Mentone Girls Secondary

Empowering **Good** to **Great**
Feb 2011

Dr Adrian Bertolini

Intention of Today
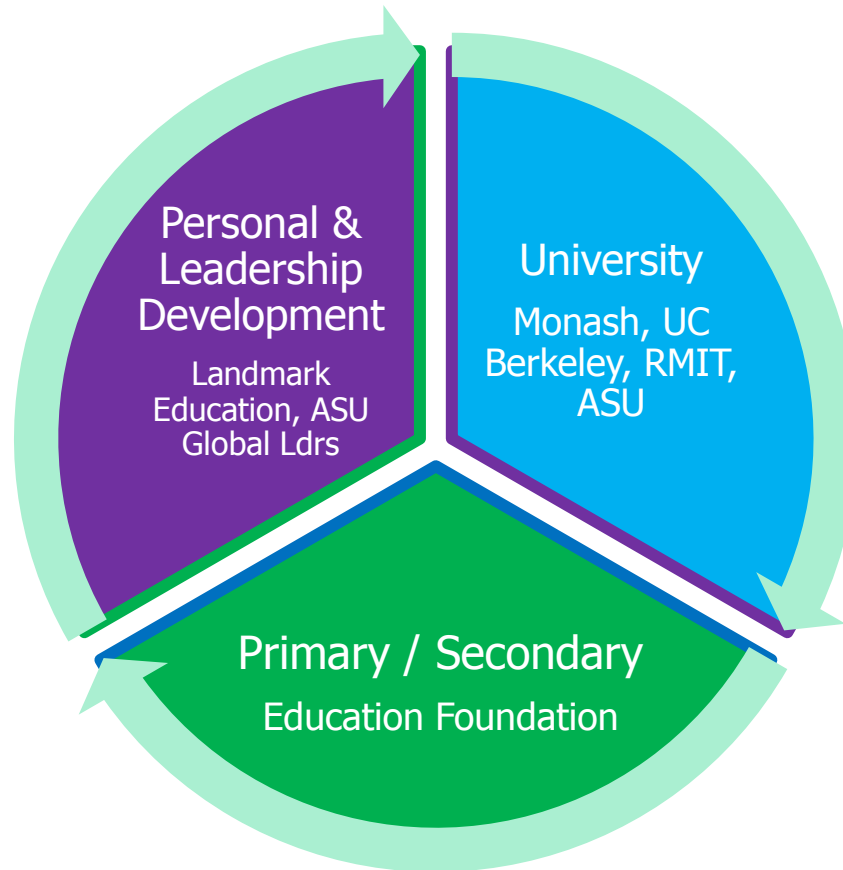
- To have each of you engaged in creating a powerful and consistent learning environment amongst the students and the staff.

- To have the staff inspired, thinking from, and starting to design the culture, structures, and actions to …

"Be an outstanding school

One that leads the way in achieving excellence

*In all aspects of our performance
in national and international arenas"*

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Introduction – Intuyu Consulting

Personal & Leadership Development
Landmark Education, ASU Global Ldrs

University
Monash, UC Berkeley, RMIT, ASU

Primary / Secondary
Education Foundation

What today is *NOT*

"Yet another external PD guy telling you what to do"

- There is a lot of doing that you are already doing

- All the answers to what you are out to create and have happen at MGSC lie in this community already.

- Today is a conversation to open upon insights and ideas about the **future of MGSC**. Thursday is a planning day.

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What my job is today

* Present you different lenses for you to look through to open up new ideas and actions

* To challenge your thinking and mental maps

* To provide an environment for you to have insights – both individually and as a community

* To leave you excited and inspired by new ideas

* To have you start designing how you are going to deliver on the outcomes required of MGSC

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Today – what is it about?

What **YOUR** job is today

- ❖ Be open, honest and participate
- ❖ Be a SPONGE

Not a crusty old dry one
hard as a rock and it takes ages
for it to suck up water

Be more like a SHAMWOW!
Suck in all the ideas
Without judgement and assessment
Think about them
Discuss them
Learn what you learn

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Today – what is it about?

What you need

- ❖ Pen and Paper to take notes and capture insights, ideas and actions
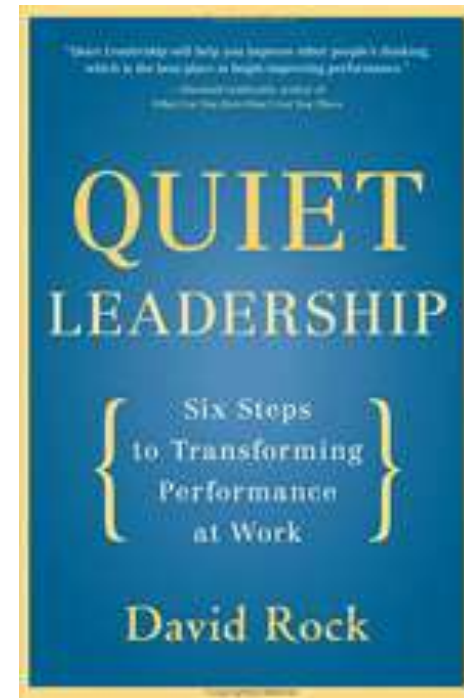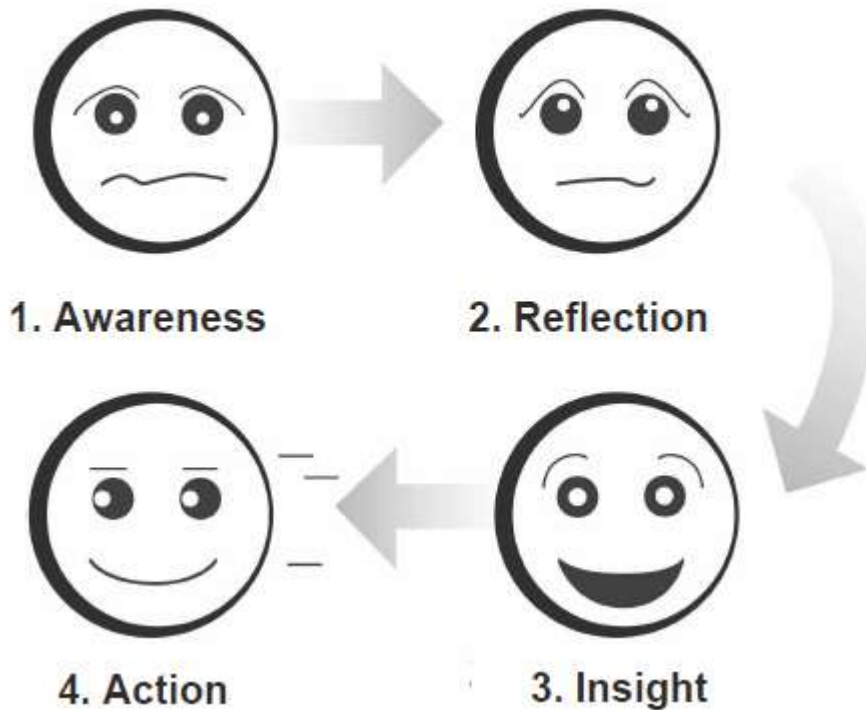
- ❖ Create an insight page

Action: Divide a page up into half

- ❖ One side write a heading "Ideas and Insights"

- ❖ Other Side write "Actions to take"

What leads to insight?

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The four faces of insight

1. Awareness

2. Reflection

4. Action

3. Insight

QUIET LEADERSHIP

Six Steps to Transforming Performance at Work

David Rock

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First Step of Insight - Awareness

- Need to begin with an **awareness** of the problem

- We haven't thought hard about it but there is an issue to resolve

- This is the immersion and tuning in phase where information is gained

- From a neuroscientific perspective,

    - A **dilemma** means having various **mental maps in conflict**.

    - They have competing values or make competing demands for resources, and the brain has not yet worked out how to resolve this conflict by creating a new metamap or by reconfiguring the existing maps.

    - Our brain can't yet see how to reconcile the needs of these different desires.

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Misconceptions / Ambiguity / Mental Maps

Time Flies Like an Arrow

Time flies in the same way that an arrow does

- Measure the speed of flying insects like you would measure an arrow
- Measure the speed of flying insects like an arrow would
- Measure the speed of flying insects that are like arrows
- "Time-flies" collectively (and individually) enjoy a single arrow
- The magazine "Time", when thrown, flies like an arrow

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4 Steps to Create Insight – David Rock

Second Step of Insight - Reflection

- People's brains give off alpha-band waves just before they come up with an insight.

    - Alpha waves correlate with people shutting down inputs from their external senses and focusing on internal stimuli.

- Alpha waves are **decreased** by doing math calculations and other exercises that require engaging the conscious, logical mind

- Studies have shown that during reflection we are **not** thinking logically or analysing data;

    - we're engaging a part of our brain used for making links across the whole brain.

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4 Steps to Create Insight – David Rock

Second Step of Insight - Reflection

- We are thinking in an unusual way, tapping into more intelligence than the three to five pieces of information we can hold in our working memory.

- In practical terms, to help people have insights,

  - we need to encourage them to relax, reflect, look internally into own thoughts and think less … or at least less logically

  - *Michael Rennie -* managing partner of McKinsey & Co [counsel and develop only top 20 companies in Australia]

    - Reflection Process

4 Steps to Create Insight – David Rock

Third Step of Insight - Insight

- It's clear that at the moment of insight various neurotransmitters like adrenaline are released as well as possibly serotonin and dopamine … thus the Ah ha!

- At the very moment an insight occurs, the brain gives off strong gamma-band waves.

  - Gamma-band waves are the only frequency found in all parts of the brain and are seen when the brain simultaneously processes information across different regions.

  - Gamma-band brain waves signify various parts of the brain forming a new map.

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4 Steps to Create Insight – David Rock

Fourth Step of Insight - Action

- The intense motivation from having an insight is short term.

- If you can get people to take tangible actions while the insight is close at hand, even just to commit to doing something later, this will be a big help to ensuring new ideas become reality.

You are going to experience a practical example of challenging your mental maps

Change Up Game

Via Mark Collard

http://www.markcollard.com/author.php

Action:

Write down any insights you have had and possible actions you can take

Group Sharing – insights & actions

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Barriers and Goals

What Barriers could there be to getting the most out of today?

- Thoughts, Fears, Concerns?

- **Thoughts** – "done all this before", "I know all of this", "Admin is foisting yet another thing on us", "Adrian is a tool", etc

- **Fears** – there is going to be more work to do!

- **Concerns** – we are going to run with this for a little while and then it will fade away and something else will be done

What would you like to get out of the day?

"Be an outstanding school

One that leads the way in achieving excellence

In all aspects of our performance in national and international arenas"

What do we need to think about to address this?

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why

#1

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What is the world the of the Century 21st

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What has happened in the last 30 years?

1982

Tandy

TRS-80

Model III

48k RAM

1982

Commodore 64

1984

Apple Macintosh

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The times they are a changing!

The times they are a changing

Exponential Growth of Computing
Twentieth through twenty first century

Logarithmic Plot

Calculations per Second per $1,000

All Human Brains

One Human Brain

One Mouse Brain

One Insect Brain

Year
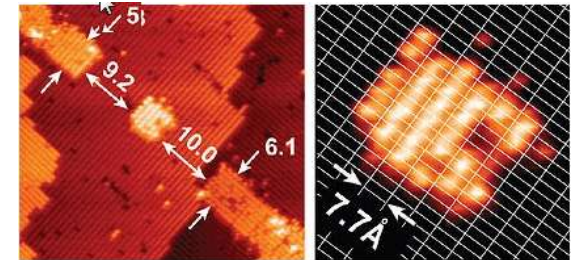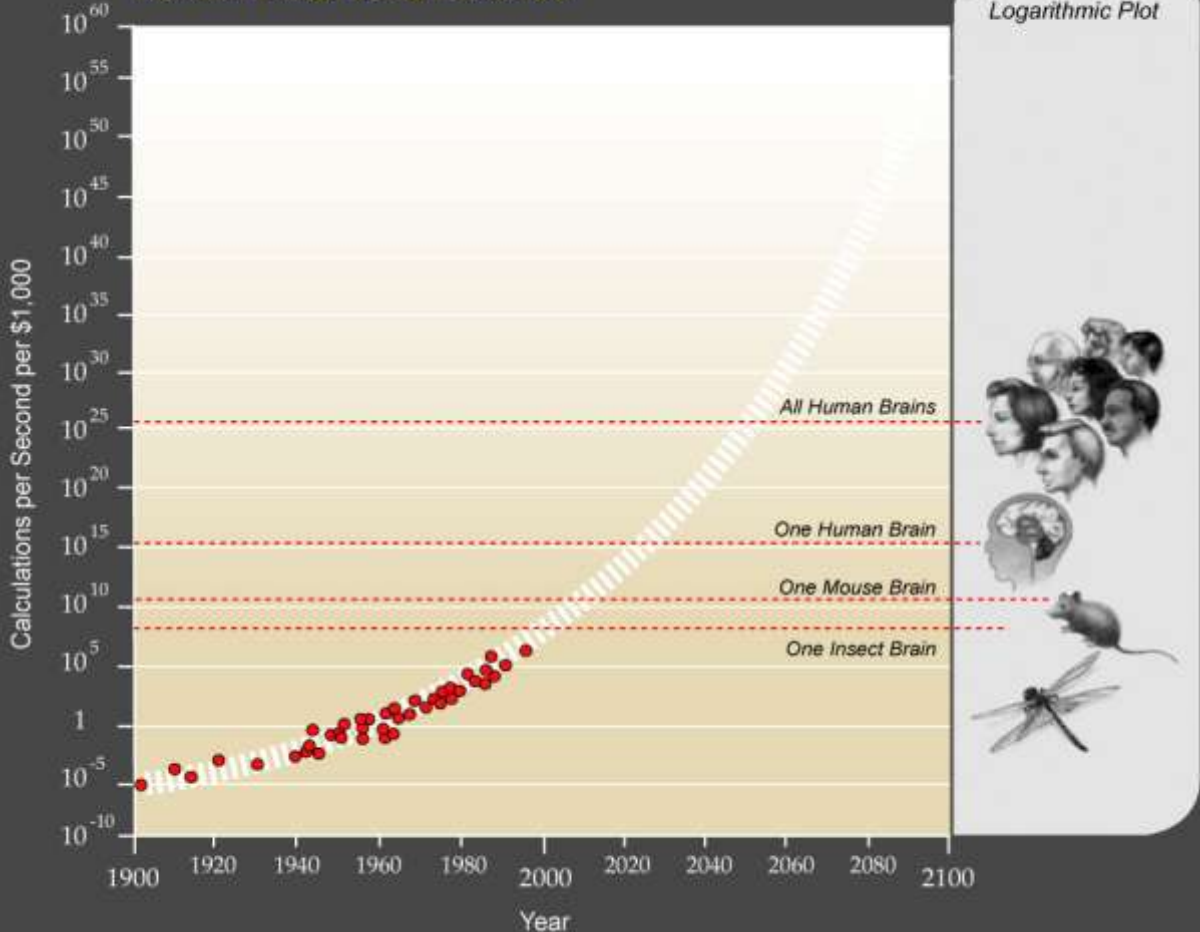
The tiny seven-atom quantum dot created by scientists (left), with a close-up of that dot forming an atomic-scale transistor (right). *Photo: Martin Fuchsle*

Tiny Dot speeds hi-tech future. The Age, May 24th 2010

A rapid and constantly changing future

MOBILE INTERNET vs DESKTOP INTERNET USERS

Everything's going portable

While the number of people using the internet is skyrocketing, those who access it from fixed connection desktop devices will stagnate at around 2 billion in four year's time. The number of people with the web in their pocket will keep growing for years to come.
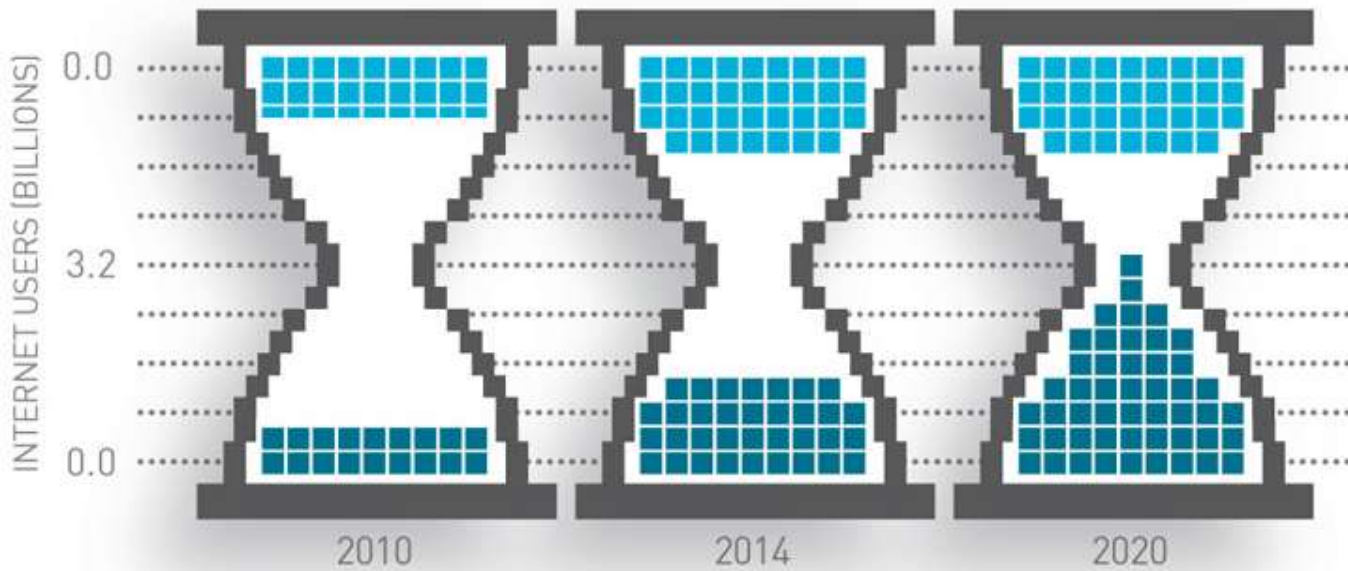
A rapid and constantly changing future

Generations Online 2010: Summary

The following chart shows the popularity of internet activities among internet users in each generation.

Survey dates vary—for details, see the **Methodology** section at the end of this report.

Pew Internet
Pew Internet & American Life Project

90-100%	40-49%
80-89%	30-39%
70-79%	20-29%
60-69%	10-19%
50-59%	0-9%

Key: % of internet users in each generation who engage in this online activity

Millennials Ages 18-33	Gen X Ages 34-45	Younger Boomers Ages 46-55	Older Boomers Ages 56-64	Silent Generation Ages 65-73	G.I. Generation Age 74+
Email	Email	Email	Email	Email	Email
Search	Search	Search	Search	Search	Search
Health info	Health info	Health info	Health info	Health info	Health info
Use SNS	Get news	Get news	Get news	Get news	Buy a product
Watch video	Govt website	Govt website	Govt website	Travel reservations	Get news
Get news	Travel reservations	Travel reservations	Buy a product	Buy a product	Travel reservations
Buy a product	Watch video	Buy a product	Travel reservations	Govt website	Govt website
IM	Buy a product	Watch video	Bank online	Watch video	Bank online
Listen to music	Use SNS	Bank online	Watch video	Financial info	Financial info
Travel reservations	Bank online	Use SNS	Use SNS	Bank online	Religious info
Online classifieds	Online classifieds	Online classifieds	Online classifieds	Rate things	Watch video
Bank online	Listen to music	Listen to music	Financial info	Use SNS	Play games
Govt website	IM	Financial info	Rate things	Online classifieds	Online classifieds
Play games	Play games	IM	Listen to music	IM	Use SNS
Read blogs	Financial info	Religious info	Religious info	Religious info	Rate things
Financial info	Religious info	Rate things	IM	Play games	Read blogs
Rate things	Read blogs	Read blogs	Play games	Listen to music	Donate to charity
Religious info	Rate things	Play games	Read blogs	Read blogs	Listen to music
Online auction	Online auction	Online auction	Online auction	Donate to charity	Podcasts
Podcasts	Donate to charity	Donate to charity	Donate to charity	Online auction	Online auction
Donate to charity	Podcasts	Podcasts	Podcasts	Podcasts	Blog
Blog	Blog	Blog	Blog	Blog	IM
Virtual worlds	Virtual worlds	Virtual worlds	Virtual worlds	Virtual worlds	Virtual worlds

Source: Pew Internet surveys.

pewinternet.org

The times they are a changing
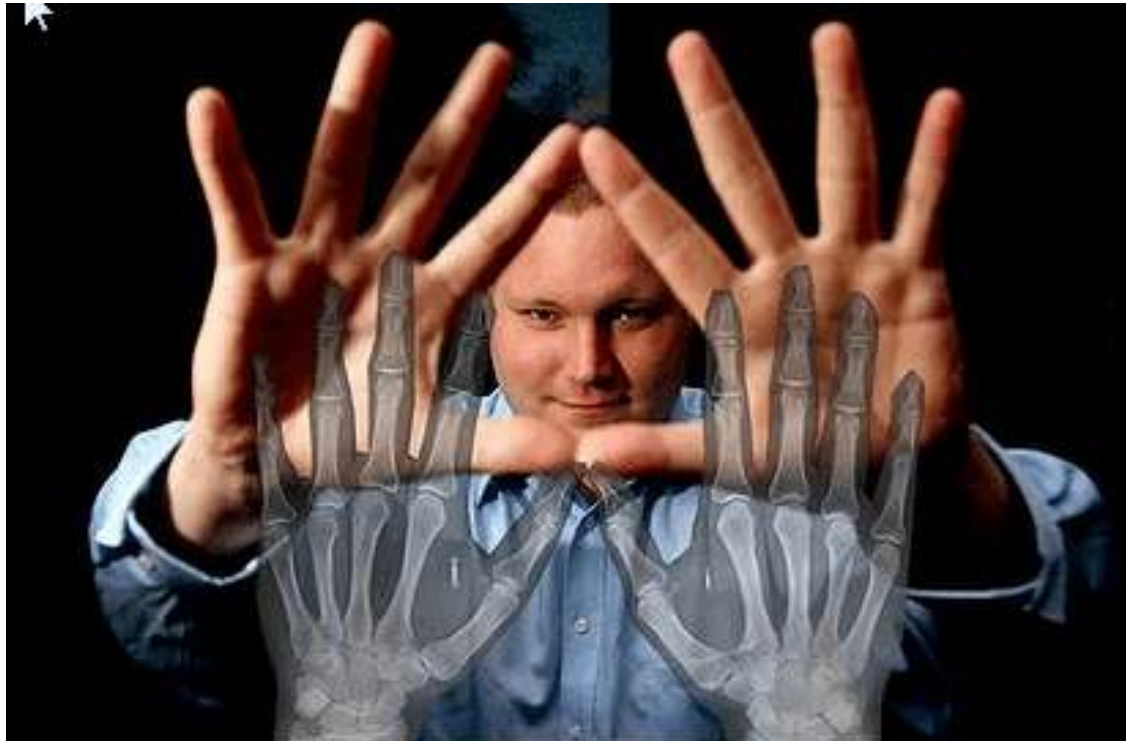
Mr Chips ... Amal Graafstra has programmed the locks in his life, such as those on his house, to recognise the radio frequency identification chips implanted in the webbing of his hands. *Photo: Ben Rushton*

The key to the future lies in this man's hands.
The Age, June 5 2010

The times they are a changing

Star Wars hologram

"Help me Obi-wan, you're my only hope." This was how Princess Leia was introduced to Luke Skywalker in *Star Wars*, via a hologram projected by that nimble little robot R2D2. In November, a team led by Nasser Peyghambarian, of the University of Arizona, announced they had developed a holographic system that could record a moving 3D image of a person or object in one place and display it at another location in close to real time.

Minority Report/XBox

In the 2002 blockbuster *Minority Report*, Tom Cruise navigates through the enormous computer screens of the future by gesturing his hands through the air.

The Kinect sensor of the latest Microsoft XBox console works the same way. A camera sensor plugs into the console, reads the human body and creates an avatar, or computer image, of the user. The user moves, and the avatar on screen follows suit.

'Racetrack' Magnetic Memory Could Make Computer Memory 100,000 Times Faster

ScienceDaily
Your source for the latest research news

Web address:
http://www.sciencedaily.com
101115210937.htm

'Space-Time Cloak' to Conceal Events

Terminator vision

The Terminator, you may remember, had information displays uploading in his field of vision as he scanned the world looking for nasties. Technology website Gizmodo reported in June that Chicago company Tanagram Partners has developed military googles that do the same thing. The goggles "display all the details picked up from the various sensors - which include UV and infrared sensors, stereoscopic cameras and a 360-degree camera. The helmets connect to the army's server so all information on hostile scenarios could be processed and downloaded". Dangerous areas and people are outlined in red.

We are living in *exponential* times
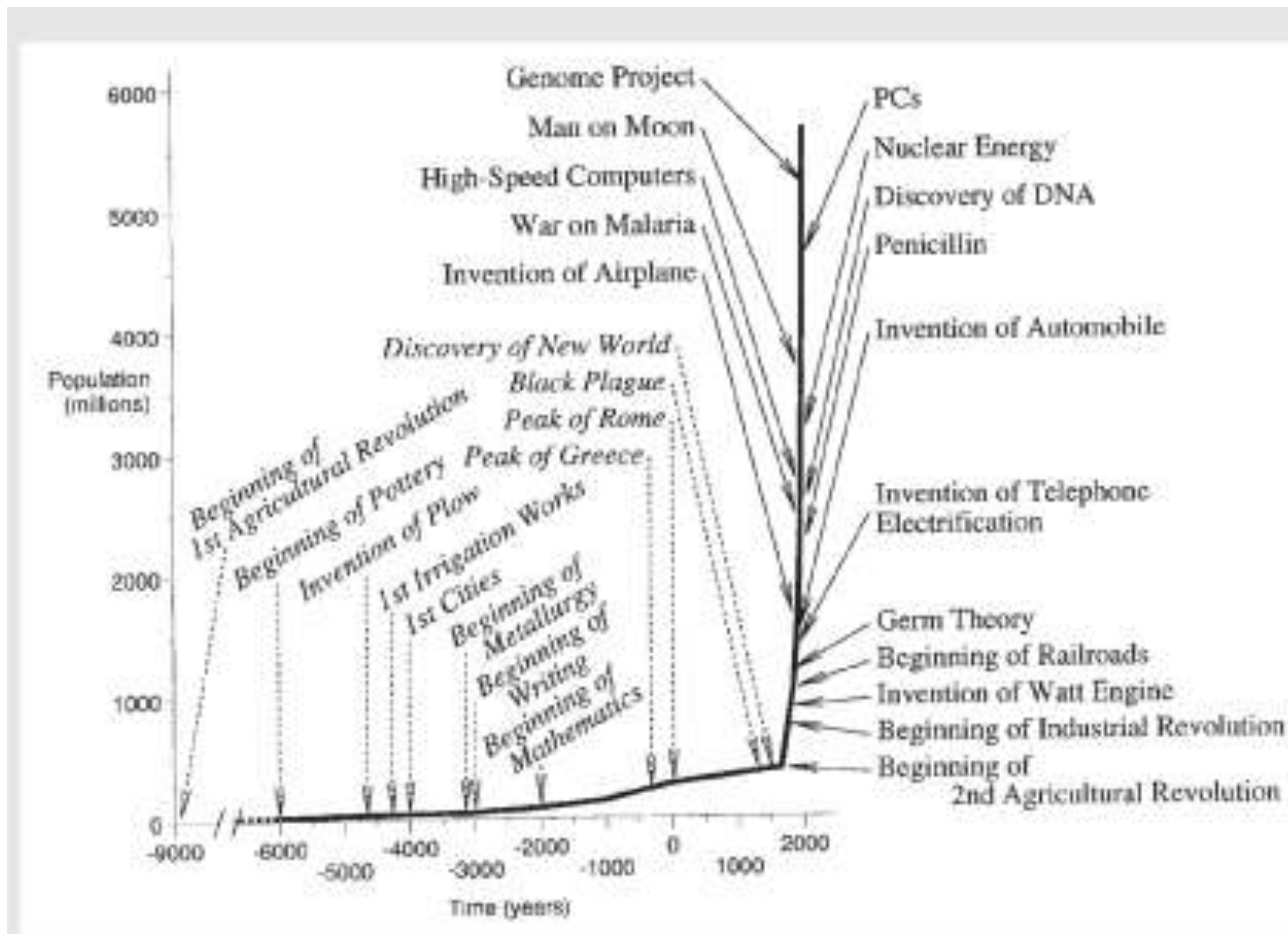
Figure 5.1   The growth of world population and the speed of technological change

Source: Fogel, Robert, "Catching Up with the Economy", American Economic Review, Vol. 89(1), pp. 1-21 (p. 2).

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Social Media is part of the Revolution

Social Networking

New world paradigm is one where we will be living in a state of constant flux. It will involve people being more participatory in their creation of knowledge – not just recipients

They will need to be skilled in

- *Knowing (Homo Sapiens)*
- *Making (Homo Faber)*
- *Playing (Homo Ludens)*

What are the skills needed to be successful in the 21st Century?
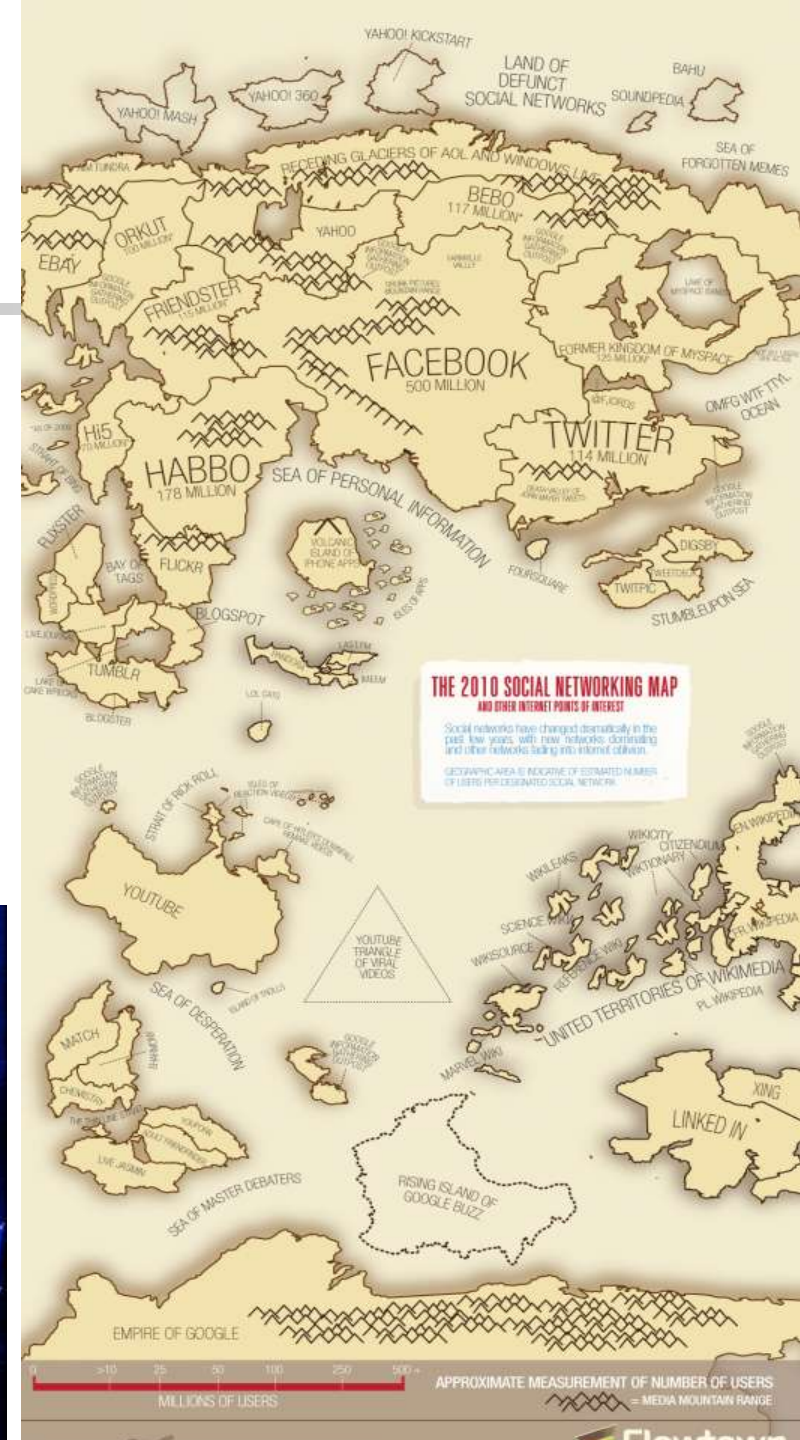
What are the skills needed to be successful in the 21st Century?

Tension that exists

Technological, social and innovation change

Retiring 2070

Starting School 2010

New Educational Paradigm

Responsible, Adaptable, and Skilled Learners

Industrial Age Educational Paradigm
"this is what you need to know"

Year

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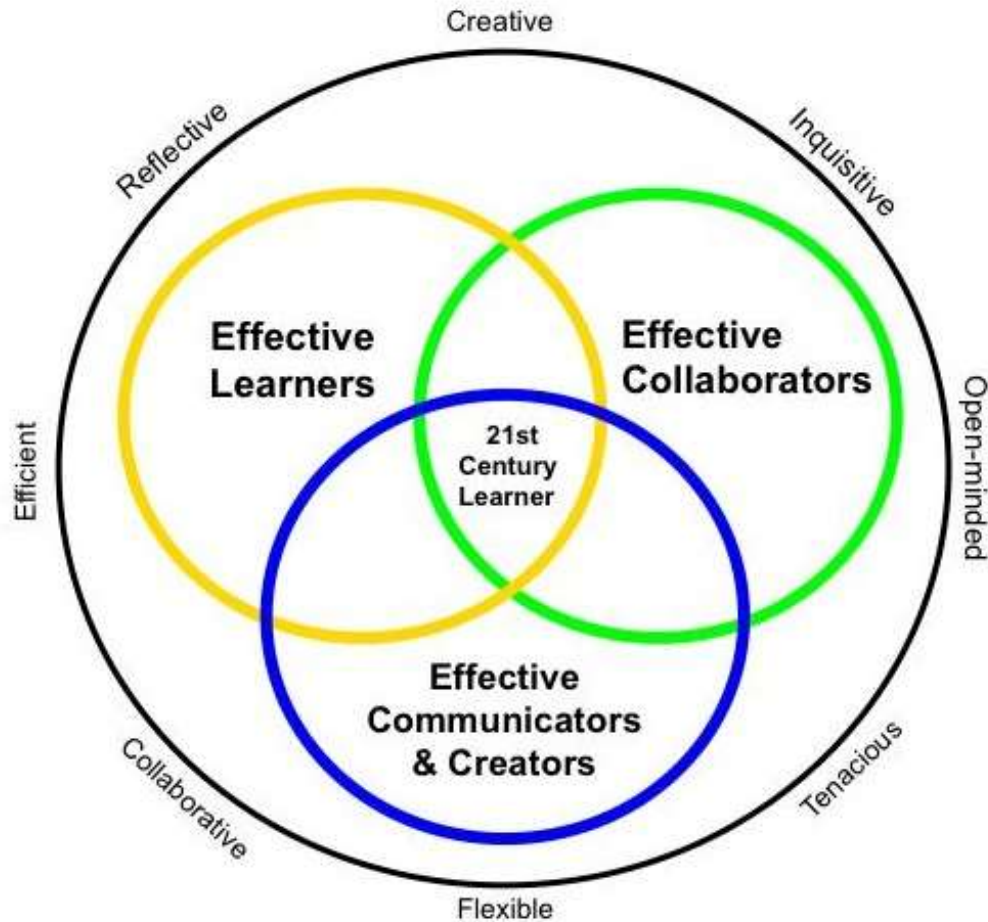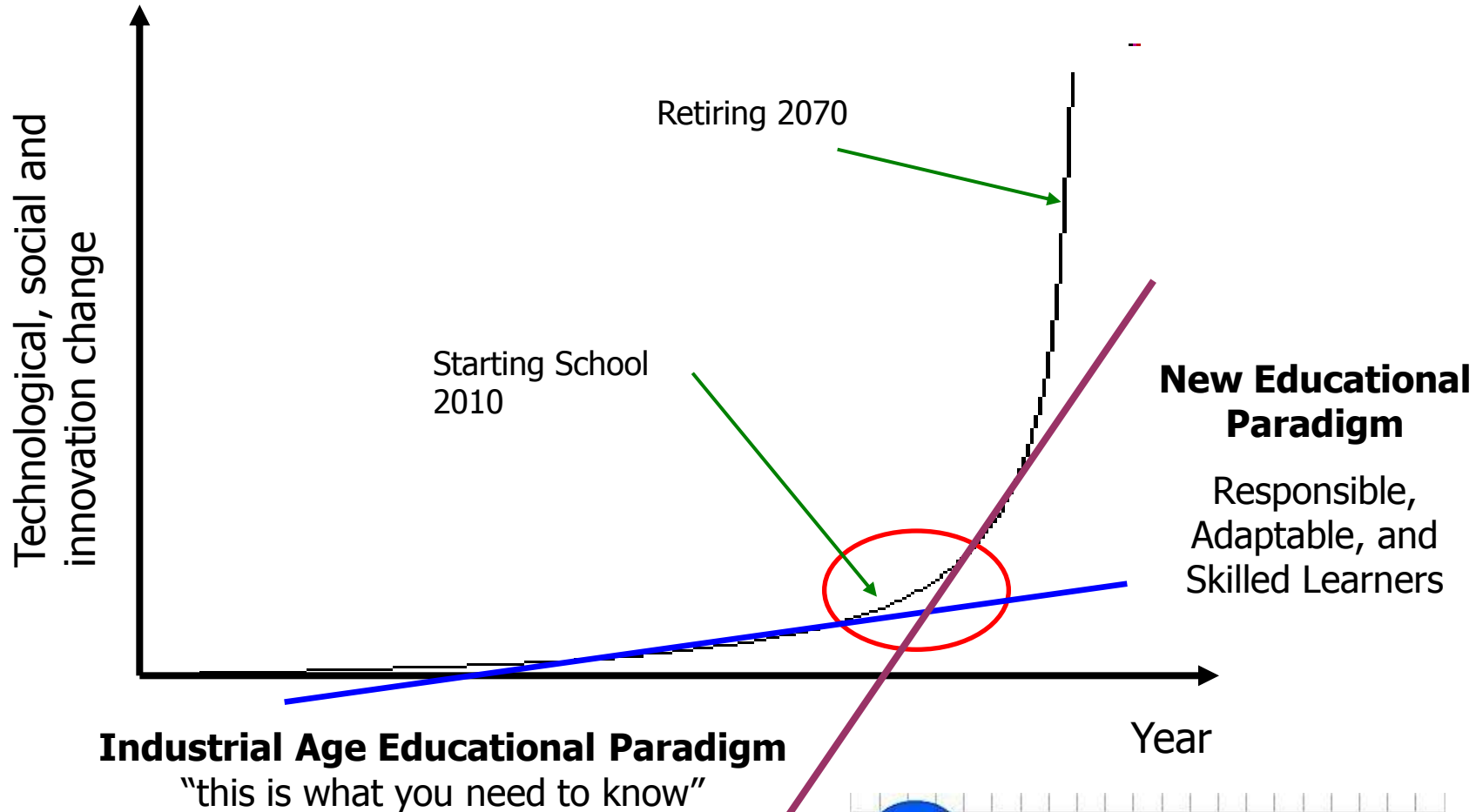
Traditional versus Future

Industrial Paradigm   vs   New Paradigm

Content Focus   Content and Skill Focus

Measuring what one   SCHIZOPHRENIC   Making knowledge and
knows   skills measurable

Largely passive learners   Learners largely active

Teacher dominated teaching   Student initiated learning

Independent teaching   Team teaching

Isolated factory classrooms   Interconnected learning
                                                       spaces

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First Challenge for Mentone Girls SC

- How do we create a school environment to prepare for this new paradigm?

- What makes a powerful learning environment?

- How do we structure our classes?

- How do we prepare our teachers? The parents?

- What do we need to develop our students in to be ready for the 21st Century?

- How do we, as a school and staff, be adaptable?

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Mentone Girls SC - in the new paradigm

- Firstly – all the skills and strengths we have developed previously are still valid

- Need to explore and examine those strengths and skills thinking from, operating from and planning from the new paradigm

- Need to look from the BIG picture

- What is it that we *really* need to develop ourselves and our students in?

Insights and Actions

- Write down any insights and actions you see you could take (not will take or have to take).

Group Sharing – insights and actions

why

#2

Mentone Girls SC Challenge No. 2 - Review

Mentone Girls SC – School Review July 27 2010

- Highly Successful School
- Very good reputation in community
- Strong demand for enrolments
- Provides outstanding programs
- Opportunities in student leadership, sport and arts
- Achieves top 10% of Government schools for academic performance
- Student Culture that values and nurtures physical, social and emotional growth
- Highly skilled and dedicated staff

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Mentone Girls SC Challenge No. 2 - Review

Mentone Girls SC – School Review July 27 2010

Student Learning

- Evidence of strong and improved student learning in some areas but not to the extent desired by the college or expected
- VCE – average performance is stable in top 10% of Gov. Schools
- NAPLAN – top 10% in years 7 and 9 (and slightly lower in Year 9 Numeracy)
- VCE - School great at lifting performance of lower-midrange achievement students BUT NOT to same extent for upper range students
- Evidence that student learning growth from years 7 – 9 less than achieved in similar Victorian Colleges

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Mentone Girls SC Challenge No. 2 - Review

Mentone Girls SC – School Review July 27 2010

Student Engagement and Well-being

- School achieves an outstanding level in building school leadership within the college and the wider community
- Broad range of student leadership opportunities and development programs is a real strength
- Strong esprit de corps amongst students
- Peer connectedness is high – Top 5% of Gov schools
- School achieves top 20% in school attendance and around top 5% in attentiveness (or lack of disruption) in class
- Variation in the extent to which students ideas, opinions and views on their learning can be expressed and heard

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Mentone Girls SC Challenge No. 2 - Review

Mentone Girls SC – School Review July 27 2010

Student Pathways and Transition

Evidence of realisation of vision found in

- the increase in the proportion of students accessing tertiary studies,
- breadth of VCE program, and curriculum in junior and middle years,
- better access to VET
- retention rates are high
- Year 9 Reflective Learning Centre is NOT a success after 4 years.
- Participation rates in VET below state benchmarks
- Increasing % of students transferring to other Gov schools at Year 10
- School performance in VCE Chemistry persistently below expectations

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Mentone Girls SC Challenge No. 2 - Review

Mentone Girls SC – School Review July 27 2010

Staff Culture and Professional Practice

While many staff enjoy work, work collegially and collaboratively with others, inspire students, and want change and improvement

Significant aspects that inhibit school

- Lack of esprit de corps among teaching staff
- Lack of school-wide genuine collaboration
- A number of teachers appear insular, out-of-touch with current professional standards, lack trust and confidence in each other, etc
- Some evidence of

    negative stereotyping

    gender-based generalisations

Fulfilling the Vision of Mentone Girls SC

"Be an outstanding school

One that leads the way in achieving excellence

*In all aspects of our performance
in national and international arenas"*

Achieving this Vision depends on what and where you are measuring to.

- *Measuring just NAPLAN and VCE or to the students being ready for the 21st Century?*

- Are you out to achieve a couple of years of being outstanding or be consistently fulfilling your vision over time?
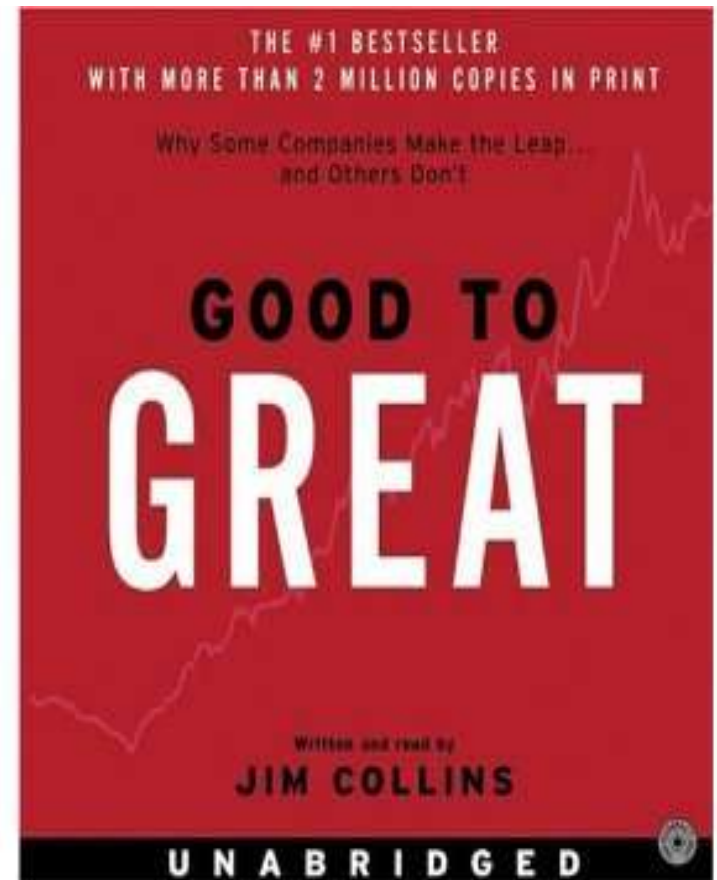
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Good is the ENEMY of **Great**

"What separates people
is not the presence
or absence of difficulty,
but how they deal with the
inevitable difficulties of life."
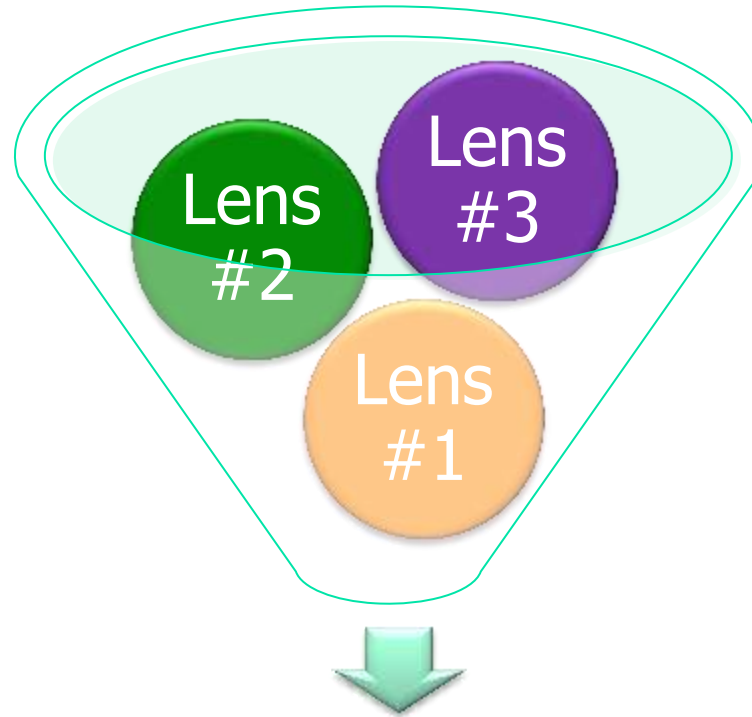
Jim Collins

Today - Transforming Staff Culture

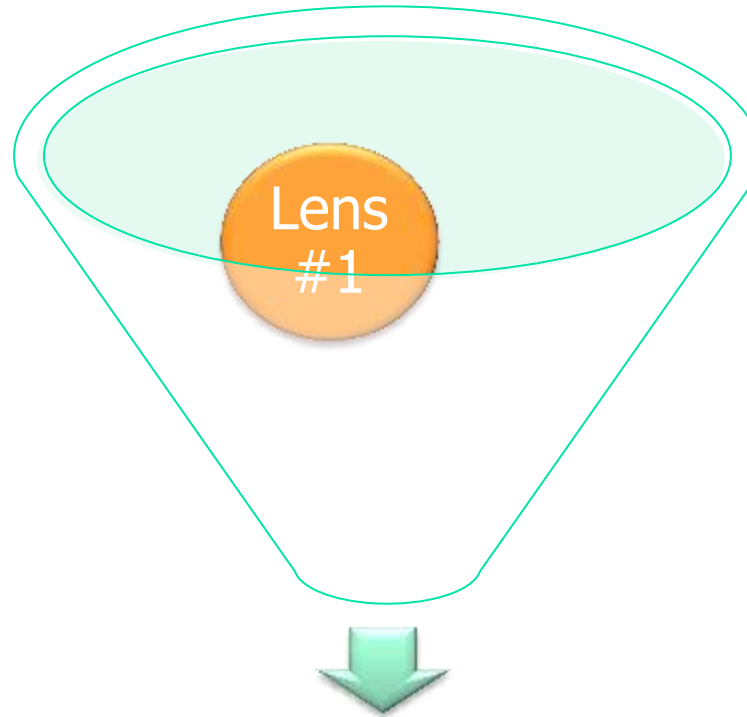**Awareness** → **Setting Goals and Actions** → **Culture of Discipline**

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From Good to Great – Transforming Context

Lens #2

Lens #3

Lens #1

Shift in Actions

Uncovering the Educational Paradigm

Lens #1

Shift in Actions

PISA* 2009 – findings for top 2 countries

Shanghai China

- "**Teaching and Learning, in secondary schools in particular**, are predominantly determined by the examination syllabi, and school activities at that level are very much oriented towards exam preparation.

- Subjects such as **music and art**, and in some cases even physical education, are **removed from the timetable** because they are not covered in the public examinations.

- **Schools work their students for long hours every day**, and the work weeks extend into the weekends, mainly for additional exam preparation classes...private tutorials, most of them profit-making, are widespread and have become almost a household necessity."

- OECD points out that more than **80% of students in Shanghai attend after-school tutoring**. It remarked on the academic intensity of Chinese students. Non-attention is not tolerated.

* OECD Programme for International Student Assessment

PISA 2009 – findings for top countries

Shanghai China

- Interestingly, the authorities in Shanghai boast not about their testing routines, but about their consistent and effective support for struggling teachers and schools.

- When a school is in trouble in Shanghai, authorities say they pair it with a high-performing school.

- The teachers and leaders of the strong school help those in the weak school until it improves. The authorities send whatever support is needed to help those who are struggling.

- In the OECD video about Shanghai, the lowest-performing school in the city is described as one where "only" 89 percent of students passed the state exams! With the help sent by the leaders of the school system, it eventually reached the target of 100 percent.

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PISA 2009 – findings for top countries

Finland

- Finland is at the other end of the educational spectrum. Its education system is modelled on educationally progressive ideas.

- It is student-centered.

- It has a broad (and non-directive) national curriculum.

- Its teachers are drawn from the top 10 percent of university graduates. They are highly educated and well prepared.

- Students never take a high-stakes test; their teachers make their own tests. The only test they take that counts is the one required to enter university.

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PISA 2009 – findings for top countries

Finland

- Pasi Sahlberg, the Finnish education expert, was asked the question that many politicians asks today: "If students don't take tests, how do you hold teachers and schools accountable?"

- He said that there is no word in the Finnish language for "accountability." He said, "We put well-prepared teachers in the classroom, give them maximum autonomy, and we trust them to be responsible."

- He said, "Every teacher in Finland has a master's degree."

- He added: "We don't believe in competition among students, teachers, or schools. We believe in collaboration, trust, responsibility, and autonomy."

PISA 2009 – link for videos

<u>Strong Performers and Successful Reformers in Education</u>
A video series profiling policies and practices of education systems that demonstrate high or improving performance in the PISA tests
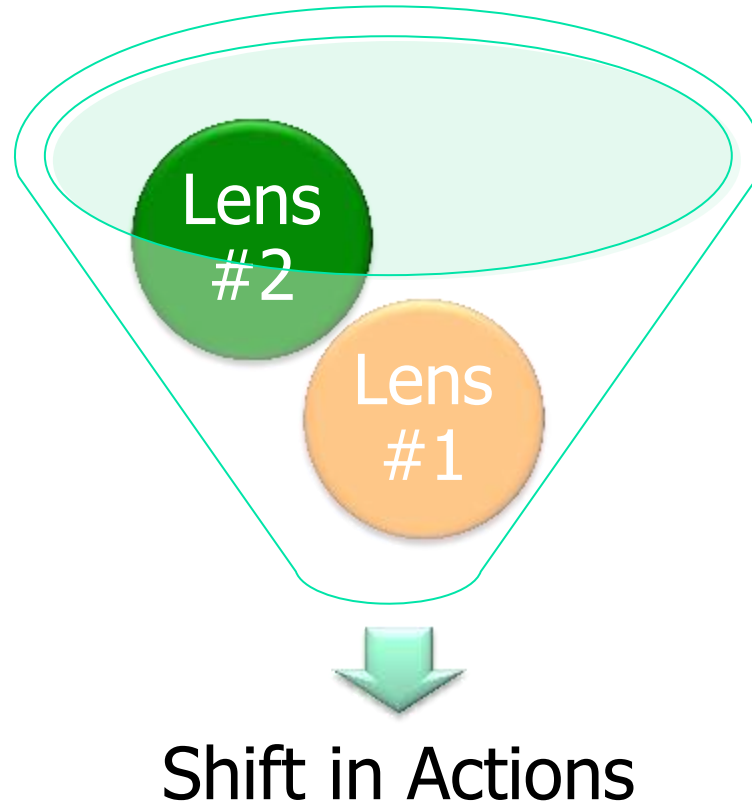
http://www.pearsonfoundation.org/oecd/

Action:

Write down any insights you have had and possible actions you can take

Group Sharing – insights and actions

Lens #2

Lens #1

Shift in Actions

Nicholas Christakis
The Hidden Influence of Social Networks

The Power of Social Networks - Culture

Points of Note from the Video

- Human beings are designed to be in community – sharing of emotions, sharing of ideas to create new ones

- Social networks have a memory

  - They persist across time

  - The resist change

  - Have structures and language

- Experience of the world resides in the networks we are in

- Ideas and Behaviours can be shared via:

  - Induction – behaviour sharing

  - Homophility – idea of behaviour becomes the norm

  - Confounding – e.g. people visit the same place and transfer occurs

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The Power of Social Networks - Culture

Thoughts to examine

- What are the persistent conversations / complaints that exist in the MGSC staff community?

- What structures keeps them in place?

- Is there certain behaviour that has become the norm?

- Is there certain language that keeps things in place and resists change?

Write the insights and thoughts in your book.

Remember there is nothing wrong …. This is a lens to look through.

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**David Logan
Tribal Leadership**

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Tribal Leadership - overview

- A tribe is any group of about 20 – 150 people who know one another enough that they would say hello if they saw them on the street

- Teachers in a school are a tribe, students in most schools are made up of a number of tribes (oriented around year levels most likely)

- What makes some tribes more effective than others is culture. Each time people speak, their words exhibit the characteristics of one of the tribal stages.

- A medium (50) to large tribe (150) usually has several cultural stages operating at the same time

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Tribal Leadership - overview

- Each cultural stage has its own way of speaking, types of behaviour and structures of relationships

- Leaders do two things

  1. Listen for which culture exists in their tribes
  2. Upgrade those tribes using specific leverage points

- Great leaders speak and are able to hear all 5 tribal languages

- People can only hear one level above or below their own level

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Tribal Leadership - overview

Tribal Stage	Communication	Collaboration	%
1	"Life Sucks"	Alienated	2
2	"My Life Sucks"	Separate	25
3	"I'm great and you're not"	Personal	48
4	"We're great and they're not"	Partnership	22
5	"Life is Great"	Team	2

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Tribal Leadership - overview

Stage One

- Person is alienated from others, expressing the view that "life sucks"

- When people at this stage cluster together, their behaviour expresses despairing hostility, such as in a gang

Leverage Points

- If person is willing to move forward, encourage them to go where the action is (i.e gather with people in a higher level, lunch, play, social functions, etc)

- Further, encourage them to notice ways in which life works (e.g. notice how our lives are pretty good .. So improvement is possible)

- Encourage person to cut ties with people who share the "life sucks" language

Tribal Leadership - overview

Stage Two

- Person is separate from others, but unlike Stage 1, they are surrounded by people who seem to have some power that they lack.

- Language expresses "my life sucks" but also communicates the view that others' lives seem to be working

- When people at this stage cluster together, their behaviour is characteristic of being apathetic victims

Leverage Points

- Encourage them to establish two-person relationships, preferably with people in Stage 3 (those who are eager to mentor mini-me's!)

- In one-on-one sessions show them how their efforts do make an impact, show them they are competent, point out abilities.

- Assign them work they can do well in a short time (no nagging or excessive follow up!)

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Tribal Leadership - overview

Stage Three

- Person is connected to others in a series of two-person relationships

- Language expresses "I'm great" (and "you're not" in the unsaid)

- When people at this stage cluster together, they attempt to outperform one another (on an individual basis) and put one another down. Individuals' behaviour expresses a "lone warrior" ethos and collectively the culture becomes the "wild, wild west".

Leverage Points

- Encourage them to form three person relationships based around core values, overlapping self-interests, or specific opportunities where each can contribute.

- Encourage them to work on projects bigger than they can handle alone

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Tribal Leadership - overview

Leverage Points (continued)

- Point out that their success has come through their own efforts, but the next level of success needs a totally different style (i.e. current style insufficient to move forward)

- Describe role models (ideally within school or people they respect) that exhibit Stage 4 behaviour (they focus on 'we', networking, etc)

- When person complains they don't have enough time and others aren't as good (2 biggest gripes at Stage 3) show them they have crafted their life so no one can contribute

- Tell stories how you went from stage 3 to stage 4

- Encourage them to work through transparency and that they should over-communicate (rather than hide info)

- Coach that there is more leverage in wisdom rather than information

Tribal Leadership - overview

Stage Four

- Person forms networks in which they build values-based relationships between others

- Language expresses "we're great" and in the unsaid, "they're not"

- When people cluster together they radiate tribal pride

Leverage Points

- Stabilise them at Stage 4 by ensuring that their relationships are base don values, advantages and opportunity

- Encourage them to explore team core values, sense of a noble cause, outcomes that inspire the team, team assets, and then who would do what.

- Encourage them to pick projects that are more of a stretch and require working more in partnership to accomplish bigger results

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Tribal Leadership - overview

Stage Five

- Person expresses "life is great".

- Stage 5 shares the same characteristics of Four except there is no "they". As a result these people form ever-growing networks with anyone whose values resonate with their own

- Stage 5 cultures only exist as long as a history-making project lasts or as long as the tribe is so far ahead of its competitors that they are irrelevant

- Once the situation changes the culture regresses to Stage 4, where it can move forward once a new opportunity arises or is engineered.

- Behaviour at this stage expresses innocent wonderment

Tribal Leadership - overview
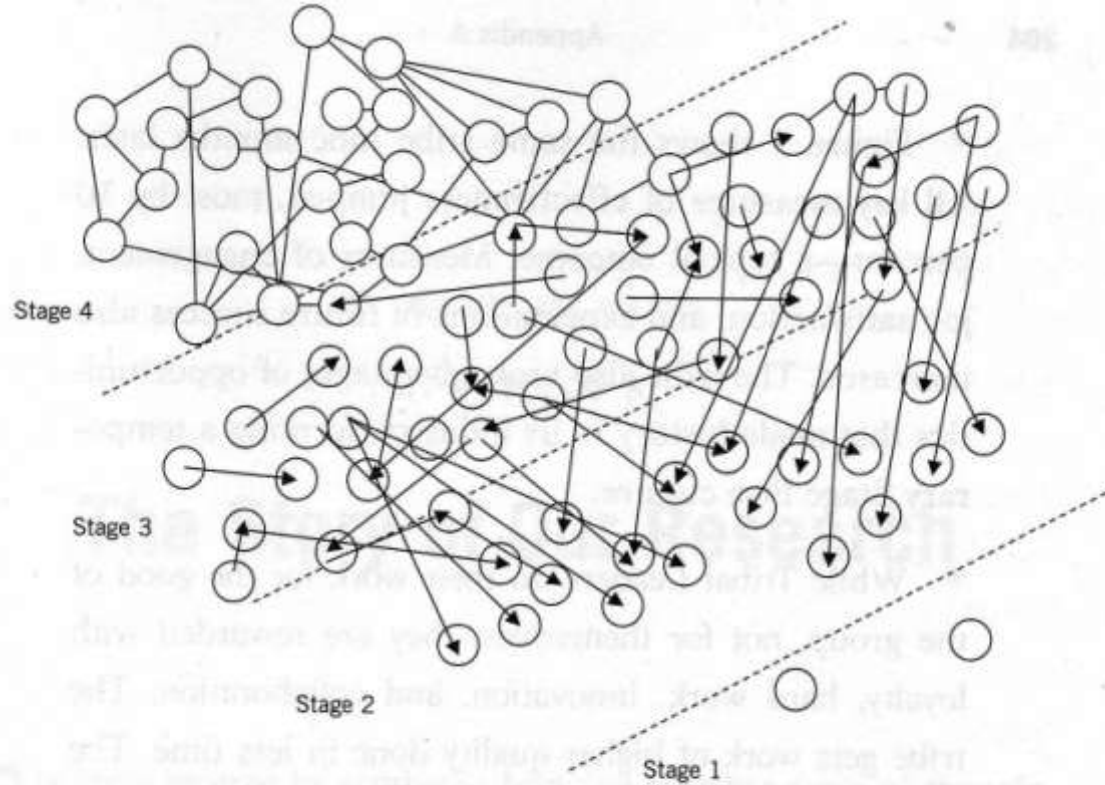
FIGURE 2: AN ACTUAL TRIBE BEFORE TRIBAL LEADERSHIP.

Tribal Leadership - overview
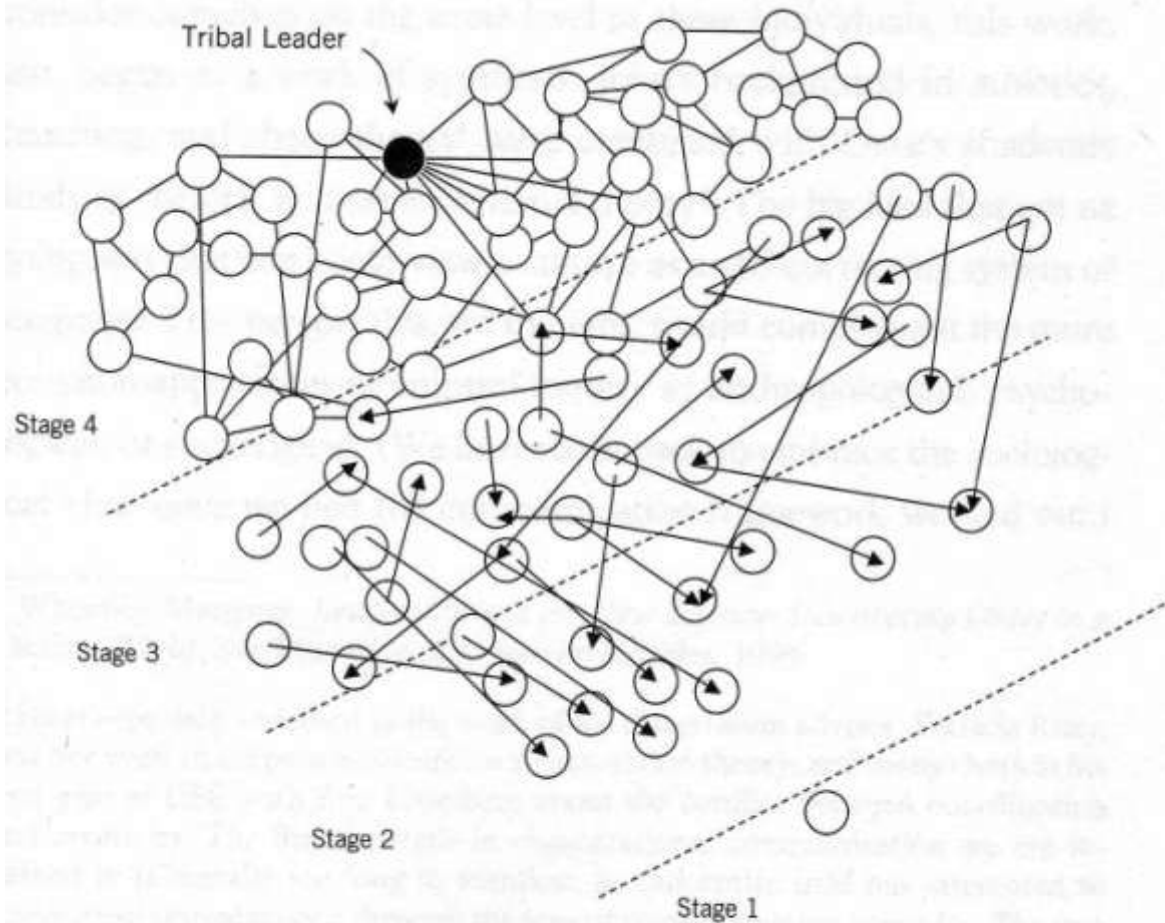
FIGURE 3: THE SAME TRIBE AFTER TRIBAL LEADERSHIP.

Tribal Leadership – Culture

Thoughts to examine

- What tribal stage are the staff at? Students?

- What actions could you take to nudge the "tribe" up a stage?

- What projects (involving people with different skills) could be taken on to go to Level 4?

- How can you go from being "me" to 'we"?

- How are you building the mission and values of MGSC in the students every day? Are you walking the talk?

Write the insights and actions in your book.

Group Sharing – Insights and Actions

Remember there is nothing wrong …. This is a lens to look through.

Tribal Leadership – Activity

How are you going to build the MGSC culture in your year level?

- What language will you use?

- How are you going to create the environment to do this?

- What systems are you going to put in place?

- What skills will you be developing in yourself and you students to achieve this?

Do this work in your Year Level Teams

Teams to present ideas at end of activity

Remember there is nothing wrong …. This is a lens to look through.

Marcellin Year 7 Planning

TOPIC	TERM 1	TERM 2	TERM 3	TERM 4
Who we are	Religion/Geography (Mapping/Bolts) Marist Values Eucharist/Mary Drama Art Technology			
How we got here		Humanities (History/Geography/Civics) Religion (Biblical studies) Art		
Where we are going			Humanities- Economics (Budget) Religion- Values, Ethics, Outreach/Solidarity (Solidarity Week) Science- Healthy Mind/Body, Forces & Cells	
How we will get there				Science- Sustainability, Water, Separating Mixtures Asia Pacific (LOTE) Religion- Caring for creation

Marcellin Year 7 Planning

TERM 1 - BELONGING (Community, St.Marcellin, the Marist Brothers & Marcellin College)

WEEK	1	2	3	4	5	6	7	8	9	10	
LITERACY Skills Content Belonging throughout	KEY VALUES & SETUP								SHOW		
NUMERACY Skills Content									SHOW		Integrated later units
EXPLORATION Humanities Science RE Drama / Tech	ORIENTATION WEEK	SCI / HUM	SCI / SCI	SCI / HUM	CAMP WEEK	SCI / HUM	SCI / SCI	SCI / HUM	SCI / SCI	SCI / HUM	Bigger SCIENCE allotment / HUMANITIES also covered
Belonging (RE / HUM)			Belonging (RE / HUM)			Belonging (RE / HUM) T/D	T/D	T/D	T/D	T/D	
DRAMA / TECH											Final piece relates to theme
LOTE											Bring in concept of other Co
MUSIC											Sub Tuum & Power of Love
PE											
ART											Mosaic / Mural / Altar Cloth
ASSEMBLY									SHOW		

From Good to Great – 3 Laws of Performance
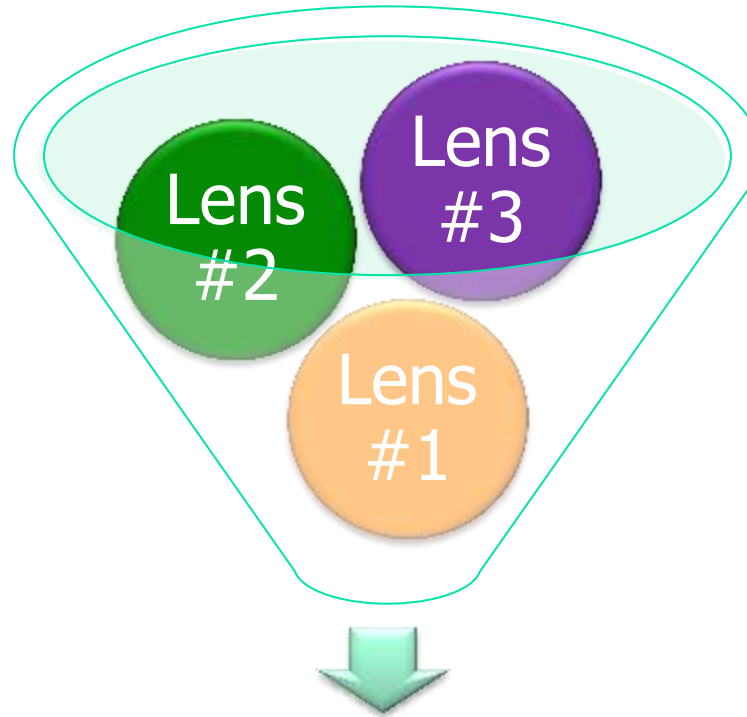
Shift in Actions

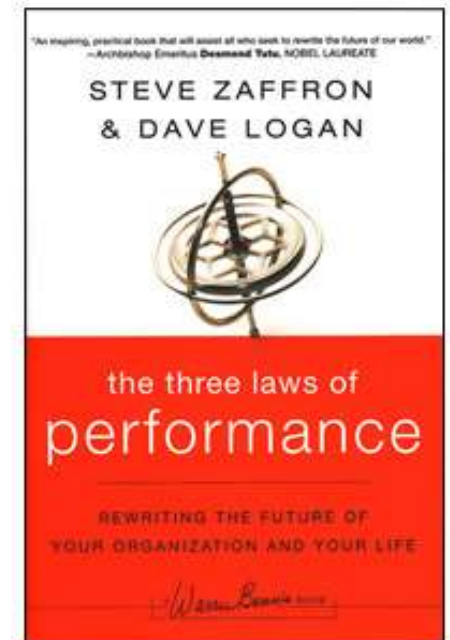# From Good to Great – 3 Laws of Performance

First Law:

How people perform correlates to how situations occur to them

Second Law:

How a situation occurs arises in language

Third Law:

Future-based language transforms how situations occur to people

First Law:

How people perform correlates to how situations occur to them

- e.g. If you believe that "there is too much change and what's the point because it will change again", your actions will be consistent with this

  - Resigned, cynical, go through the motions, it's a job

- e.g. If you believe you will and can make a difference as a teacher your actions will be consistent with this point of view

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First Law:

How people perform correlates to how situations occur to them

- Different point of view leads

  - to **different** actions and **different** performance

"*90% of mistakes in thinking
are mistakes in perception*",

Edward De Bono

Second Law:

How a situation occurs arises in language

- While people speak not all the communication is said

- Quite often what is NOT said is the most important of language when it comes to elevating performance

  - "Hard" versus "Challenging"

  - "Beaumaris Princesses" versus "World Leaders"

Your lack of performance,
whether individual or as a community,

Is due to the way
that the situation(s) occur to you

And you create the situation in the language
you use (or you leave in the unsaid)

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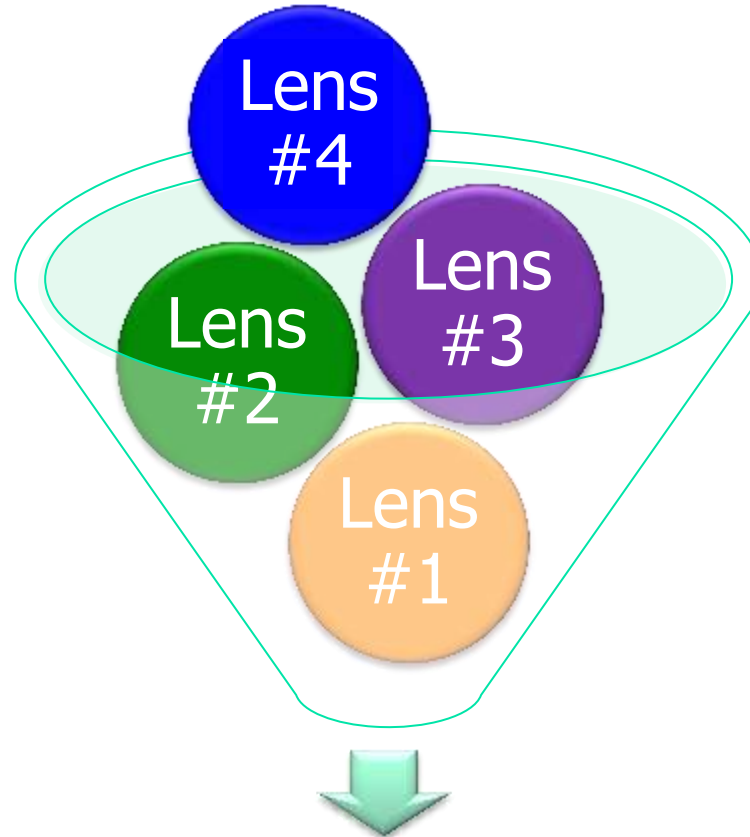# Paired Work – 3 Laws of Performance

Work in Pairs

- Be straight & honestly list what your point of view is about …

  - The MGSC administration

  - The staff (are there cliques? people you don't trust, etc)

  - The students (put-downs, opinions, etc)

  - Where (if anywhere) you have used, at school, "negative stereo-typing and/or gender-based generalisations"

Write the insights and actions in your book.

Remember there is nothing wrong …. This is a lens to look through.

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Bringing Velocity to Change – Speed of Trust

Lens #4

Lens #3

Lens #2

Lens #1

Shift in Actions

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Bringing velocity to culture building

Stephen M.R. Covey
Speed of Trust

FranklinCovey Trust Video Preview: High Cost of...

Intuyu Consulting
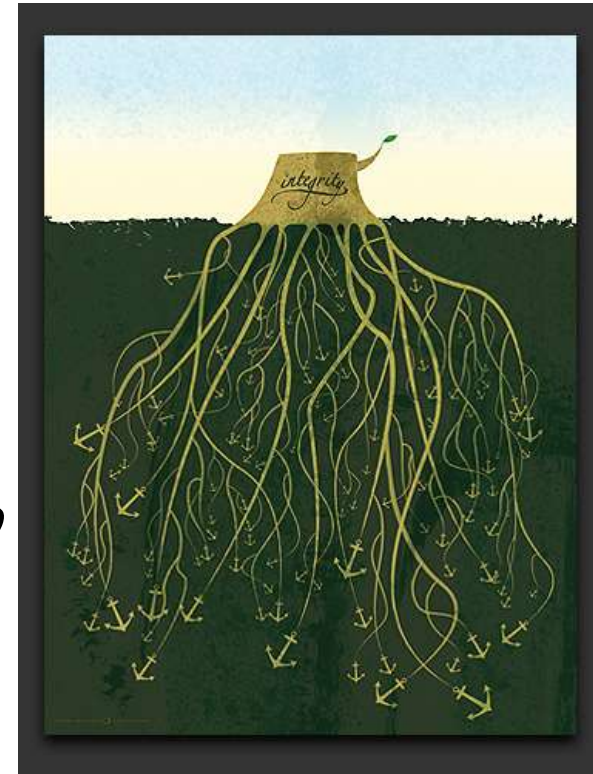EMPOWERING LEARNING FOR THE 21ST CENTURY

Speed of Trust – Self Trust
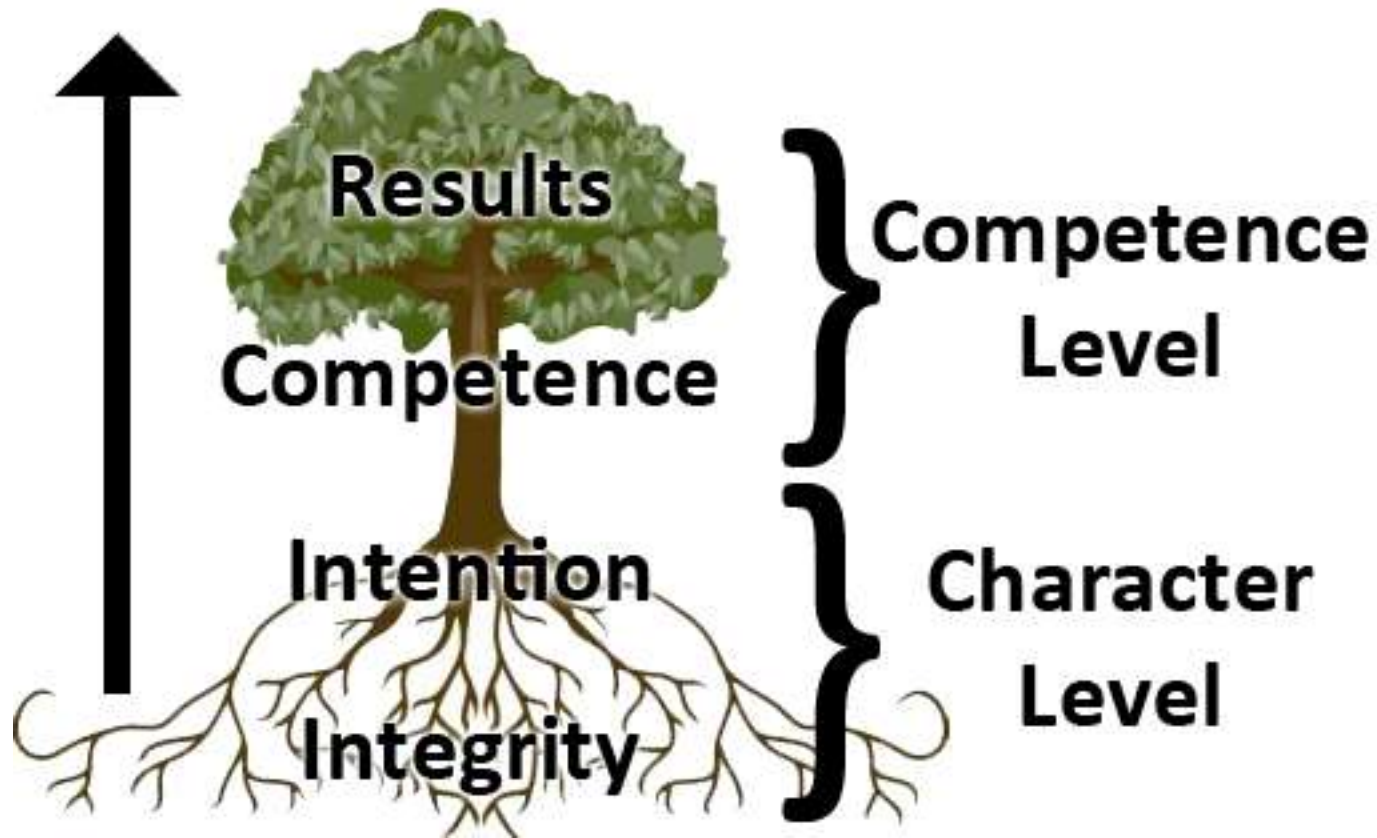
Speed of Trust – Self Trust

1. Integrity – *Are You Congruent?*
Are you Humble?
Are You Courageous?

How to increase your Integrity

- *Make and KEEP commitments to yourself*
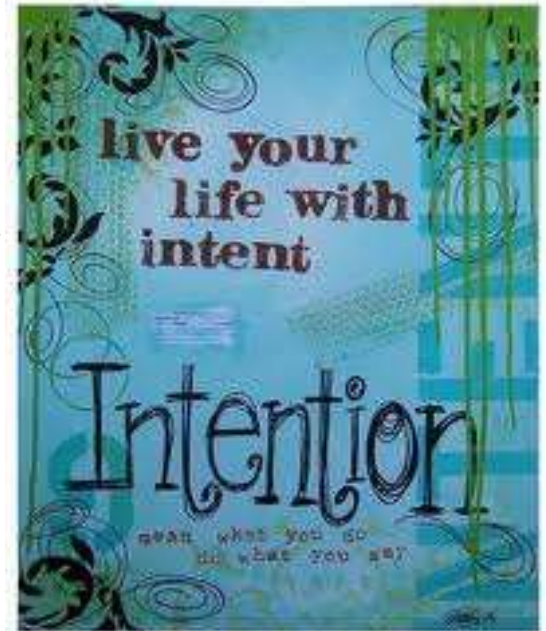
- *Stand for Something*

- *Be Open*

Speed of Trust – Self Trust

2. Intent – Is your Motive one of genuine caring?
Is your Agenda to seek mutual benefit?
Are you acting in the best interest of others?

How to improve your Intent

- Examine and refine your motives

- Declare your intent

- Choose Abundance

Speed of Trust – Self Trust

3. Capabilities – *Am I constantly improving my capabilities?*

T*alents – unique strengths or talents*

A*ttitudes - attitudes about work, life, learning, self*

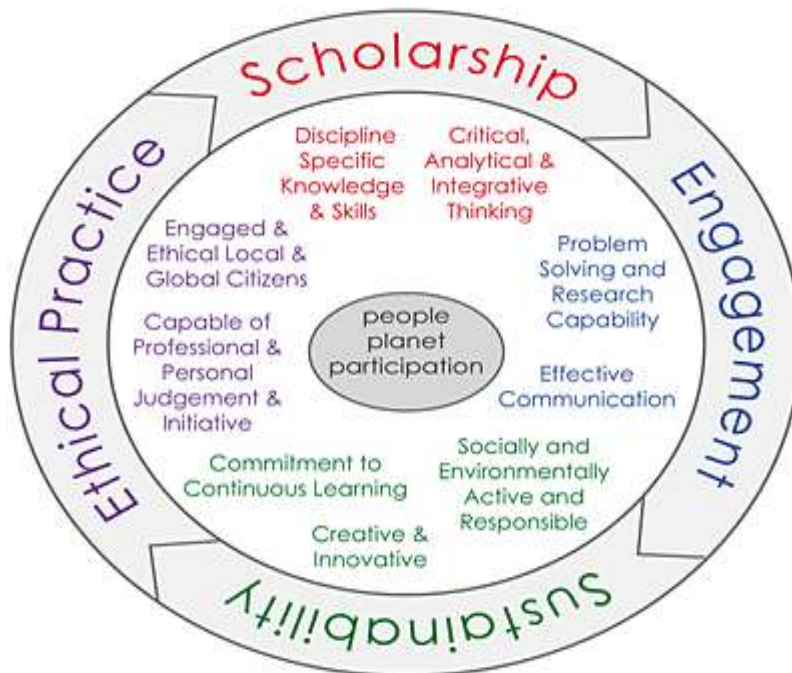**S***kills – now, for the future, upgrading them?*

K*nowledge – level in specific field, upgrading*

S*tyle – current approach to problems & opportunites*

Speed of Trust – Self Trust

How to increase your capabilities

- *Run with your strengths (and purpose)*

- *Keep yourself relevant*

- *Know where you are going*

Speed of Trust – Self Trust

4. Results– the tangible, measurable end purpose and product of integrity, intent and capabilities.

- PAST: your track record, reputation, things you've done

- PRESENT: what is your current performance

- FUTURE: what is your anticipated performance

Need to look at what results you are now getting and how you are getting those results

Speed of Trust – Self Trust

How to improve your Results

- *Take responsibility for results – good and bad*

- *Expect to Win – the power of expectation*

- *Finish Strong – beginners are many, finishers few.*

**Stephen M.R. Covey
Relationship Trust**

The 13 Behaviors of High Trust People

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Speed of Trust – Relationship Trust

- ***Relationship Trust*** is all about **consistent** behaviour

- It is about learning how to interact with others in ways that increase trust and avoiding interacting in ways that destroy it.

- The following behaviours we will outline:

  - Are based on principles that govern trusting relationships

  - Grow out of the 4 cores

  - Are actionable

  - Are universal

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Relationship Trust – 13 Behaviours

"You can't talk yourself out of a problem you've behaved yourself into but you can behave yourself out of it!"

Building Trust Accounts

- Each trust account is unique

- All deposits and withdrawals are not created equal

- What constitutes a "deposit" for one person may not to another

- Withdrawals are typically larger than deposits

- Sometimes the fastest way to build trust is to stop making withdrawals

- Each relationship has two trust accounts – yours and theirs

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Speed of Trust – 13 Behaviours

- Talk Straight
- Demonstrate Respect
- Create Transparency
- Right Wrongs
- Show Loyalty
- Deliver Results
- Get Better

- Confront Reality
- Clarify Expectations
- Practice Accountability
- Listen First
- Keep Commitments
- Extend Trust

Too Little   *Sweet Spot*   *Too Much*

Weakness   **Strength**   **Weakness***
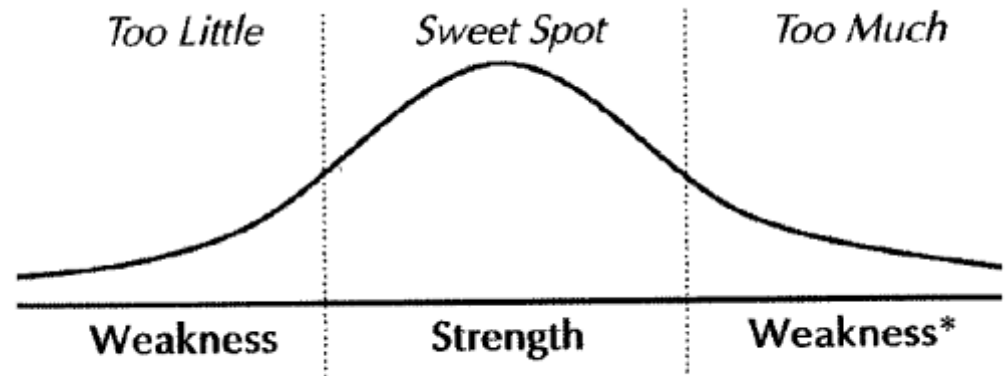
*Any strength used to an extreme can become a weakness.

Developing a GREAT culture overview

Tribal Stage	Communication	Collaboration	%	Trust (Covey)
1	"Life Sucks"	Alienated	2	Self
2	"My Life Sucks"	Separate	23	Relationship
3	"I'm great and you're not"	Personal	48	Organisational
4	"We're great and they're not"	Partnership	22	Market
5	"Life is Great"	Team	2	Societal

What does is mean to be a teacher now?

Write the insights and actions in your book.

Group Sharing – Insights and Actions

Homework

• What structures and habitual practices will your year teams set up for 2011 given all the insights and actions you have seen from today?