



# Leading Adult Learning with Confidence & Candour

## A TAILORED PROGRAMME FOR RESOURCE TEACHERS: LEARNING & BEHAVIOUR



There is a marked difference between being effective in an RTLB role, and preparing to be in the role.

- "The biggest challenge for me when joining the RTLB service was the practice ... nothing prepared me for leading teachers as learners and to be honest after many years I still don't think I've mastered it."  
**RTL, Wellington (name withheld)**
- "If my training had prepared me for the role I think even now, after 8-years, I'd have a lot more self-belief ... I still feel as though I don't have what I need to be really effective leading teachers & colleagues."  
**RTL, Auckland (name withheld)**
- "I'm halfway through my first year as an RTLB and what I've come to realise is that my role is a position of leadership. No one told me that and I guess I was a bit slow to work it out for myself. I'm challenging adults to change their practice and their ways of thinking every day and to be perfectly honest nothing prepared me for that side of the role ... and it's exhausting ... I'm second guessing myself all the time."  
**RTL, Christchurch (name withheld)**
- "If I had more tools in my kete I think I'd find a lot more enjoyment. I wake up some days and wonder if it will be today when someone works out I'm making it up ... I want to wake knowing I have the tools in my kete ... to have the confidence knowing I'm doing the right things especially when in those tight spots with teachers."  
**RTL, Auckland (name withheld)**

We believe the role of RTLB is one of the most challenging and daunting in education because you:

- have chosen to influence professional adults, who are infinitely more daunting to sway than children;
- require teachers to unlearn as well as to learn, and that means leaning in and directly challenging thinking & practice;
- are under pressure to get traction and shifts fast because you have a conveyor belt of cases waiting;
- have in your kete one influence strategy - your voice - and it's likely when you use it you can sometimes do a little too much sugar-coating & diluting of your messages;
- need to convey optimism & hope when the adults you work with may not be optimistic or hopeful;
- must possess self-efficacy, believing you can make a difference; and you
- need to be resilient and able to endure when those around you may not.

Drawing from the fields of adult learning, people & culture, behavioural psychology, social psychology, cognitive psychology, industrial & organisational psychology, and elite sport & performance, we've designed a programme to support & challenge RTLB to use a multitude of skills, practices, mental schema, strategies & tactics to make the role a lot less complex.



RTL tell us the people complexity is consistently the greatest challenge. The threat of taking criticism personally, misreading relational dynamics, feeling bruised when people push back, interpreting others' resistance as a personal attack, and feeling angry, frustrated & insecure when others go out of their way to be difficult are the threats RTL tell us they confront every day.

If you are interested in strengthening in your Cluster your peoples' ability to lead adults as learners this might just be the programme you are looking for.

## What are RTL saying about our professional learning?

"Your session today was brilliant and absolutely invigorating. Really challenging & engaging. I knew we needed to have our people thinking in new ways, I didn't know what that looked like, but you delivered a programme adapted for us that did just that whilst leaving everyone enthused, invigorated and far more confident in how to lead teachers and each other as adult learners. There's no doubt in my mind this is core learning all RTL need to explore. Thanks Tony ... I know there's more and you've started us off on a new track ... we'll be back!"

**Sarah Gilfillan, Cluster Manager 12, Manurewa/Weymouth.**

## And principals?

"Tony, the professional learning you provided has been so powerful and profound that we are seeking ways for you to work with our teachers who have not yet had an opportunity."

**Mike Anderson, Principal, Waimairi School, Christchurch.**

This can also be facilitated for your Kāhui Ako

### CONTACT DETAILS

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# Investing in our Psychological Capital as RTLB

*Unlocking the Key to Workplace Well-Being*

## THEMES

adversity, agreeableness, anxiety, burnout, catastrophisation, collaborative overload, conscientiousness, courage, cynicism, decompression, emotional reasoning, emotional exhaustion, empathy, engagement, extraversion, failure, fairness, fatigue, happiness, helping, hope, hyper-sensitivity, identity management, incivility, insight, joy, neuroticism, optimism, overload, perfectionism, performance zones, perspective taking, recovery, rest, resilience, risk minimisation, rudeness, personality, rumination, selflessness, sleep hygiene, stress triggers, self-efficacy, self-worth, social-emotional competencies, values, workaholism..

When lacking the psychological capital to meet workplace demands people look to their leaders to reduce them. This unfairly shifts the burden for workplace well-being and mental health onto cluster managers & leaders when there is much that RTLB can do to protect themselves whilst at work. For example, some personality types are far more predisposed to burning out than others and many of those personality types are attracted to teaching and especially RTLB.

If you are seeking to fill your peoples' kete and tool kits with deliberate actions supporting well-being and mental health in your cluster, this might just be part of the solution you're seeking.

- Participants will use a global gold standard diagnostic tool to identify degrees of workplace stress & anxiety.
- Facilitation and learning is based on participants' data so that no workshop is ever the same (the most typical themes are noted above).

Participants are provided diagnostic tools to gain insight and self-awareness, and means & meta-cognitive strategies ensuring they are able to take the best possible care of their mental health whilst at work whilst preventing stress from bleeding over into their personal lives.

Providing RTLB with the opportunity to measure workplace stress and anxiety levels allows participants to identify if they are in dangerous zones, or close to them, and through self-monitoring, change how they work without impacting adversely on learning outcomes or the quality of their work. For those who are at no risk, they will know how to stave off future risks.



## What are people saying about our programmes?

*"Teachers have been most disappointed we've had to postpone the programme ... they were really looking forward to the next stage. It was noticeable how after your last visit they talked and reflected for days afterwards. The learning is so powerful, I believe those who will be on leave when you are next here, who have been part of the programme, will want to stay involved."*

*Raewyn Saunders, Principal,  
Fendalton Open-air School, Christchurch.*

*"Tony, the professional learning you provided has been so powerful and profound for our pilot group that we are seeking ways for you to work with our teachers who have not yet had an opportunity."*

*Mike Anderson, Principal, Waimairi School,  
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