

Intuyu Consulting is a group of expert educational consultants who operate as critical partners for schools and school systems.

Using the latest research in education, business, and neuroscience we partner schools to create outstanding learning and development cultures, inspiring educational practices, and disciplined and effective learning environments.

We operate nationally and internationally, working in Government, Catholic and Independent sectors.

Our consultants support teachers and schools in their planning, thinking and their professional growth to work out what will work best in their environment and their circumstance. We facilitate leadership teams and school leaders to become clear and plan to achieve their visions. We are critical friends to principals and members of leadership teams to support their individual development. Recently we partnered the CEM and the University of Melbourne in a Curriculum Renewal Project across 10 Secondary Colleges and worked with middle leaders and School Leadership to effectively lead curriculum and pedagogical renewal. We are champions for people and learning.

What we offer

We offer a wide variety of workshops, facilitated discussions, and long term bespoke professional development packages to support schools to grow a culture of teacher excellence and leadership in their schools. We provide critical friend conversations as well as instructional, cognitive and leadership coaching. All professional learning includes readings, videos and sustained discussion and activities for maximum participant engagement and retention.

Whilst we often present one-off workshops and bespoke programs our preference is to build long term relationships with schools as we are clear that whole school renewals involve shifting cultural beliefs and habitual practices – and that does take time!

The following is a summary of our offerings and areas of expertise:

Partnering School Based Change Endeavours

Curriculum Planning and Assessment

- Auditing curriculum
- Supporting the development of curriculum scope and sequences (knowledge, skills, thinking, and understandings)
- Backward Planning (UbD)
- Rigorous Inquiry Based Learning
- Differentiation
- Visible Learning
- Formative Assessment
- Applied Learning and VCAL (in Victoria)



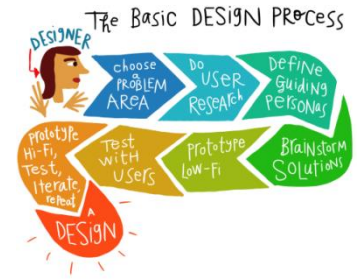
Building Practice Excellence

- Nurturing growth mindsets: meta-cognition, self-regulation, independence
- Visible Thinking: Embedding critical and creative thinking, Intellectual Character
- Rapid Formative Feedback systems - formative rubrics and formative assessment practices
- Developing data informed teachers
- Utilising data for effective learning and teaching: Diagnosis – Intervention – Evaluation approach
- Sharing Classrooms – developing a trusting collaborative professional culture
- Supporting Gifted and Talented Learners
- Developing Student Excellence
- The Practical Pedagogy of Developing Responsible Learners



STEM, Coding and the Technologies Curriculum

- Practical Steps to STE(A)M and Coding – introduction
- Understanding STE(A)M and the Design Process
- Developing Critical and Creative Thinking, Curiosity and the Learning Pit Metaphor
- Experiencing the fundamentals of the Design Process with simple and complex STEM and Coding tasks
- Whole school planning for the Technologies Curriculum
- Planning trans disciplinary STEM / Technologies units using Backward Planning
- Informs for Teachers, Students and Parents on the Technological future
- The Practical Pedagogy of leading STE(A)M
- CLWB Technology Kits with associated step-by-step learning modules



Growing Leadership Teams and Creating a Climate of Change

- Creating a Climate of Change for Curricula and Pedagogical change initiatives
- Designing Effective Strategic Plans and Annual Implementation Plans
- Growing Leadership within Schools – Middle and Senior Leadership development
- Leadership mini-workshops: [Tribal Leadership](#), [Situational Leadership](#), [Conversations that Build Trust](#)
- Critical Friend Partnerships for Action-Evaluation Curriculum Renewal Projects, Leadership Change Projects, Principal and Leadership Team
- Coaching: Leadership, Instructional, Cognitive
- Developing a Teacher Performance Framework
- Developing Peer to Peer Mentoring Processes
- Developing an Effective Mentorship Program for Graduate Teachers
- Long Term Leadership Development Packages



Growing Leadership Teams and Excellence in Practice Development

Intuyu Consulting has been working to support the development of leadership teams and teacher excellence for almost 10 years. We are deeply passionate about schools creating sustainable trust-filled learning environments for students, parents, teachers, and leaders. As such we offer a wide range of workshops, facilitated discussions, and long term bespoke leadership development packages to support schools to grow a culture of leadership and alignment in their schools. We provide critical friend conversations as well as instructional, cognitive and leadership coaching to staff. We support the development of visionary strategic plans that effectively structures and supports schools to ingrain values and align systems and processes to achieve their goals.

Our goal is to work with schools over several years to systemically develop their own bespoke leadership and excellence model that:

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



These workshops can be tailored to the needs of your school, cluster of schools or principal networks. They can be designed to be purely short informative sessions of around 30 – 60 minutes or evolved into workshops with “work in depth” activities and thinking. All professional learning includes readings, videos and sustained discussion and activities for maximum participant engagement and retention.

Designing Effective Strategic Plans and Annual Implementation Plans

Do you as a Principal or School Leader experience being challenged in implementing curriculum, pedagogy or change initiatives in your school? One aspect that is critical is having a clear and sensible strategic plan that step by step unpacks and guides the school leadership team to achieve its goals. This session outlines the 5 steps to become exemplary schools as discussed in a Harvard University report. It will include an example strategic plan and discussion about the thinking behind the process and how to lead staff in being the owners of the plan.

Leadership Coaching

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.

Using a variation of the GROW coaching model, the leader will be coached over a year to enact a project that develop any practices and structures that will enable them to more effectively fulfil on their roles and their goals for the year. Projects could cover aspects of: leading instructional change, leading effective meetings, planning strategically, building trust, difficult conversations, and empowering teachers to grow and develop.



Critical Friend Conversations

Principals and Senior Leadership team members set the context of the entire 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. Critical friend conversations are designed in partnership with the individual to focus on how they can grow their capacity to strategically lead their teams. They can vary from simply bouncing ideas off an independent educational expert through to being coached - or getting an outsider's advice - about situations they face.



Middle Leadership Development Program

Middle leaders are the critical conduit in schools yet they often do not receive the necessary professional leadership and strategic planning development to be effective in their roles. We have designed a 10 hour 3 session program that not only informs and educates middle and senior leaders but leads to deep discussions about leadership and learning within their school. Across the 3 session the leaders create an action plan based on the school's strategic plan for their area of responsibility. This plan can then be used by senior leadership to coach, manage and develop the middle leader thus providing a more effective pathway to distributed leadership, cultural change and achieving the school strategic plan.

Session 1: Growing Leadership within a School

Intentions

- To have the begun to inquire into the role of being an effective leader of your school
- To explore and discuss various 'leadership lenses' and how you can grow your team
- To support you to begin creating an action plan for your Team Goals



The session explores a range of leadership lenses including

- University of Melbourne Research - David Gurr and Lawrie Drysdale
- Hardwired Humans - Andrew O'Keefe
- Extraordinary Leadership in ANZ - James M. Kouzes, Barry Z. Posner
- Transformational Leadership
- Planning: Creating a Vision and Case for Action (Narrative for Urgency) for your Area of Leadership

Session 2: Creating a Climate of Change

Intentions

- To build upon the strategic and transformational leadership aspects we identified in the last session
- To explore and discuss cultural aspects that will be affecting your ability to enable and empower your team
- To continue creating an action plan for your Team Goals

We delve into the effects on planning, actions and results of the underlying contexts that exist within schools. These contexts are often invisible but they strongly influence the ability for teams and organisations to perform.

Topics include:

- Tribal Leadership - David Logan et al
- Teacher Habits, Practices and Beliefs
- Trust - Steven M.R. Covey
- Planning: Assessing your team and beginning the Action Plan



Session 3: Coaching and Growing a Team

Intentions

- To review and reflect on the journey thus far and what we have been learning
- To explore how the what you need to provide as a leader depends on the situation and the person
- To deepen our understanding of building trust in our relationships
- To use the 13 behaviours of relationship trust to build our capacity to have “difficult conversations”



The session explores the aspects to be responsible for as you coach and grow the capacity of your team to deliver on the agreed upon goals.

Topics include:

- Situational Leadership - Hershey-Blanchard
- Relationship Trust - Steven M.R. Covey
- Active Listening Exercises
- Difficult Conversations Role-Playing
- Continuing to develop and flesh out action plan

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

Meet the Team

Each member of the Intuyu Consulting team brings a different skill set and expertise to the team and has practically implemented our expertise in schools and beyond as educators. The core team include:

Dr Adrian Bertolini

Planning engaging, rich learning tasks. STEM and Coding, Developing self-regulated and meta-cognitive learners. Leadership and Cognitive coach. Critical friend for school curriculum, pedagogy change projects and strategic planning.

Adrian is the Founder and Director of Learning of Intuyu Consulting. He has a PhD in Engineering, taught Aerospace Engineering at RMIT, worked in the NGO sector running educational programs for schools around Australia, led transformational programs for educational companies, coached individuals and companies to develop clarity and capacity, as well as personally performed at high levels in sport.



Narelle Wood

Teaching and Assessing Creativity, Gifted and Talented Education, Auditing Curriculum

Narelle has a B.Ed, B.Sc and a Master of Education. She has taught in a variety of high performing government schools in Victoria and her last posting was the Head of English and Literacy at a high performing all-girls school. She is working on her PhD in the area of teaching and assessing creativity, and has been teaching both at Monash University Education Faculty and in specialised Gifted Education Programs.



Karen Dymke

Creating Sharing Learning Communities, Visible Learning, Difficult Conversations, Applied Learning, Service Learning, Learning Coach

Karen has during her career been a Director of Learning at a major independent school, project worker and manager for a number of State wide educational innovations such as the VCAL and the Victorian Applied Learning Association, 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 Master's Degree in Applied Learning and lectures at Latrobe University in the field. Karen has also completed accreditation as a teaching and learning coach with the highly regarded Growth Coaching International.



Elizabeth McLeod

Curriculum Design and Development, Formative Assessment, Differentiation, Visible Thinking, Literacy Development, Internationalism and Intercultural Understanding, Learning Coach

Elizabeth 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.



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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