

Building the capability of middle leaders in schools



The need

The **Orbis Leadership Institute** works towards a bold vision to ensure that every child can ‘thrive and prosper, learn and achieve’. They realised that key to their success was empowering and building the capability of their 2,000+ middle leaders across over 500 schools state-wide.

BTS Spark interviewed middle leaders and stakeholders to uncover priority development needs. A customised program was then codesigned to support middle leaders to learn how to engage their teams, lead change and influence teachers’ practice.

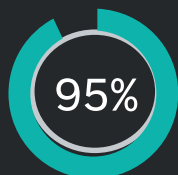
Our solution

This 7-month program enables middle leaders to engage in varied learning opportunities:

- Continuous support from a professional leadership coach facilitator
- Educational leadership masterclasses with Bruce Armstrong
- Targeted online learning to reinforce workshop learning
- Group coaching and 1-1 coaching for personalised support
- A middle leaders’ toolkit for ready reference

20 cohorts of 24 participants have benefitted to date. Different cohorts have targeted rural schools, preschools and underachieving schools.

Impact



Of participants applied the learning back at school



“I feel empowered ... and really confident now to give feedback with difficult conversations.”



Of middle leaders would recommend this program to colleagues

Coaching Skills Training to support Principal Preparation



The need

Singapore National Institute of Education’s flagship ‘Leaders in Education’ LEP program prepares a new generation of principals each year. NIE recognised the need for new principals to be skilled at building the capability of others, so they sought to partner with an educational leadership coaching organisation. Their LEP program already provided varied learning opportunities for participants including an internship placement, so NIE required coaching skills training that could harness these opportunities to practise coaching, as well as aligning with Ministry of Education leadership competencies.

Our solution

Since 2022, BTS Spark has partnered with NIE to deliver coaching skills training to LEP participants. BTS Spark custom-designed a program that enables aspiring principals to ‘learn coaching from professional coaches’. Participants progressively widen their personal coaching repertoire, build relational trust, seize the opportunity for ‘coaching moments’ and flex their coaching to meet the needs of different individuals. Go-Do actions after each workshop challenge participants to practise new coaching strategies and group coaching sessions offer more personalised support. Pre- and post- surveys allow for differentiation, streaming of cohorts and impact evaluation.

Impact

+35%

Participants showed a 35% rise across 8 coaching skills from pre- to post-survey



“The program equipped me with the knowledge, skills and personal growth necessary to become an effective coach.”

97%

Of participants say they would recommend this professional learning to a colleague

Building the capability of early childhood centre leaders



Survey on Leadership Derailers
Mindtraps



Group Coaching Session 1
Adaptability



Group Coaching Session 2
Leadership confidence



Group Coaching Session 3
Building trust



Group Coaching Session 4
Flexing your approach



Group Coaching Session 5
Supporting & Coaching



Group Coaching Session 6
Giving feedback

The need

Goodstart - a major provider of early learning and care - launched a bold 5-year Lead to Learn strategy aiming to invest in its Centre Directors and empower them with the skills and confidence to coach their teams and develop the potential of all staff. Goodstart developed an integrated professional development program for all Centre Directors including:

- Inquiry-based learning
- 360 feedback
- Group coaching

Our solution

BTS Spark partnered with Goodstart to offer group coaching to Centre Directors that aligned with Goodstart's X-Lead Framework. Centre Directors came together for virtual group coaching sessions to reflect on their leadership, learn practical tools to coach others and connect with their peers – all with the support of a professional leadership coach. Centre Directors could access online learning both to reinforce the group coaching and post-program for ongoing support. In this way, they were able to engage in quality leadership learning without leaving their Centres. By the end of the program, 80% of Centre Directors were reporting 'very strong' relationships with their teams.

Impact

650

Centre Directors

100%

Of participants completing end-of-program feedback reported:

- Regularly using a coaching style at work (cf 52% pre-program)
- Confidence in giving feedback (cf 68% pre-program)
- Successful strategies for dealing with stress (cf 55% pre-program)

Targeted coaching for superintendents



The need

The Washington Association of School Administrators (WASA) sought to increase **confidential support** and **personalised leadership development for K–12 superintendents** (and other district/school leaders) across the state of Washington. With only a small core team, WASA employees were stretched thin and weren't able to provide as many personalized learning opportunities for Superintendents. The need for support has grown over the last few academic years due to the annual turnover of Superintendents.

Our Solution

WASA partnered with with **BTS Spark** to deliver **flexible, 1:1 leadership coaching** for education leaders. Participants completed **six 60-minute, one-to-one sessions** with accredited coaches, beginning with a Personal Leadership Review and goal-setting using BTS Spark's **Mindset–Behavior–Impact–Results (MBIR)** framework. BTS Spark offered 'Lunch and Learn Webinars' about the power of coaching to all WASA members and provided quarterly coaching logs to WASA about the supports we were providing their members.

Impact

125 Leaders
44 Districts



It's kept me in the game as a leader. Without this coaching support, I would have burnt out.
-Superintendent

99%

of participants reported growth across all leadership capabilities, the largest gains were in *confidence to have difficult conversations*.

Coaching Literacy and Numeracy Teachers



Department of Education



1:1 Coaching Session

Making sense of my role



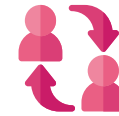
1:1 Coaching Session

Being at my best



1:1 Coaching Session

Engaging others



1:1 Coaching Session (flexible)

Choice of coaching modules:

- * Giving feedback
- * Building capability



1:1 Coaching Session (flexible)

- * Breaking through difficult relationships
- * Thinking differently

The need

When **Victoria Department of Education** launched its Middle Years Literacy and Numeracy Strategy ('MYLNS'), its intent was for MYLNS teachers to provide targeted support to high school students at risk. It soon became clear that for MYLNS teachers to be successful, they needed to collaborate with teacher colleagues across the school – both to get access to students and to influence how literacy and numeracy development could be built into all subject areas for all students. So, the Department sought a professional coaching organisation to build the capability of MYLNS teachers so they could both coach and influence their peers in school.

Our solution

BTS Spark custom-designed two programs, providing coaching and online learning to address the challenges that MYLNS teachers were facing. Over 3 years, 800 MYLNS teachers were matched with BTS Spark coaches for 1-1 support. Thus empowered, these teachers started coaching colleagues to improve their practice, engaged more reluctant teachers and cascaded professional learning. Independent evaluation by ACER showed three key key benefits from coaching:

- 'A better understanding of my middle-level school leadership role'
- 'A better understanding of my peer-coaching role'
- 'A better understanding of my literacy-numeracy instruction role'

Impact

97%

Of literacy and numeracy teachers felt their coaching objectives were met or exceeded

93%

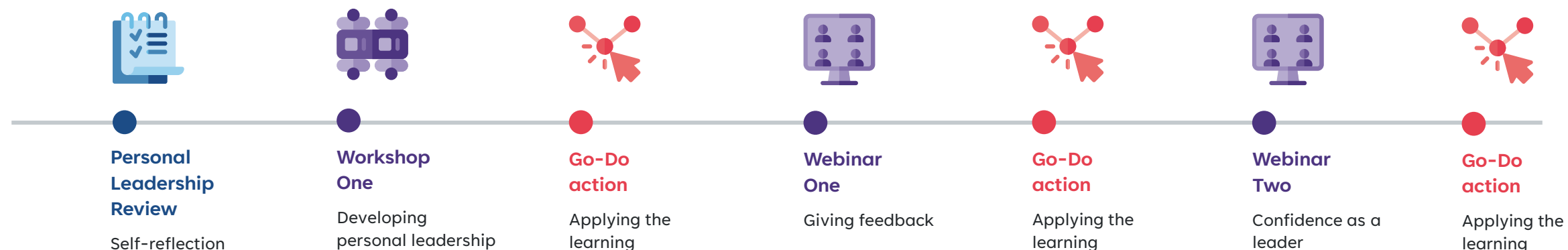
Of literacy and numeracy teachers reported that they had changed their practice as a result



Click image for testimonial



Early Childhood Teachers Exploring Leadership



The need

The **Teaching Council of Aotearoa New Zealand** was concerned that many leaders in early childhood education centres receive little leadership development training, and there are few opportunities for ECE teachers to develop leadership skills. They resolved to trial a leadership program but were aware that they had limited data on what the priority development needs were in the early childhood education sector. BTS Spark proposed a methodology that could address these twin gaps – launching a pilot program that could upskill participants, gather data on their development needs and flex to meet these needs.

Our solution

BTS Spark initially offered a one-day workshop to over 100 ECE teachers, helping them to explore leading others. Workshops were offered on Saturday and Sunday to minimise disruption to the ECE centres. On the workshop day, participants engaged in a Personal Leadership Review to reflect on their leadership strengths and development needs. BTS Spark experts then analysed aggregated data to reveal the top 5 development needs were Coaching others, Confidence, Feedback, Leading in Uncertainty and Authenticity. Workshop participants were subsequently offered webinars focused on two priority needs – giving feedback and personal confidence.

Impact

96%

Of participants completing end-of-program survey reported gaining valuable insights into their leadership



“I found this course was very affirming for me. It enabled me to tackle difficult conversations with confidence.”

9.3/10

Rating by participants of facilitators' knowledge, support and effectiveness

Mentor training for District Educators



The need

Roosevelt Union Free School District brought BTS Spark in to design and deliver a mentoring journey spanning district leads. Mentors had a range of mentoring experience and wanted to grow and enhance their skills in supporting others.

The learning journey was focused around developing critical mindsets for coaching and giving feedback and also focused each mentor's attention on the positive effects of relationship development.

Our solution

Leaders from Roosevelt Union Free School District participated in a seven-session blended coaching program, combining both small group learning and individual coaching, all led by professional coaches..

The five 90-minute small group sessions focused on **Powerful Conversations, Presence and Resourcefulness, Building Trust and Rapport, Having the Difficult Conversation, and Leading in Uncertainty.** The two 1:1 coaching sessions focused on developing each leader's capability unique to their specific role and context.

Impact



1 district
5 schools
535 teachers impacted



[The coaching helped me] to pause and not worry about a moment of quietness. [It allowed me] to give time for things to develop.

<\$10k

Each cohort cost less than \$10,000 to run through the journey

Training mentors to support early career teachers

The need

The dropout rate of newly qualified teachers can be as high as 40-50% in some school systems. South Australia Department of Education chose to invest in setting up graduate teachers for success by building a comprehensive training program for teacher mentors. Mentors are appointed in every school, awarded release time to spend with their new teacher(s) and given the opportunity to engage in professional learning – both online modules and workshop days - to strengthen the effectiveness of their mentoring.

Our solution

BTS Spark custom-designed a workshop for new mentors, aimed at providing them with a foundational set of mentoring skills. A needs analysis and discovery interviews revealed that mentors most needed help with two critical areas – how to give developmental feedback on their teaching practice in a non-judgemental way, and how to support teachers through the emotional rollercoaster of their first year. Over 40 workshops were then delivered, led by professional coach facilitators who could model how to build trust and engage in developmental conversations. Strong participant feedback resulted in BTS Spark being invited to develop a second workshop for more experienced mentors.



Mentors are introduced to a ‘toolkit’ of mentoring conversation scaffolds in each workshop. They really enjoy these practical tools that can strengthen their mentoring conversations.

Impact



Average rating by participants of workshop learning



“I feel confident and ready to have those conversations with my early career teacher.”

98%

Of mentors say they can apply the program content to improve their practice