Organisation of teams/team leader capabilities
Prior to implementing the Developing Performance Framework, it is important to decide on the method of integration. Depending on the needs of your school or work unit, the framework can be integrated throughout the whole workplace at the same time, or alternatively, through a phased approach. The phased approach, allows small groups of employees to work through integrating the Developing Performance process, leading the way for other teams to come on board progressively. By phasing integration, employees can gain a better understanding of the framework by sharing experiences and knowledge and modelling quality practices and conversations.

For the Developing Performance Framework to be a success, teams need to be structured with a focus on relationships for quality conversations. Teams can be structured according to your school or work unit needs. In your workplace, teams may already exist or new teams may need to be developed.

Choosing the right team leader is essential. Effective team leaders often, have a current leadership role within their school or work unit, show natural leadership tendencies or have leadership aspirations. It is important that team leaders possess the required capabilities needed to perform their role, such as the ability to build trusting relationships and develop rapport with others, actively listen, provide and accept positive and constructive feedback, and effectively lead change.

The case studies that follow demonstrate some of the reflections and resulting key actions team leaders in pilot schools and work units undertook to effectively organise their teams and select team leaders.

**Case study: Capitalising on teacher aides’ local knowledge in remote communities**

Camooweal State School is a small school based in a remote area of the Mount Isa District. In deciding how to organise teams for the Developing Performance process, the Principal, Brandi Clarke, had to find a way of overcoming the challenges associated with a transient teaching community.

By teaming teachers with longer serving teacher aides, Brandi ensured that school and community specific knowledge was shared in a focused way. Teachers indicated that this provided them with a window into ‘what works out here’ to engage learners. Teacher aides believe that they developed a better understanding of the curriculum and as a result are able to support learners more effectively.

**Case study: Building momentum for integration through a phased faculty approach**

Dakabin State High School Principal Robyn Somerville sees the Developing Performance Framework as an effective mechanism for developing overall subject area performance, as well as individual teacher performance, within the school.

Robyn believes that individuals are more committed to a process when they have made a choice to be involved. She saw a phased model of integration, based on voluntary participation in the first phase, as the best approach. Robyn sought expressions of interest from Heads of Department across the school.
After consulting with their teams, the Head of Mathematics and the Head of Health and Physical Education nominated their faculties to become the first to adopt the framework. Both team leaders achieved an excellent response from their teams, with one faculty securing the involvement of a majority of team members and the other gaining 100 per cent sign up.

With the Developing Performance process now operating effectively within these two teams, Robyn is set to expand integration of the framework to additional faculties. The experiences and successes of the first two faculties will be shared and used to support new team leaders and their faculty teams as they come on board.

**Case study: Bringing the Annual Operational Plan to life through the Developing Performance process**

Strathpine State School adopted a unique approach to team design, introducing the Developing Performance Framework in several stages by linking the process to key priorities in the school’s Annual Operational Plan.

Acting Principal Deirdre von Guilleaume strongly believes that this approach ‘gave team members, who were eager to engage, the opportunity to further enhance their skills, and has ensured that team members have a genuine commitment to school and systemic priorities that redesign school programs and enhance teaching and learning within the school’.

In the first instance, a volunteer group of team members formed two teams, one focusing on Boys in Education and the other on Literacy — two of the key areas of improvement identified in the school’s Annual Operational Plan. Individuals used their chosen area as the basis for developing their performance.

The direct link to the Annual Operation Plan is a powerful motivator for participants, ensuring that they view the Developing Performance Framework as a relevant and worthwhile process that impacts on overall school achievement.

Team members have now made major progress towards achieving their professional and personal goals, and the entire school has reaped the rewards of this success. At a recent team meeting, individuals voted in favour of continuing this approach to team design as the Developing Performance process rolls out across the school. New teams will focus on the Gifted and Talented Program and Indigenous Education.

As more teams are created and new leaders emerge, there will be an ever-increasing focus on supporting team leaders. Deirdre aims to support new team leaders through coaching, mentoring and other relevant forms of professional development. So far, mentoring has focused on issues such as realistic goal setting and assertiveness, but over time it will cover a broader range of issues to take account of the unique needs of individuals. This will ensure that team leaders have the capabilities needed to drive the Developing Performance process.

Through this personal approach, Deirdre has fostered the development of capable and confident team leaders, and by acknowledging their successes along the way, she has created a supportive and positive atmosphere. Deirdre believes that the process is ultimately about ‘relationships, relationships, relationships’, and that credibility and trust are at the heart of team leader success.
Case study: Building on embedded practice with existing teams

For the Mount Isa District Office, the Developing Performance Framework presented an opportunity to build on a range of Developing Performance practices that were already embedded in the branch. On seeing the potential enhancements offered by the framework, Executive Director (Schools) Alan Baillie encouraged all employees to work with the Framework from the beginning.

Teams for the Developing Performance process are organised around the common services provided to schools, as they were in the previous team structure; however, Alan is quick to point out that the teams never work independently of one another. Understanding each other’s work and working together are key themes in Alan’s team approach.

Alan believes that processes for monitoring and evaluating progress, achievement and development are crucial. Such attention to performance ensures that individual and team successes are identified, and that challenges are promoted as opportunities to improve.

Team members in the Mount Isa District Office engage in professional development days that are clearly focused on developing leadership skills. These days also help to build a common understanding of behavioural change and the internal cultural conditions that maximise the performance of the office. Aspects of this professional development include understanding the difference between management and leadership, quality service delivery, the characteristics of organisational learning, behavioural change, coaching, project management and performance planning.

Alan believes that ‘The bottom line is the alignment of performance to support teaching and learning in schools by building capacity and people power to take charge of change, maintain direction, develop a positive work culture and maintain momentum and urgency’.

Case study: The Developing Performance process provides new leadership opportunities

Caboolture Special School Principal Brian Gray believes that, ‘the Developing Performance process created new opportunities for leadership within the school’.

Brian and the team at Caboolture decided on a phased approach to introducing the Developing Performance Framework. Two teams began to integrate the framework and through Developing Performance conversations, team leaders quickly identified those team members with leadership aspirations.

Brian saw the potential in building the capabilities of these team members so that they could play a major role in leading and supporting new groups of team members in the next phase of the Developing Performance process.

Career goals that focused on developing the capabilities required to facilitate Developing Performance conversations, and professional development opportunities to shadow existing team leaders as they implemented the process, were included in these team members’ Developing Performance Plans. By building this into their plans, Brian and the team were creating a ‘critical mass of expertise in implementing the Developing Performance process and improving performance at all levels’.

Within the Developing Performance process, Brian also embedded regular communication with these potential team leaders and discussions about their comfort in taking up the role, and provided further tailored and ongoing support to develop their leadership skills. Brian advises that ‘Principals need to remain focused on supporting both potential and existing team leaders as it is their skills that enable this to be a successful model’.