

PROFESSIONAL DEVELOPMENT SUMMARY

CREATE OUTSTANDING, INSPIRING, EFFECTIVE LEARNING
AND DEVELOPMENT CULTURES IN YOUR SCHOOL

Who We Are

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, coaching, business, and neuroscience we partner schools to create outstanding learning and development cultures, inspiring effective educational practices, and empowering well-being and leadership. Since 2006 we have partnered schools 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.

What we offer

We offer a wide variety of workshops, facilitated discussions, and long term bespoke professional development 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!

Some of the workshops which have received outstanding reviews and that schools seek us out for include;

- Creating a school culture of trust and leadership;
- Vision to action: Becoming transformational leaders;
- Developing your capacity to coach others;
- Developing your capacity to think and plan strategically;
- Developing student voice, agency and leadership
- Leading and assessing STEM learning

"Friday was the first time ever that the Team Leaders have ever been taken out of the school together and given the opportunity to reflect on their leadership role that is beyond 'admin' or build their individual/collective leadership capacity. It really was wonderful to see the 'ahhh haaa' moments happening throughout the day, as well as, having the opportunity and time to participate in some robust and honest discussions. Each member of our Leadership Team thanked us 'for the day' before they left. This alone was an indication of the professional learning's success! Finally, THANK YOU for providing such an engaging, practical and thought provoking professional learning that has already made a difference to our school. We are genuinely excited about our next steps in building a more effective leadership team!"



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

Partnering School Based Change Endeavours

Curriculum Planning and Assessment

- Supporting the development of curriculum scope and sequences (knowledge, skills, thinking, and understandings) A simplified approach to Backward Planning
- Developing authentic rich tasks that engage students
- Rigorous Inquiry Based Learning / Project Based Learning
- Visible Learning
- Formative Assessment
- Explicitly teaching cognitive verbs

Building Practice Excellence

- Developing student self-regulation and agency
- Visible Thinking - embedding critical and creative thinking
- 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 High Impact Teaching Strategies
- Mindsets, Beliefs and Culture of Collaboration
- Group coaching for teams and PLCs

STEM, Coding and the Technologies Curriculum

- Assessing and Leading STEM Learning
- Practical Steps to introducing STEM and Coding
- Understanding and Defining STEM
- Experiencing design thinking challenges
- Developing Critical and Creative Thinking, Curiosity and Student Agency
- Whole school planning for the Technologies Curriculum
- Planning trans-disciplinary STEM / Technologies units
- Informs for Teachers, Students and Parents on the Technological future

Growing Leadership Teams and Developing Collaborative Cultures

- Leading Curriculum and Pedagogical Change
- Taking a Stand and Leading Powerfully
- Vision to Action: Becoming Transformational Leaders
- Transformational Leadership: Developing your capacity to coach others
- Strategic Leadership: Developing middle leaders to think and plan strategically
- Designing Effective Strategic Plans and Annual Implementation Plans
- A Framework and Coaching Tool to Assist in Empowering and Enabling Change in Schools Conversations that Build Trust
- Developing Teacher Emotional Intelligence
- Critical Friend Partnerships for Action-Research Curriculum Renewal Projects
- One-on-one coaching: Leadership, Instructional, Cognitive
- Developing a Teacher Performance Framework
- Bespoke facilitation of planning days

Mentorship and Career Guidance

- Career and Job Application Coaching
- Developing an Effective Mentorship Program for Graduate Teachers
- Mentorship of Graduate Teachers and Aspiring Teachers
- Leaders Developing Peer to Peer Mentoring Processes



Growing Leadership Teams and Excellence in Practice Development

Intuyu Consulting has been working to support the development of leadership teams and teacher excellence for over 15 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 well-being and 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 and student 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 staff 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.



Leadership Development Program

The Building Leadership Teams initiative of the Victorian Framework for Improving Student Outcomes is defined as:

“Effective schools build an improvement culture by developing the capabilities of their leadership team. Schools do this by using evidence-based data, implementing proven coaching and feedback techniques, and strengthening succession planning and induction of new teachers.”

“In turn, leadership teams are driven by the moral purpose of improving the educational outcomes of all students. They empower and develop their staff, collectively and individually at their point of need, expect consistency of practice and establish high levels of accountability. They create safe environments where teachers are able to develop their practice with others.”

“Effective leaders contribute to a school culture where learning can flourish through quality communication, high expectations, collaboration, challenge, trust building and support. They create the conditions where leadership thrives by building team capacity, collectively and individually, with a shared purpose based on the school's vision and values, context and data.”

Based on this there are three broad areas that we recommend leaders grow their capacity in

1. Developing their capacity to become transformational leaders who build trust and co-create a collaborative, high accountability environment of learning and support
2. Developing their capacity to coach so as to empower and enable each member of the team
3. Developing their capacity to strategically plan and lead curriculum and pedagogical change

Session 1: Vision to Action: Becoming Transformational Leaders

Intentions

- To begin to explore what being a transformational leader means
- To have the leaders reflect on their current teams and discuss what is working, the challenges, the causes and the future they would like in their teams
- To have explored what taking a stand as a leader means and the concept of socially constructed leadership
- To develop the capacity of leaders to create and communicate a vision and a future that inspires and empowers those around them
- To discuss some of the hidden influences on teams, including learning readiness, beliefs and mindset, deficit vs developmental contexts, tribal leadership, and collaboration vs cooperation
- To develop the capacity of the leaders to build self-trust and radical candour
- To give an opportunity for the leaders to select an area to develop themselves in

Session 2: Transformational Leadership: Developing your capacity to coach others

Intentions

- To explore the purpose of coaching and what staff may need when being coached
- To discuss the principles of coaching and stages of skill development
- To take you through the GROW model of coaching
- To deepen your capacity to listen actively
- To provide an opportunity to practice coaching, observing and being coached

Session 3: Strategic Leadership: Developing leaders to think and plan strategically

Intentions

- To discuss strategic thinking and planning and its link to leading change in a school
- To introduce John Kotter's two “operating systems” and eight step change model
- To discuss the process of strategically leading curriculum and pedagogical change
- To support the leaders you to create an action-research project for targeted AIP initiatives



Meet the Team

Each consultant brings a different skill set and expertise to the team and has practically implemented our expertise in schools and beyond as educators. We are continually adding to our team and expertise area...if you have an area in mind that isn't covered here let us know.



Dr Adrian Bertolini

Backward planning engaging, rich learning tasks. Whole school STEM and Technologies Curriculum planning. Developing self-regulated learners and thinkers. 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, and worked in the NGO sector running educational programs for schools around Australia. Adrian has worked extensively with schools across Australia including being a critical friend for curriculum and pedagogical change projects, coached principals and leadership teams in the Government, Catholic, and Lutheran Education systems, and delivered thought provoking professional learning on learning, leadership, curriculum planning, metacognition, critical thinking and self-regulation. He is currently working with a range of schools and systems around effectively leading curriculum and pedagogical change and nurturing an empowering culture of learning.



Charmayne Lane

PLCs, preparation for successful peer coaching, collaborative conversations, observation and feedback, data conversations, specialist coach and learning specialist development, strategic implementation planning, individual leadership and goal-oriented coaching for school and team leaders, teachers, aspirant leaders and managers.

Charmayne is an ex-principal, teacher and experienced trainer of coaches. Charmayne has a Masters in Educational Leadership and designed and delivers the highly regarded Monash University Professional Certificate of Coaching for Educational Leaders. She led the development of coaching in the South Eastern Victoria region as well as worked at Bastow, as part of a small Monash team, to deliver the aspirant principal course (Unlocking Potential). She has coached principals and middle level leaders across primary, secondary and tertiary settings in state, Catholic and independent sectors. Her workshops and courses have served groups of PLC regional managers, psychologists, early years' educators, ancillary staff, Armed Services educators, principal class officers, learning specialists and Saudi educators among others. Charmayne enjoys consistently positive feedback for her engaging and informative presentation style. Her focus is on helping others to build capacity within their educational or leadership roles.



David Tyson

Tailored mentoring and career coaching for graduate teachers and aspiring school leaders, critical friend, development of year level coordinators

Many educators will know David from his six years as the Manager of the Professional Learning Centre at the AEU where he was responsible for the development and delivery of an extensive educational leadership program to emerging and current leaders throughout Victoria. He has been involved in education in Victorian State Schools for 42 years and has worked at a wide variety of schools in his career including over 20 years in leadership positions – Campus Manager, Student Welfare Coordinator, Curriculum Coordinator and Professional Development Coordinator, as well as Principal. David also has a commitment to social justice and served on the Board of the State Schools' Relief Committee. He was Vice-President for three years and worked hard to raise the profile of this charity within the education community. He is passionate about empowering and enabling graduate and new teachers to succeed and be great leaders of 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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