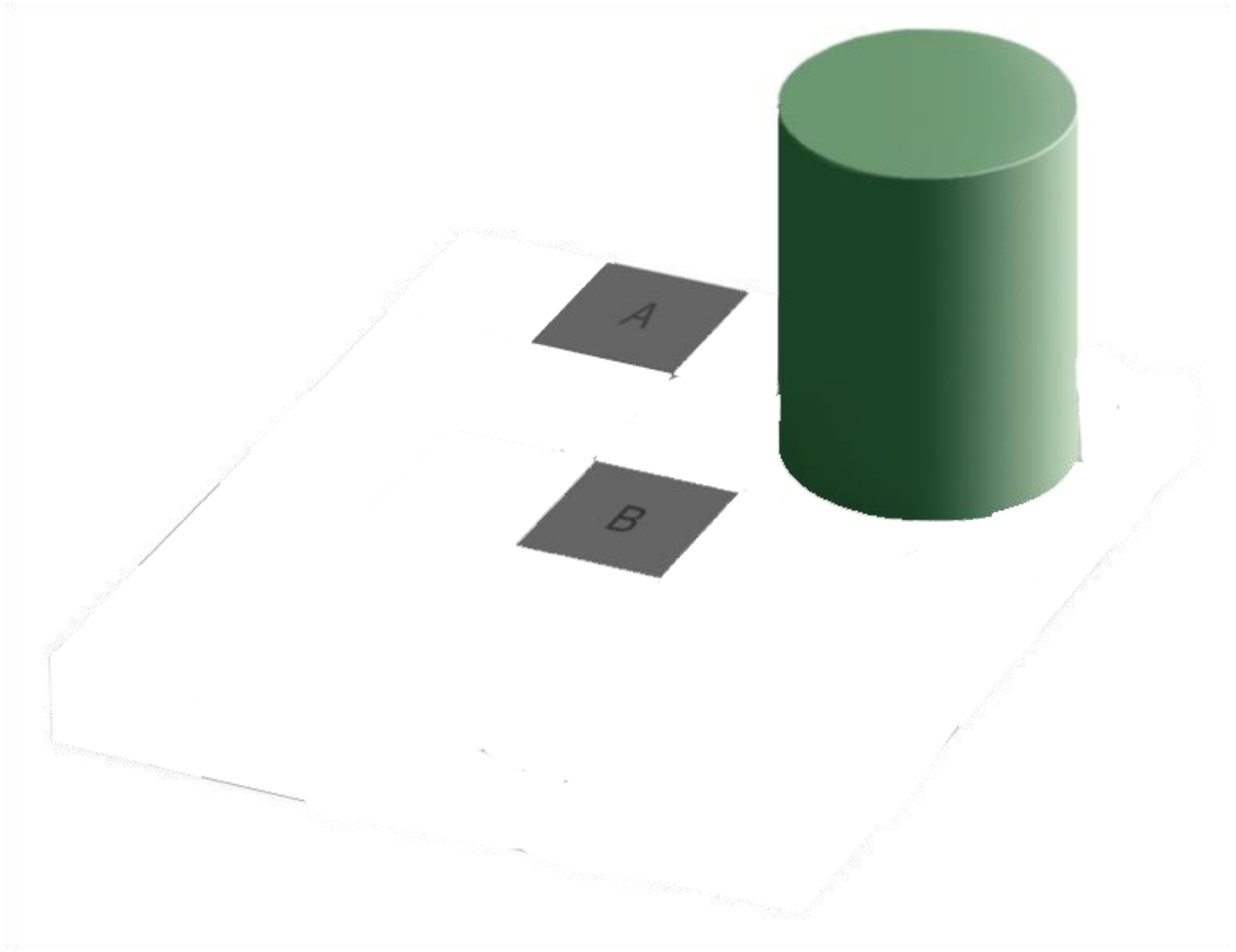

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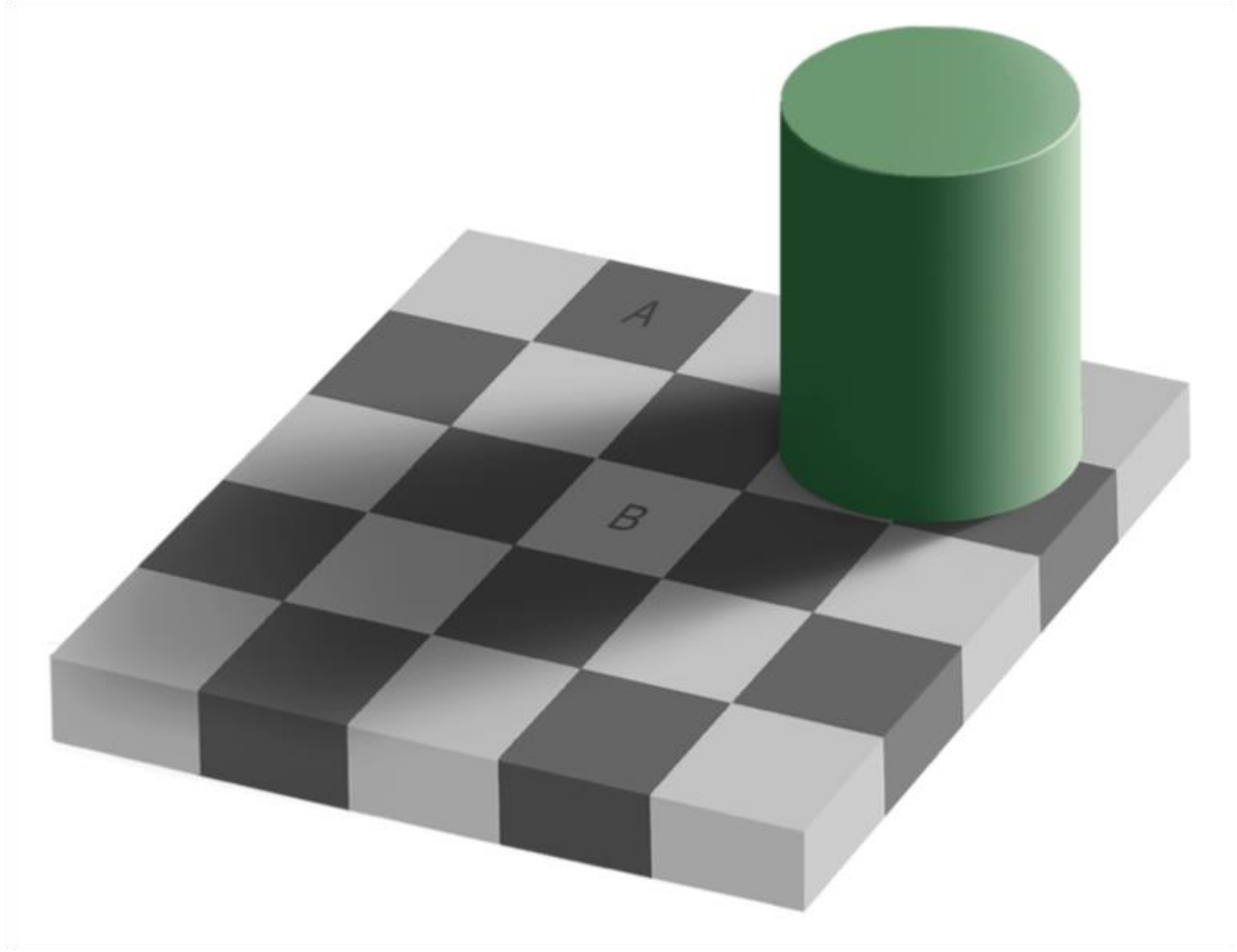

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you're not responsible for teaching & learning…

…you're responsible for the people who are responsible for teaching & learning

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Leading Teams

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Are you (really) a team?

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Work groups are characterised by the least amount of interdependence. They are based on organisational or managerial hierarchy. Work groups may meet periodically to hear and share information.

Teams are highly interdependent - they plan work, solve problems, make decisions, and review progress in service of a specific project. Team members need one another to get work done.

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What makes for an effective team?

What is your most important non-negotiable?

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Elements of Effective Teams

as identified by Google's Project Aristotle

Dependability

"When my teammates say they'll do something, they follow through with it."

Psychological Safety

"If I make a mistake on our team, it is not held against me."

Impact

"I understand how our team's work contributes to the organisatation's goals."

Structure & Clarity

"Our team has an effective decision-making process."

Meaning

"The work I do for our team is meaningful to me."

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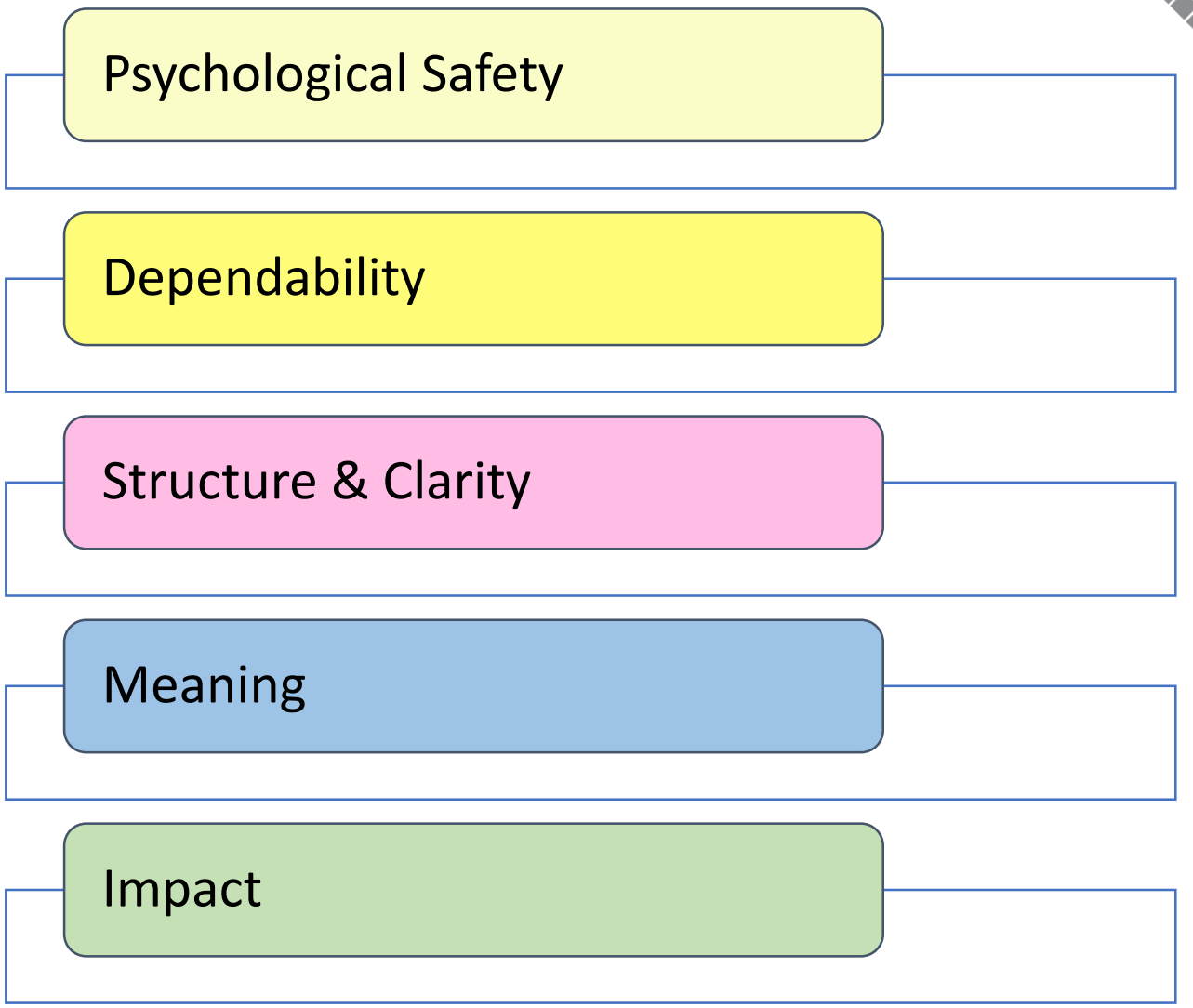
Effective teams at Google prioritise these factors in order of importance.



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the **most**
effective teams prioritise
psychological safety
above everything else

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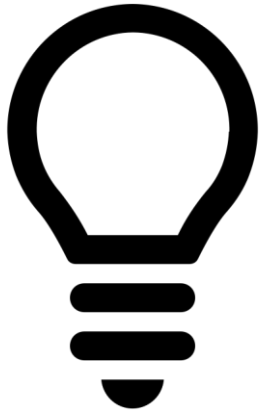
Can you recall a time that you –or someone you know – didn't speak up about an important issue?



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Where you're at

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Where you could be

The Learning Gap

Where you're at

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Where you could be

Leaders must create
the conditions for staff
to fully engage in
The Learning Gap

Where you're at

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Mindset & Motivation

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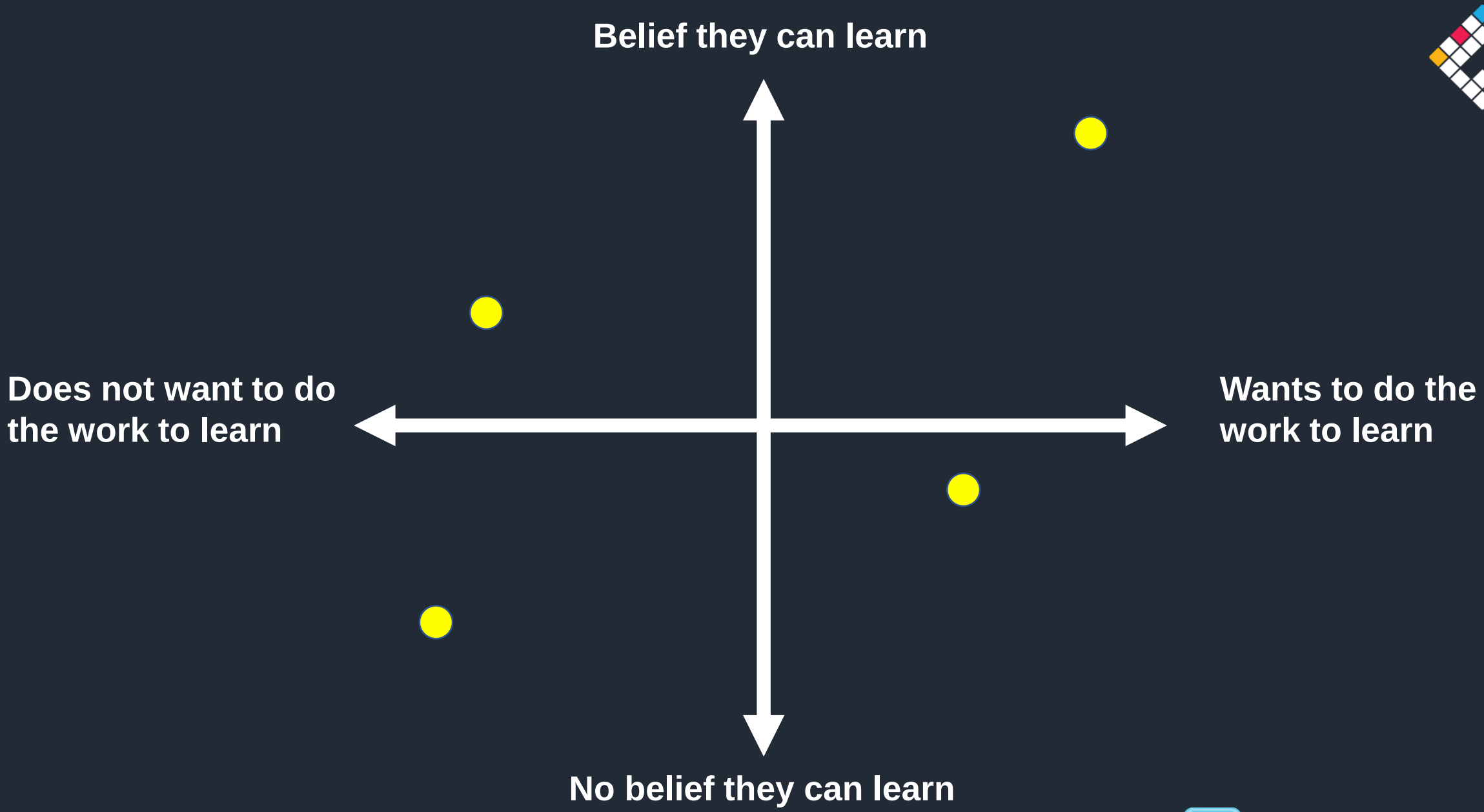
Belief they can learn
Does not want to do the work to learn
Wants to do the work to learn
No belief they can learn

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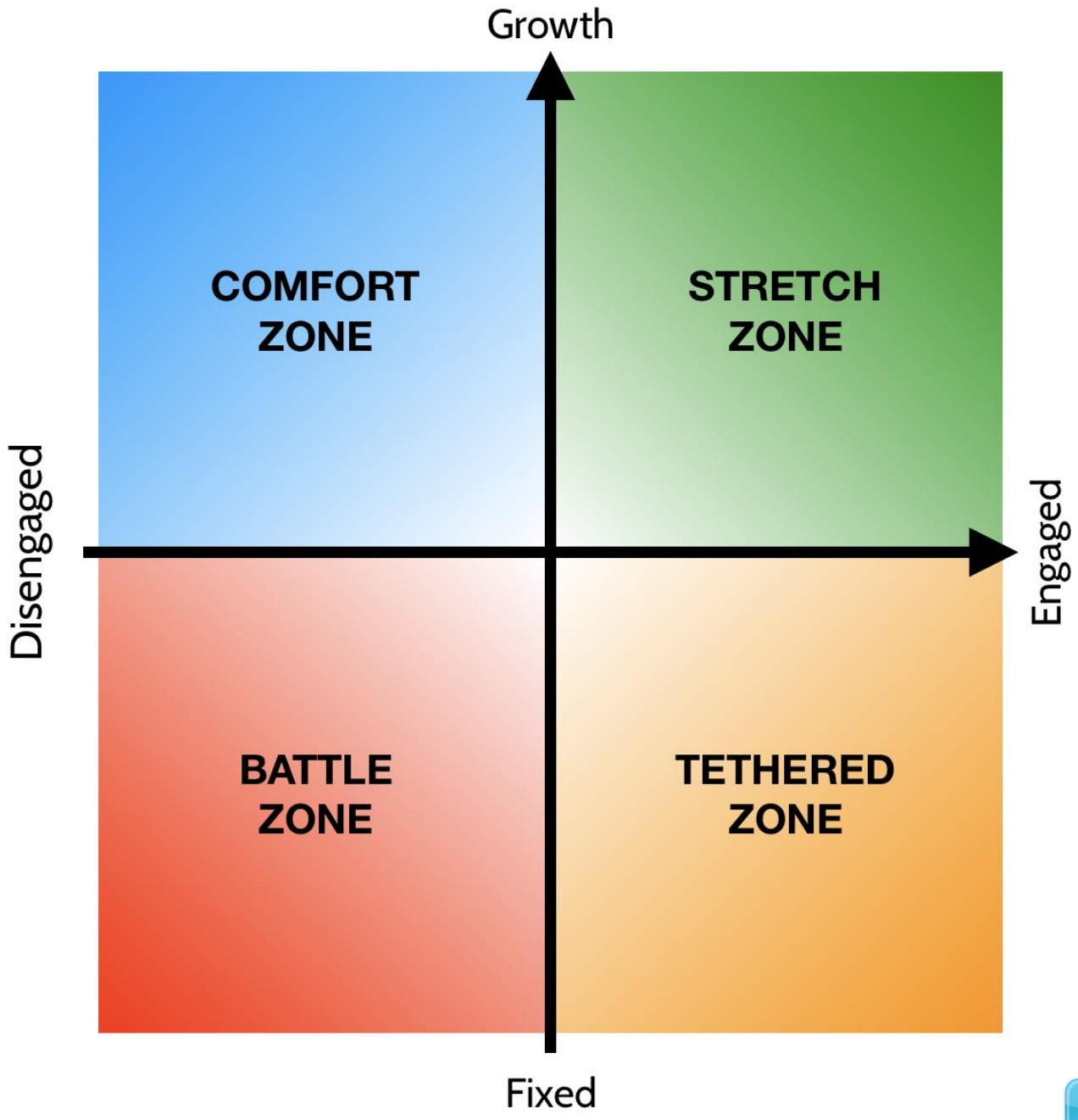
Growth
COMFORT ZONE
STRETCH ZONE
Disengaged
Engaged
BATTLE ZONE
TETHERED ZONE
Fixed

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ENGAGEMENT
BELONGING
PURPOSE
AUTONOMY
MASTERY
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Belonging

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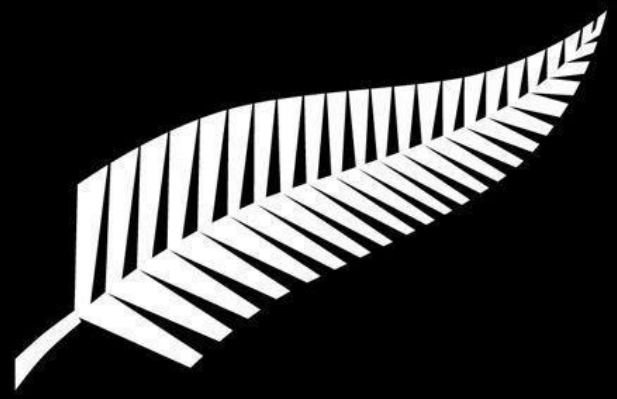

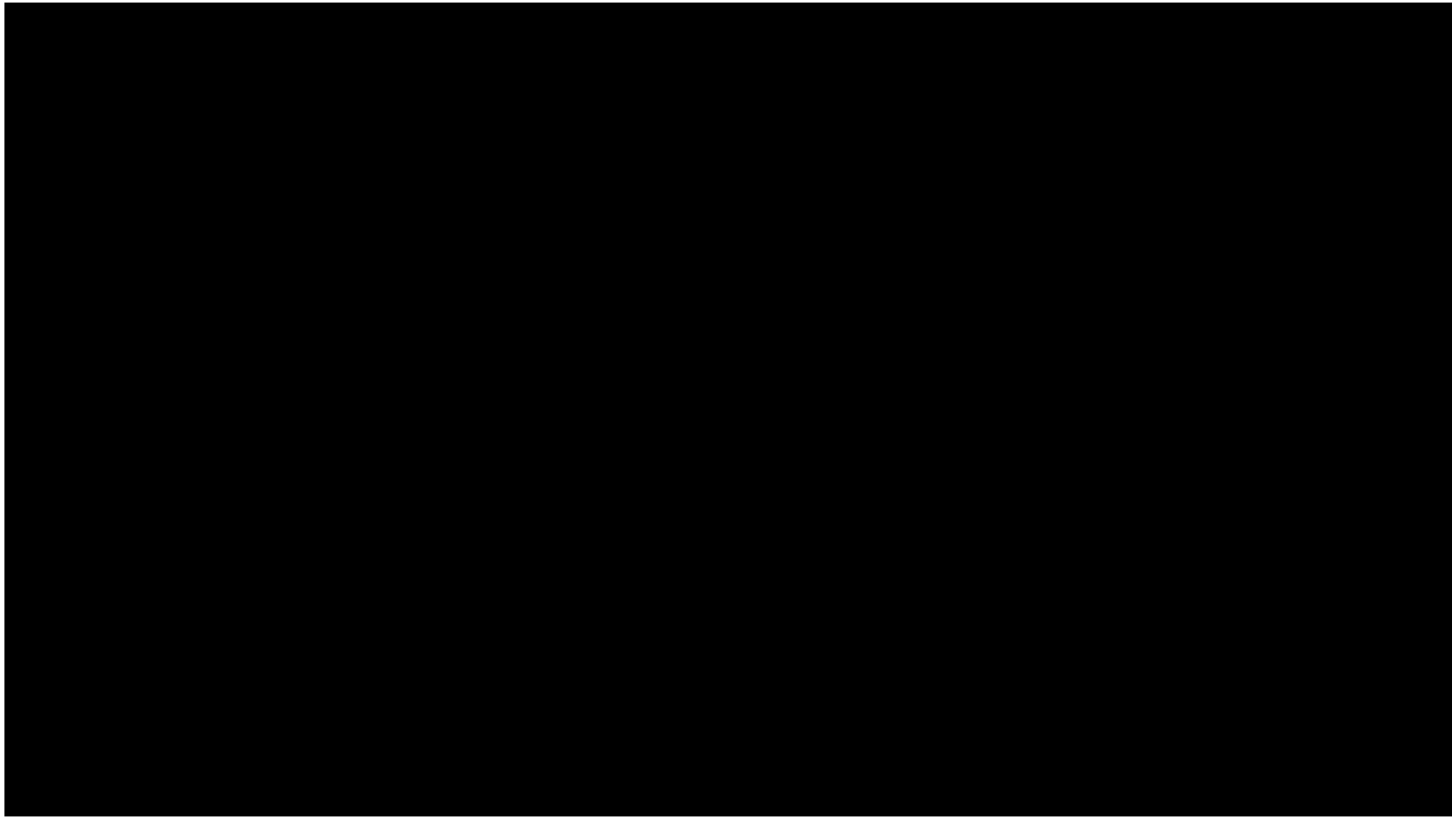

Consider…

How do you as a leader impact a teacher's sense of self acceptance and belonging?

To what extent do teachers feel they belong in your school?

Who matters more in your school?

Do some our your teachers think they matter less?

What impact might this have on their sense of belonging?

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Purpose

Autonomy

Do they work on their own?

or

Do they own their work?

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Teachers with Autonomy

Own their craft

They ***trust themselves*** to either execute what is required or *learn how to* execute what is required.

Can you think of teachers who don't trust themselves?

As a leader how do you go about helping teachers to trust themselves?

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Mastery

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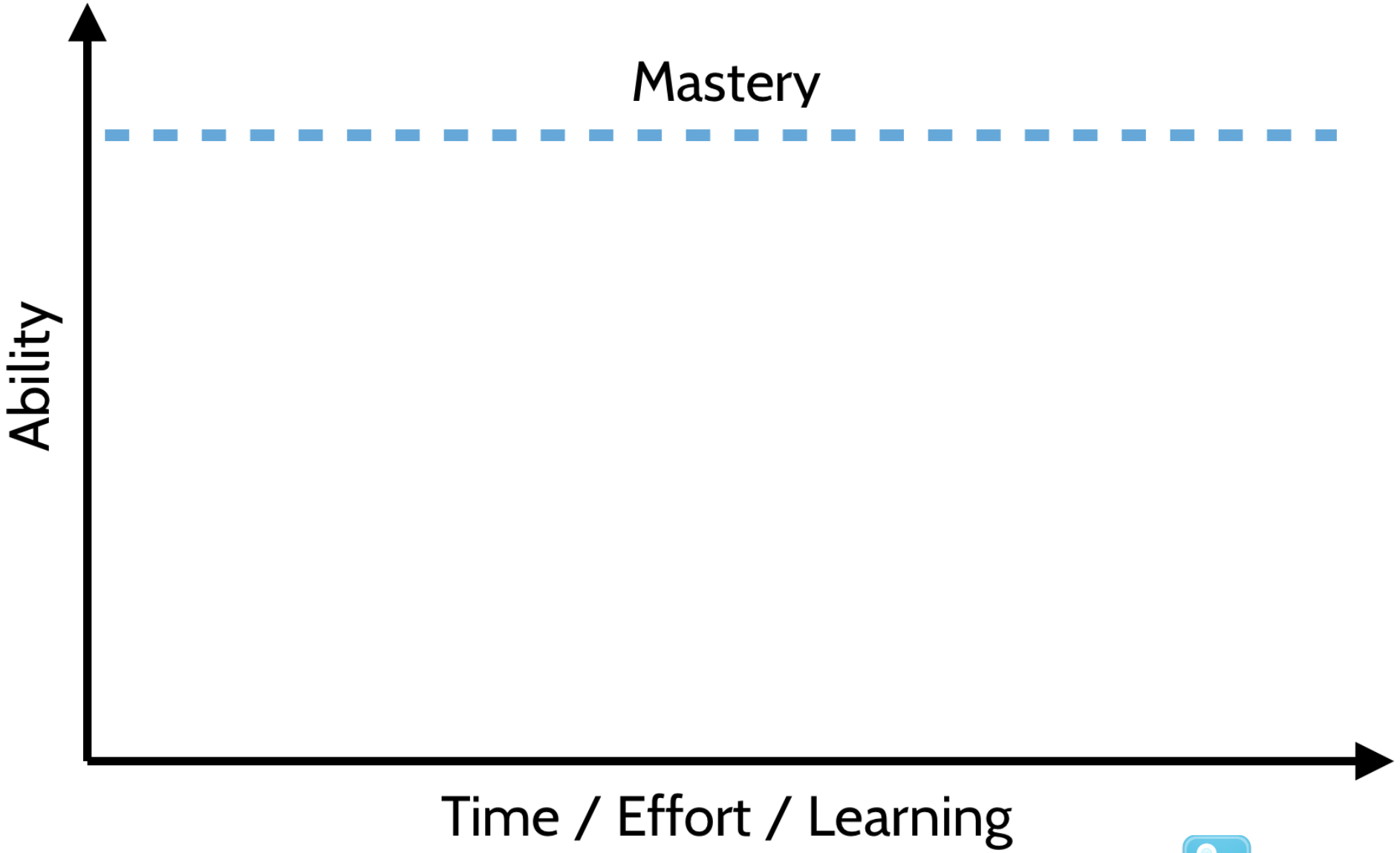

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In a Mastery Mindset
or Growth / Learning Mindset
we move from Judgement
to Learning

We're interested in results, but
we're not overly focused on them.

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Where you could be

How might you nurture a sense of belonging, purpose, autonomy & mastery so that staff may fully engage in **The Learning Gap**

Where you're at

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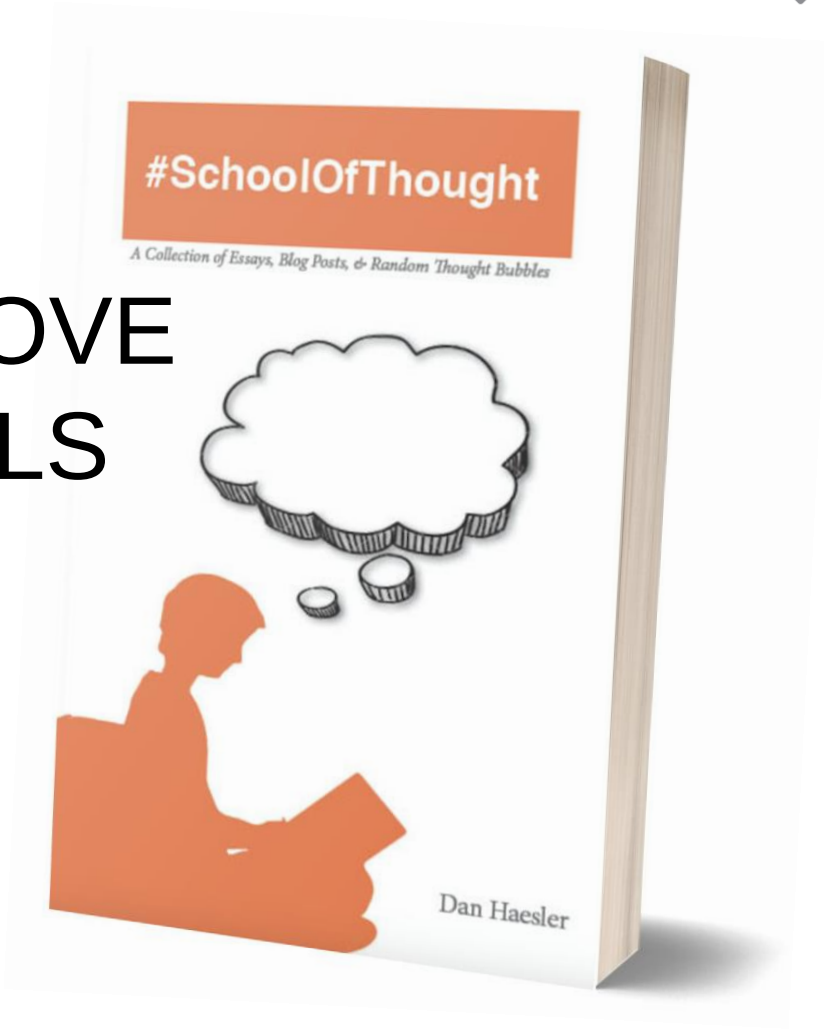
SUPPORT EFFORTS TO IMPROVE INDIGENOUS LITERACY LEVELS ACROSS AUSTRALIA

(There's some good yarns in it too!)



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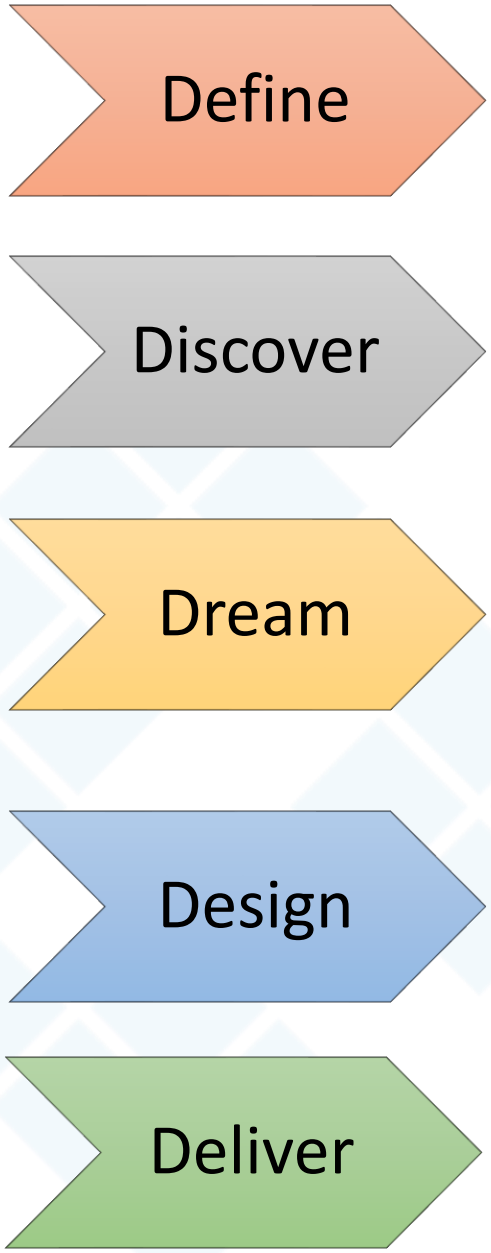
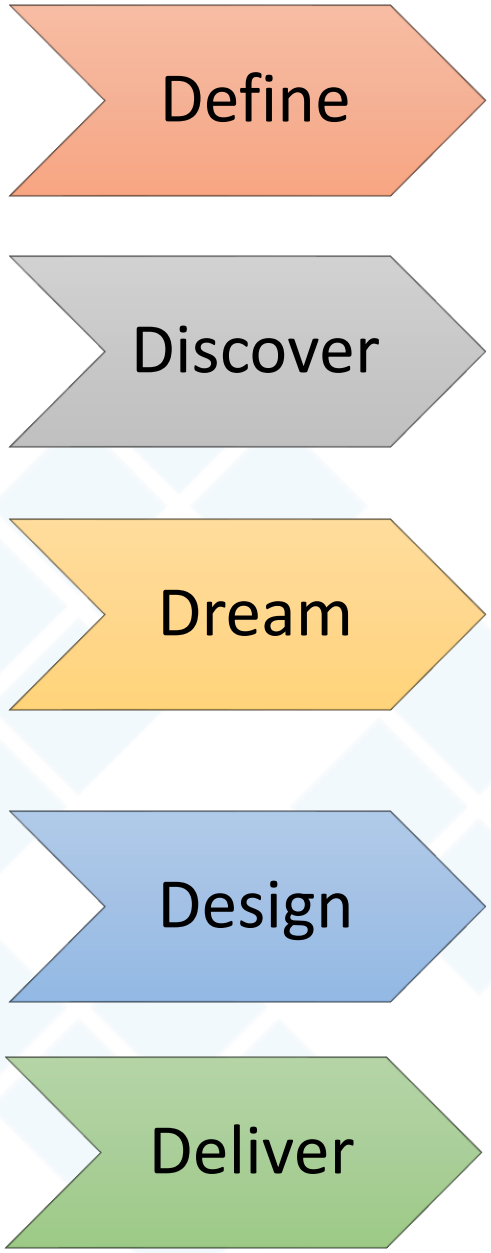
Appreciative Inquiry

THE 5D MODEL OF APPRECIATIVE INQUI



APPRECIATIVE INQUIRY



How might we enhance how our teams learn?

When are we at our best in regard to this?

Wouldn’t it be great if..?

What is stopping this from being the norm?
What can we influence?

APPRECIATIVE INQUIRY

SHIFT

Scan

Tell me about your role.

What else?

SHIFT

Hurdles

What's the biggest challenge you face right now?

What's the real challenge for you here?

SHIFT

Incentive

What do you want to come of this?

Listen out for people telling you what they ***don't*** want?

Listen out for people telling you what they want ***others*** to do?

SHIFT

Focus

What could you do?

Come up with 10 ideas in 3mins…

SHIFT

Tactics

What **will** you do?

When will you do it?

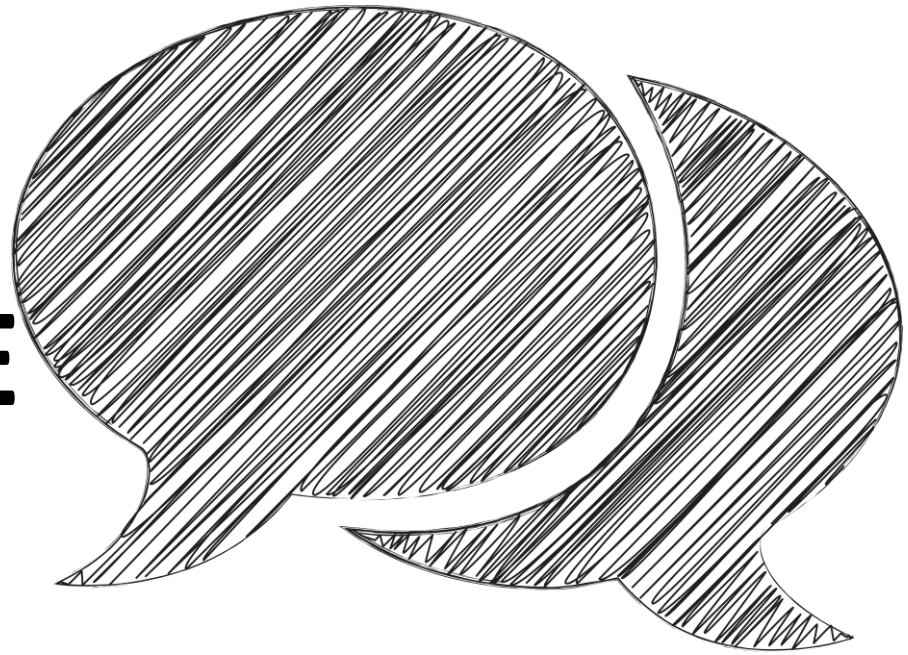
The best idea is the one you will do in the next 72hrs – 1week.

When should I check in with you?

SHiFT

MODEL FOR COACHING CONVERSATIONS

- SCAN
- HURDLES
- INCENTIVE
- FOCUS
- TACTICS



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