



Leading Adult Learning and Initiating Change with Confidence & Candour



THEMES

building psychological safety; cultivating emotional detachment; challenging coaching; collaborating with others who don't want to collaborate; collaborating with people you don't like, trust or want to work with; dealing with under-performance & defensiveness; discussing the undiscussable; establishing & maintaining effective working relationships; professional expectation setting; from 'courageous conversations' to 'honest conversations'; feeding back without fear; growing personal self-efficacy; handling conflict when you don't like conflict; handling others' personality disorders; handling pressure without becoming stressed; influencing someone who thinks they're always right; working with teachers demonstrating negative responses to change; overcoming imposter syndrome; confronting others' ambivalence, anger and fear; relationship reframing; using conversations to initiate change & improvement; workplace competencies.

Frequently asked questions we are asked by RTLB include:

- How do I support a teacher who doesn't want to be supported?
- What do I do when others ... (including senior leaders in schools)... go out of their way to be difficult and unsupportive?
- How do I challenge ineffective teaching practice and build relationships at the same time?
- How can I ensure feedback doesn't come across as criticism?
- How can I get traction more quickly?
- How do you work with a cynical teacher?
- When collaboration doesn't work what do you do?
- What do you do when the teacher you're working with thinks they're always right?
- How do you support teachers who are more experienced than you?

Because your primary role as an RTLB practitioner is to engage adults as learners, to influence thinking and beliefs, and to support shifts in teaching practice, you and your colleagues can find yourselves in sticky situations, through no fault of your own, because training to collaborate is not the same as practising leadership.

Strengthening your ability to lead adults as learners is a powerful approach to increasing your impact on teaching and learning in multiple school settings.

What some of your colleagues saying about this approach:

"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 RTLB 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
Te Huinga Raukura ki Manurewa (Cluster 12)

When I approached you Tony I sought professional learning focusing on effective collaboration that can truly drive change. The way you pulled this apart with us, challenged us, and made it so much more, was revelatory ...every team member has been empowered to do the mahi ... and they have been excited by the results.

Trish Sinclair - Cluster Manager
Whakatane/Opotiki/Rangitiki (Cluster 19)



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Leading RTLB with Confidence in Complex Educational Settings



THEMES

Common themes include but are not isolated to: achieving our strategic goals; achieving strategic alignment across our cluster; avoiding burnout; building psychological safety; circumventing acts of self-sabotage; communicating with precision; confronting colleagues' inertia & complacency; cultivating emotional detachment; dealing with a colleague's under-performance & defensiveness; decision-making without paralysis; delegating with confidence; emotional exhaustion; expectation setting & accountability; giving feedback to peers; handling colleagues with personality disorders; handling pressure without becoming stressed; holding colleagues to account; navigating relationship dilemmas; overcoming a 'them' and 'us' culture; protecting time; receiving feedback from peers; running sleek meetings; strategic planning & execution; strengthening our professional capital; strengthening reflective practice; the limits of helping; working with a cynical colleague.



The word *credibility* in Latin is *credere* - or to believe – and it's the one thing all leaders irrespective of position, title or context search for.

When team members ask themselves whether you, as their leader have *credibility*, they are asking themselves whether you are plausible, believable and tenable. They are asking themselves if you are authentic, whether you can be trusted, whether you care and whether you are competent and possess the will, skills, knowledge and ability to deal effectively with a multitude of challenges and situations - not just a couple. There is truth to the adage you are only as strong as your weakest area when it comes to leading others.

If you are seeking for yourself and team, *tailored for RTLB* leadership development, to strengthen your *credibility as leaders*, you will discover as other leaders of RTLB have, how this professional learning provides rich and powerful learning that makes a difference.

What some of your colleagues saying about this approach:

You spent time with our leadership team and we could immediately see the power of your messages Tony. You challenged our current thinking and required us to rethink and unlearn. Inviting you back to work with the whole team has been one of the best decisions I have made as a leader. Our team is constantly referring to your crucial messages and left them with pathways as leaders of teachers I could not have imagined them pursuing in their day-to-day work. I would highly recommend Tony!

*Michelle Maule - Cluster Manager
Te Paeroa RTLB Service South & East Christchurch (Cluster 34)*

"I wanted the team challenged and jolted to think in new ways and you certainly provided that. The way you used our contexts and our challenges to craft a day of personalised professional learning allowed us to put up mirrors and to see how we make our work more difficult for ourselves. Your time with us has been the catalyst for changing our conversations, the way we think, and 5-months after your visit, we continue to talk about our time with you. So powerful!"

*Tamara Gersbach - Cluster Manager
Manawanui (Cluster 10)*

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