

delivering positive student outcomes through engaging staff leadership

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**voice
project**

improving organisations
by giving people a voice

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workshop outline

This workshop aims to be interactive and informative. The key outcomes from the session will be an understanding of:

- a typical profile of work practices and staff engagement in schools based on research with over 100 schools
- the staff management and work practices that link with higher student and parent satisfaction levels
- tools and tips for improving work practices

voice project



- We're a research and consulting company based in Sydney, Australia
- Our purpose is “**improving organisations by giving people a voice**”
- We specialise in organisational surveys
 - We deliver:
 - **Engagement** surveys
 - **Leadership** surveys
 - **Service quality** surveys for internal and external clients
 - **Fully-tailored** surveys
 - **Post-survey facilitation and planning**
- Research is undertaken through Macquarie University and consulting work is undertaken through Voice Project Pty Ltd which is a separate legal entity that pays royalties to the University

background

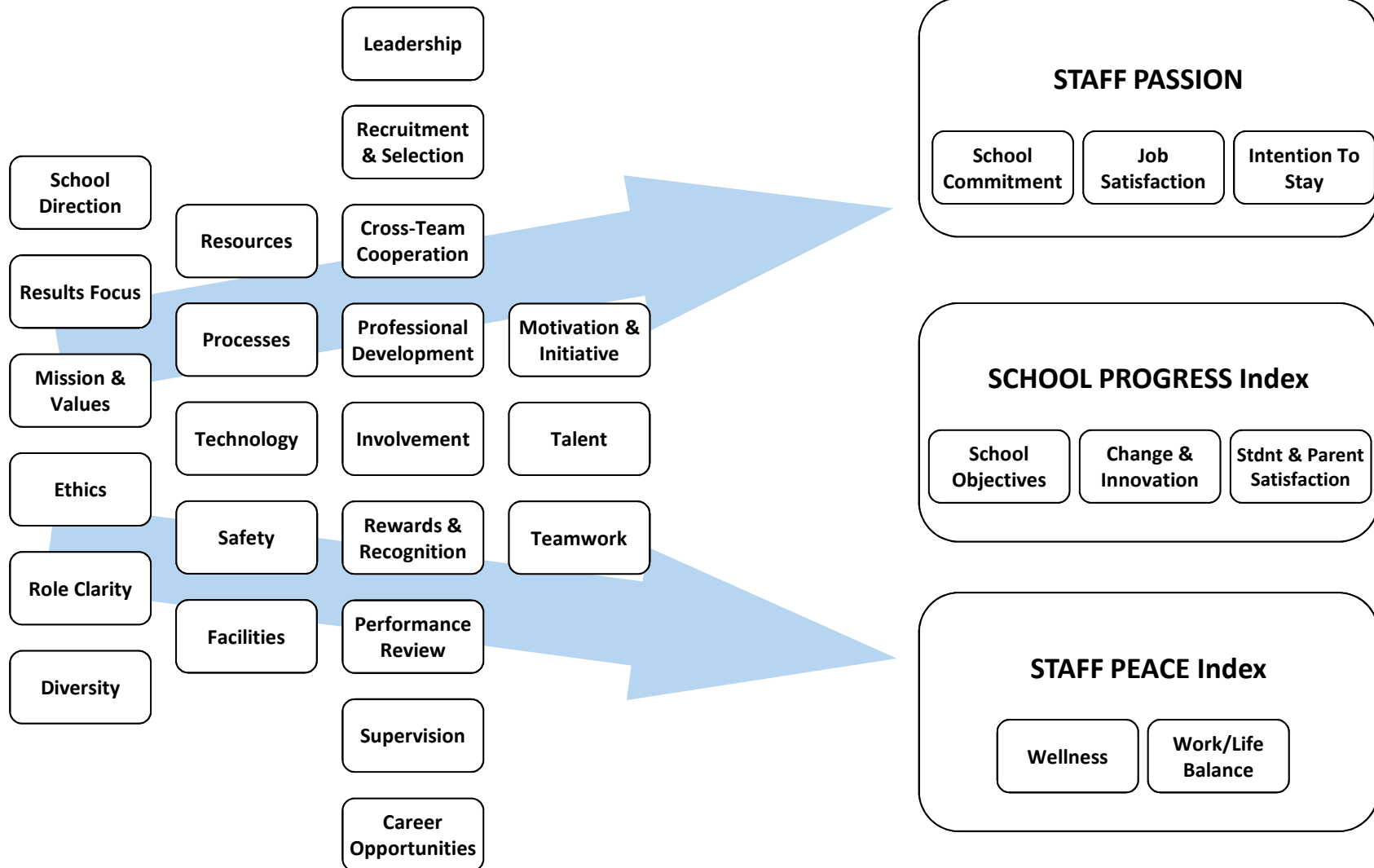
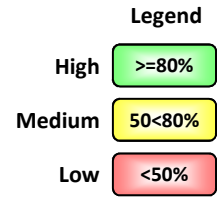
How teachers feel about their school and role affects student outcomes

Previous research includes:

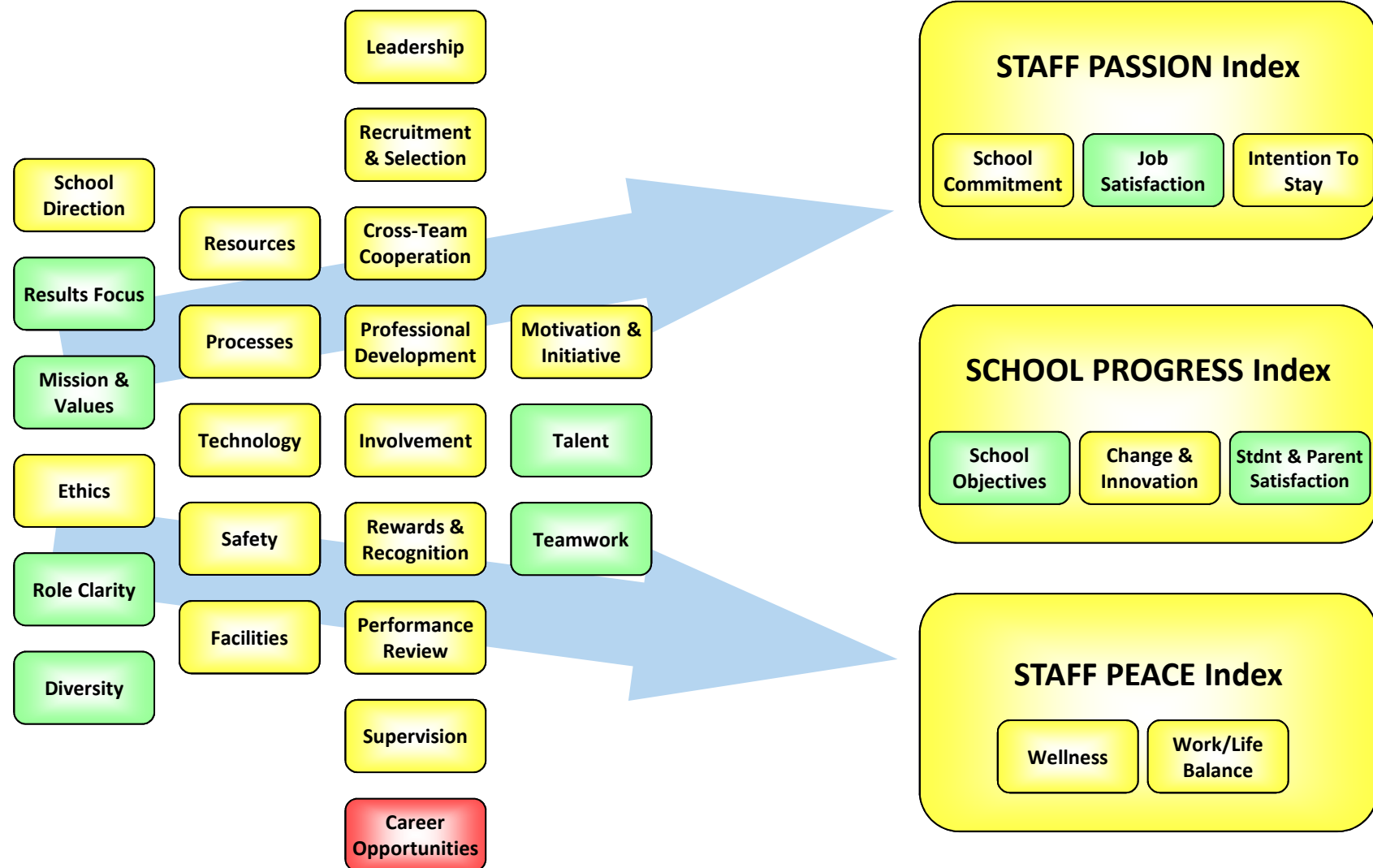
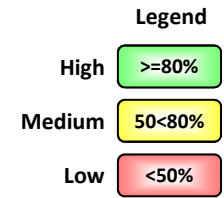
- A UK study of 24,000 staff across over 400 schools which found
 - At primary schools, 8% of the variation in SATs was attributable to teacher wellbeing
 - At secondary schools, a significant and positive correlation between teacher wellbeing and high GCSE grades. In addition, greater job satisfaction was associated with student progress improvements (Briner & Dewberry, 2007)
- A 2011 Wellbeing Australia survey found that 96% of respondents agreed or strongly agreed that a focus on teacher wellbeing also promotes student wellbeing (in Roffey, 2012)
- An Australian study with 21 schools found that academic outcomes are influenced by the relationships (supportive or stressful) between staff and students (Murray-Harvey, 2010)

what school processes or practices impact on teachers?

organisational climate



organisational climate - education



Results based on survey responses from 1660 staff. Data collected between 2002 and 2013.

Whole of Education
Number of responses:
1660

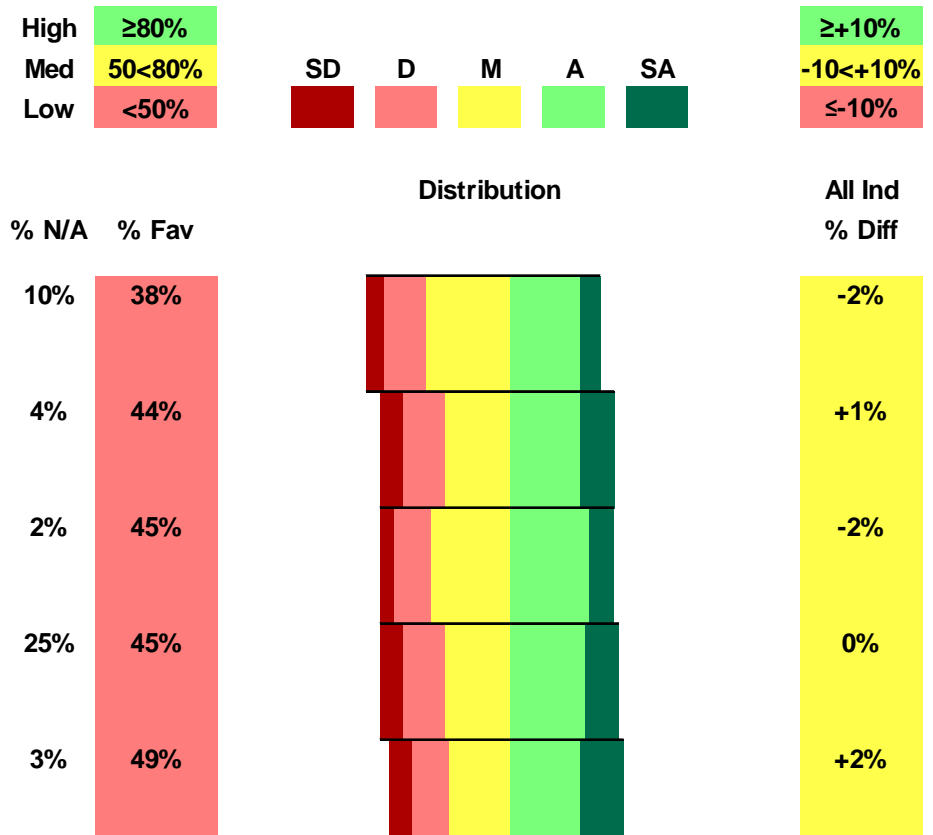
High ≥80%
Med 50<80%
Low <50%

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≥+10%
-10<+10%
≤-10%

		% N/A	% Fav	Distribution	All Ind % Diff
	STAFF PASSION	2%	76%		+13%
	- School Commitment	1%	79%		+11%
	- Job Satisfaction	1%	83%		+14%
	- Intention To Stay	4%	65%		+14%
	SCHOOL PROGRESS	4%	74%		+6%
	- School Objectives	3%	82%		+9%
	- Change & Innovation	5%	59%		+3%
	- Student and Parent Satisfaction	5%	82%		+8%
PURPOSE	School Direction	4%	71%		+8%
	Results Focus	1%	84%		+6%
	Mission & Values	24%	89%		+16%
	Ethics	2%	76%		+6%
	Role Clarity	1%	83%		+3%
	Diversity	3%	82%		+2%
PROPERTY	Resources	3%	71%		+5%
	Processes	1%	65%		+3%
	Technology	21%	61%		+1%
	Safety	2%	73%		+3%
	Facilities	3%	59%		-2%
	PARTICIPATION	Leadership	3%	67%	
Recruitment & Selection		3%	64%		+3%
Cross-Team Cooperation		2%	51%		+1%
Professional Development		2%	65%		+6%
Involvement		3%	52%		+3%
Rewards & Recognition		2%	61%		+6%
Performance Review		27%	56%		+1%
Supervision		1%	79%		+6%
PEOPLE	Career Opportunities	20%	45%		+1%
	Motivation & Initiative	21%	74%		+8%
	Talent	1%	83%		+10%
PEACE	Teamwork	1%	85%		+3%
	Wellness	1%	66%		-2%
	Work/Life Balance	1%	75%		-1%

bottom 5 % fav



student and parent satisfaction

student and parent satisfaction

- How is Student and Parent Satisfaction measured in the survey?
 - *This school offers high quality education (82% Fav)*
 - *This school understands the needs of its students (85% Fav)*
 - *Students and parents are satisfied with the education this school provides (80% Fav)*
- There is significant variability across schools.
 - 28% satisfaction is the lowest result for a school in the Voice Project database
 - The highest results are in the 90s

prioritising – importance vs performance

Important Areas for Student & Parent Satisfaction	Current Performance % Fav	Suggested Action
Mission & Values <i>"I believe in the work done by this school"</i>	91%	
School Commitment <i>"I feel a sense of loyalty and commitment to this school"</i> <i>"I am proud to tell people that I work for this school"</i> <i>"I am willing to put in extra effort for this school"</i>	79%	PROMOTE
Staff Passion Index	76%	
Rewards & Recognition <i>"The school fulfils its obligations to me"</i>	69%	
Recruitment & Selection <i>"Managers in this school know the benefits of employing the right people"</i> <i>"Managers in this school are clear about the type of people we need to employ"</i>	64%	
Processes <i>Our policies and procedures are efficient and well-designed</i>	59%	
Change & Innovation <i>"This school is innovative"</i> <i>"This school is good at learning from its mistakes and successes"</i> <i>"Change is handled well in this school"</i>	59%	PRIORITISE

leading change & innovation

leading change: best practice

- Link everything to purpose, values and vision
- Prioritise changes and improvements: choose at most 3 things
- Ensure senior leaders support planned changes
- Consult staff
 - Ideas for improvements in focused areas
 - Ideas for how to best implement changes
 - Seek out concerns and risks staff can identify about changes
 - Seek out staff's views on the benefits of the change
- Empower others
- Monitor the changes – identify the short term wins
- Provide support and accountability to senior leaders
- Celebrate success to build momentum
- Allow mistakes and use these as learning opportunities

change example - Knox

- There was a need for change given concerns about student academic performance and staff morale
- Identified positive psychology as an evidence-based approach to develop a school-wide positive education program to be implemented across 3 years. This plan drew on staff interviews and student exit interviews.
- Positive Education programmes were linked to the school vision and values
- Implementing positive education:
 - Senior leaders needed to experience the change first. They then became role models for the positive education approach with staff and students
 - All staff completed the training (teaching and non-teaching)
 - Students introduced to positive education

- Impact of changes on staff
 - Senior leaders became more consultative and empathic
 - Staff involvement and innovation was encouraged
 - Staff were recognised for contributions
 - Staff had more positive interactions with each others
- Impact of changes on students
 - Improvements in Year 12 Student Satisfaction between 2011 and 2012 across 10 key areas (including evaluations of the Academic Program and Pastoral Care)

“happy teachers translate to a happy school”

conclusions

1. Improving change and innovation practices with staff at your school is likely to support/increase student and parent satisfaction

2. Important factors in good change management include:
 - Linking all initiatives to purpose, mission & values
 - Supportive and consultative leadership
 - Involving staff in the change

3. Education Sector strengths to promote:
 - School Purpose – Mission & Values
 - People – Teamwork, Talent
 - Job Satisfaction

more information

Voice Bites – tips, resources and case studies for improving organisational practices are available on the following topics:

- Mission & Values
- Ethics
- Recognition
- Respect
- Trust in Leadership
- Cross-Unit Cooperation
- Performance Review
- Career Opportunities
- Wellness

<http://www.voiceproject.com/research/workpractices>