

Note to readers

Thank you for accessing this presentation.

Please bear in mind that the text went hand-in-hand with a delivered presentation, and as such not all content can be taken at face value. Please contact me if you'd like any explanation about parts of the presentation.

I deliver CPD / talks on all areas of high-performing, thriving teams, so please let me know if I can help in some way.

Sam

The research behind high-performing teams, and how to lead them in schools

Sam Crome

About me

Teaching
Coaching
Leading
Researching
Writing



Today's teaming journey

- 1. What is a high-performing team?
- 2. What truly underpins these factors?
- 3. Thriving School Teams

Filling school capacity

Student outcomes

Ofsted grades

Leadership

Curriculum

Behaviour

Learning and teaching

Being evidence-informed

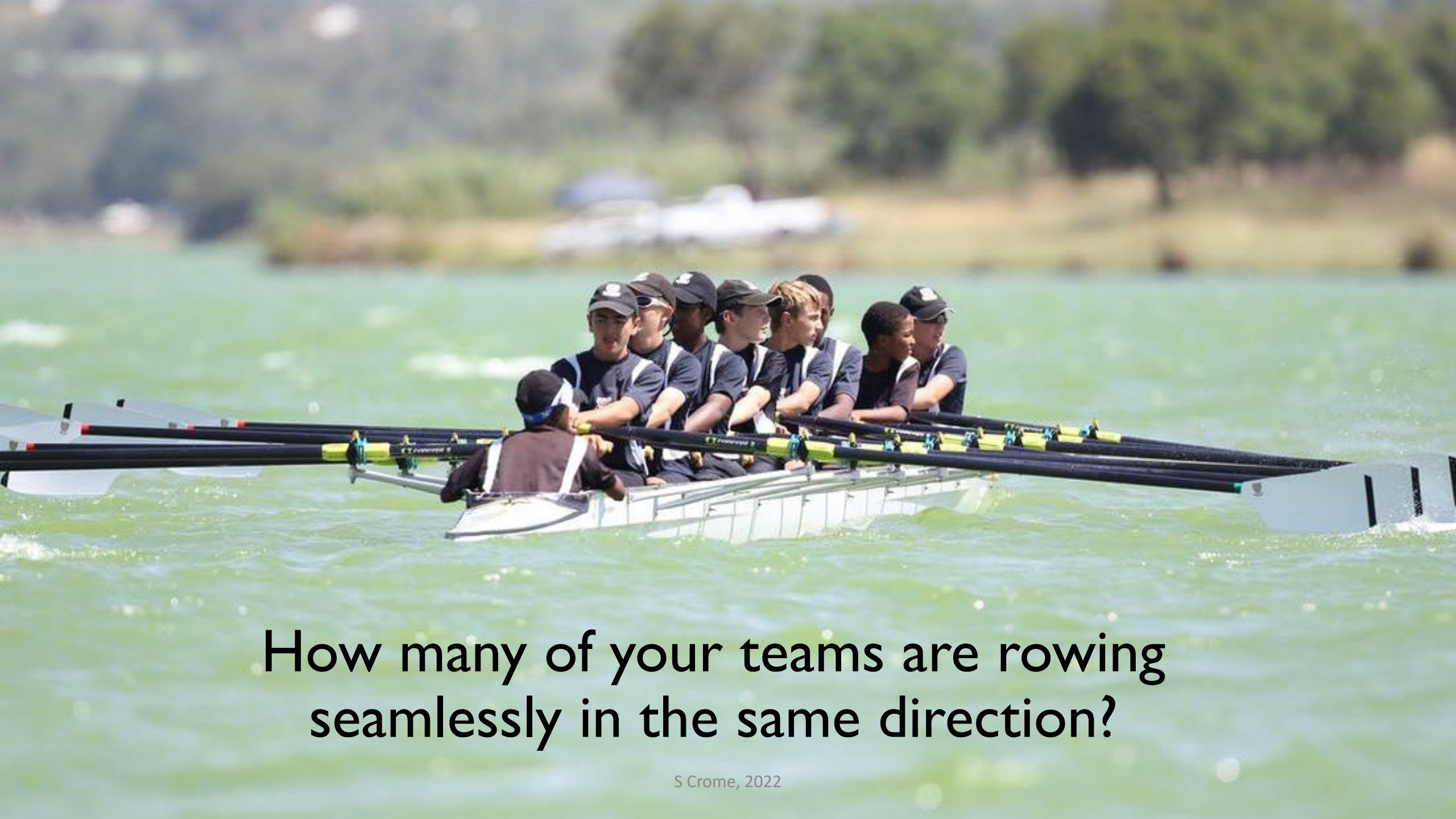
Safeguarding and mental health

CPD, retention, recruitment

Do we underestimate the power of teamwork?



Team work remains the ultimate competitive advantage (Lencioni)



How many of your teams are rowing
seamlessly in the same direction?

What are common traits that high-performing teams share?



Codifying high-performing teams – what the evidence says....

1. Vision and purpose
 2. Belonging and trust
 3. Ambitious, clear team goals
 4. Role clarity, mental models, and systems
 5. Communication, candour, conflict
 6. Review and evaluate
 7. Team diversity and characteristics
 8. Learning culture
 9. Enabling organisational conditions
- Salas, et al 2018
 - Tannenbaum et al, 2013
 - Bell et al 2018
 - Lacerenza, et al 2018

My high-performing, thriving team model

Team Development

Learning, coaching, debriefs, leadership

Team Dynamics

Motivation, Conflict, Engagement, Diversity,
Wellbeing

Team Operations

Knowledge, Communication, Roles, Mental Models

Team Alignment

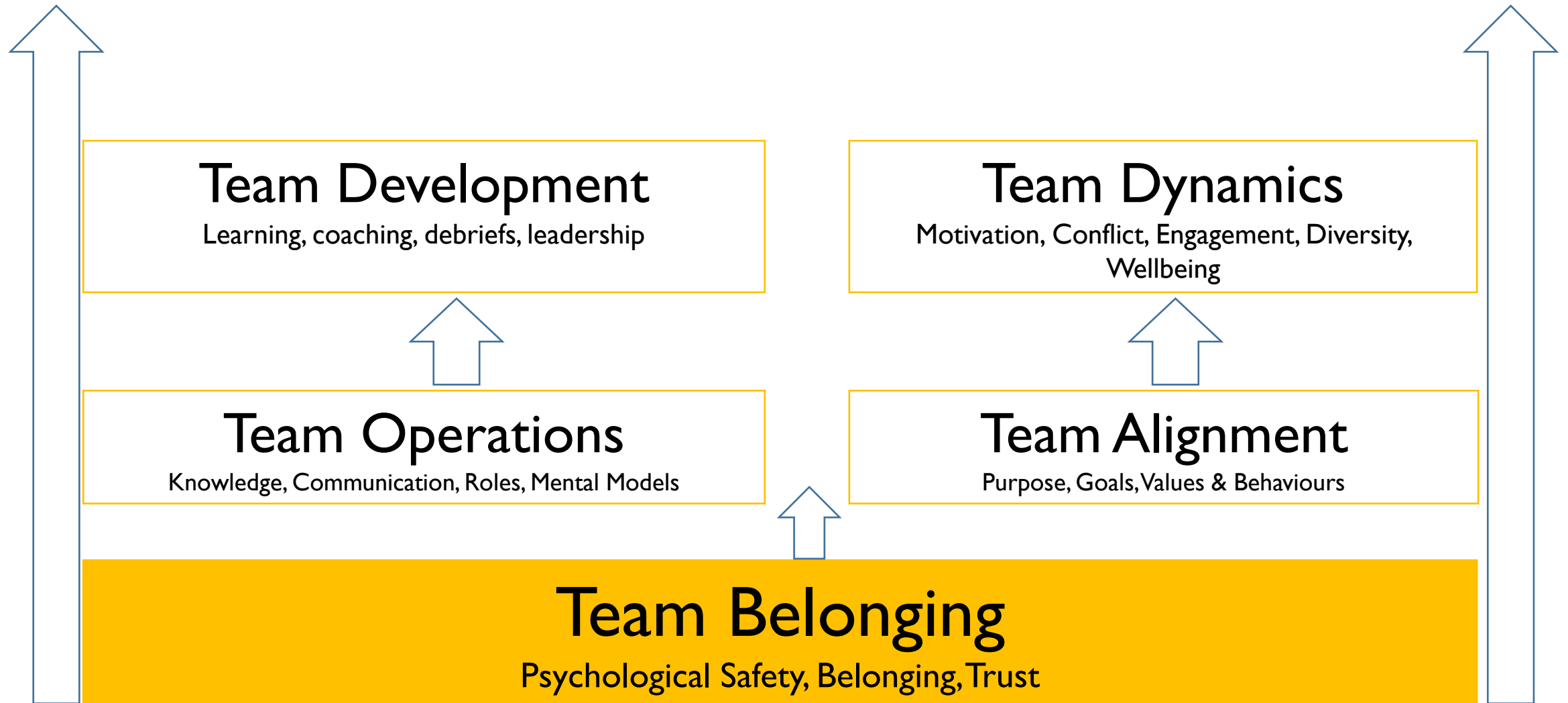
Purpose, Goals, Values & Behaviours

Team Belonging

Psychological Safety, Belonging, Trust

Crome, 2022

Part Two: high-performance underpinned by belonging



Belonging matters

Higher team
satisfaction and buy in

Higher retention

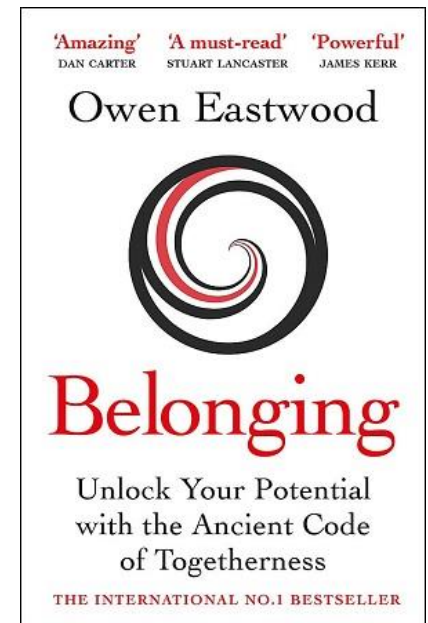


Increased team effectiveness
and cohesion

Increased wellbeing

How to increase team belonging

- Belonging before performance
- Not a fixed state
- Create an 'us story'





You are part of
this group.

This group is
special; we
have high
standards here.

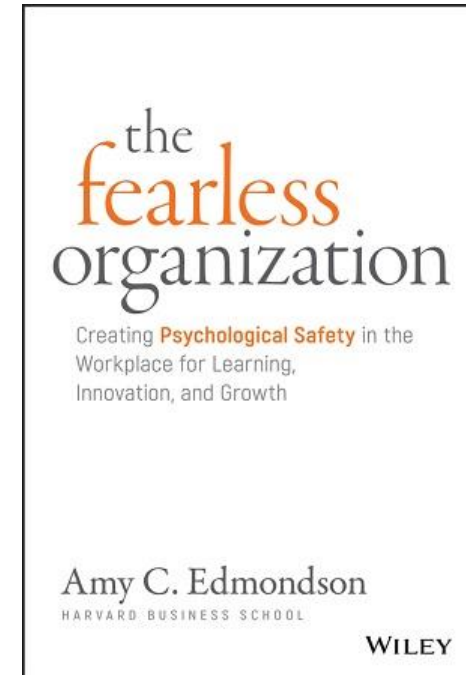
I believe you can reach
those standards.

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Psychological Safety

Groups perform better when they feel safe, trusted, supported, free to fail, and can engage openly.

They use this foundation to set ambitious goals and to challenge each other to reach their potential



Belonging, trust, psychological safety
When these things are aligned...



Team members can focus on their role

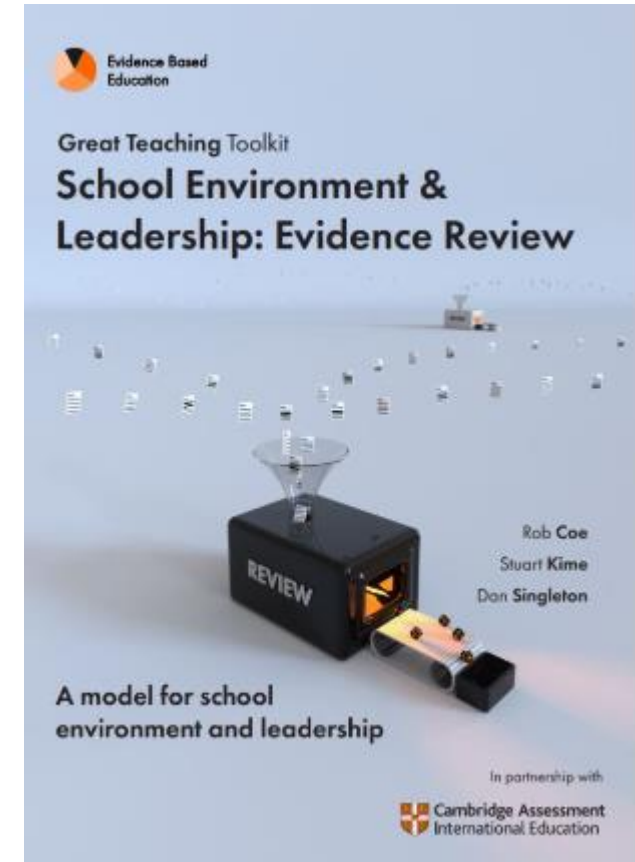
S Crome, 2022

Your team's belonging

- Create your 'us story' – who are we, what do we do, what are our values and behaviours
- Survey for belonging and psych safety
- Use this to create and maintain a culture of psychological safety
- Remember, belonging is not a fixed state!

EBE School Environment and Leadership review 2022

- First 'management factor' = supportive working relationships
- Trust towards leadership
- Willingness from staff to share or expose vulnerabilities
- Feelings of psych safety – it's okay to take a risk or make a mistake
- (*Coe et al 2022*)



Part Three: Leading Thriving School Teams

- Unique challenges!
- Teams within the team
- How much time does your organisation spend on team work?

4 *good bets* for thriving school teams

1. Mental models and knowledge
2. Candour and communication
3. Team meetings and debriefs
4. Team learning and development

I. Team Mental Models and Knowledge

Define the team's specific remits and knowledge

‘A stronger focus on domain-specific expertise is required and the core responsibilities (or persistent problems) of leaders’ roles are a good place to start’ (*Barker and Rees, Ambition Institute, 2022*)

Teams function more cohesively when they understand roles, share expertise, and develop this knowledge together

I. Team Mental Models and Knowledge

What core, domain-specific expertise does your team require?

- Codify this knowledge and link it to the team's roles, remits and processes, i.e. its mental models
- Create methods to share the team's knowledge
- Develop team CPD that centres around the embedding, and development of, this expertise

2. Team Communication

- A regular survey feature!
- Main methods and times?
- Ask the team and agree
- Use SharePoint, One Note, or another shared system
- Reduce workload, turbocharge systems and clarity

Email and Teams etiquette

General principles:

- Chats are for one-on-one communication and for small groups which aren't related to a specific class or task.
- Channels are for 1) General whole department chat – whole department; 2) year group issues; 3) Shared Classes – just those teachers.
- Each shared class must have a channel (rather than chat) – even if only 2 teachers – because a) it's good to just see conversations related to that class; b) in channels you start a conversation which can be replied to whereas chat is just a free scrolling back and forth.
- All one-on-one communication through chats should be responded to, at least with a thumbs up.
- When responding to a post in a channel, ensure to use the 'reply' button on that specific post.
- Reminders/announcements that reference Trello cards are fine but if you reference a Trello card, add a link to that card. To add a link to the card, click the card in Trello, click share [at the bottom] and copy and paste the link.
- Don't use email unless forwarding or communicating outside department.

Teams:

- The General channel is to be truly general whole department stuff, announcements, deadlines and admin (including admin queries) whereas Curriculum and T and L should include MQ queries, how to teach something discussions, resources, FOF discussions and mark scheme discussions.
- Specific year group channels can include teachers who don't teach that year group (teacher's choice).

Adam Boxer – Science department communication

Year Team - The Week Ahead: 28th March Week B



Key dates & events



Reflecting on our practice



Key messages for the week



CPD corner

3. Meetings and Debriefs

- Think about the last team meeting you had. What was it like to be in there?
- Are meetings mainly logistical / informative?
- Does every meeting have an opportunity for learning?
- **No one wants to go to a poor meeting after a 5-period day.**

Ways to improve meetings

- Start with knowledge sharing / CPD (give ownership)
- Review team processes with debriefs - 20-25% increase in team effectiveness (*Tannenbaum et al, 2013*)
- Should be lively, full of discussion! Beware quiet meetings!
- Long-term projects for autonomy and enhanced expertise

4. Team Learning and Development

- Coaching 'way of being' (van Nieuwerburgh)
- Reading together, learning together
- Projects and ongoing CPD, access to learning and development.
- Team considers one of its core remits as learning and growing as a group

So, build belonging, then...

1. Understand team knowledge and expertise, codify and use to enhance smooth, effective team work
2. Use efficient, agreed upon communications
3. Hold purposeful meetings, and effective debriefs
4. Create and sustain a relentless learning culture, together

Top reads!



Thank you!

- @mr_crome
- <http://pocketwisdom.blog>
- CPD, talks, work with leaders in schools and beyond

References and further reading

- Bell, S.T., Brown, S. G., Colaneri, A., & Outland, N. (2018). Team composition and the ABCs of teamwork. *American Psychologist*, 73(4), 349–362
- Lacerenza, Christina & Marlow, Shannon & Tannenbaum, Scott & Salas, Eduardo. (2018). Team development interventions: Evidence-based approaches for improving teamwork. *American Psychologist*. 73. 517-531. 10.1037/amp0000295.
- Salas, E., Reyes, D. L., & McDaniel, S. H. (2018). The science of teamwork: Progress, reflections, and the road ahead. *American Psychologist*, 73(4), 593–600.
- Tannenbaum, S. I., & Goldhaber-Fiebert, S. N. (2013). Medical team debriefs: Simple, powerful, underutilized. In E. Salas & K. Frush (Eds.), *Improving patient safety through teamwork and team training* (pp. 249 –255). New York, NY: Oxford University Press.