



Fulcrum Learning

Why Positive Multipliers Always Succeed

The Pareto principle is named after the nineteenth century Italian economist Vilfredo Pareto. It specifies that there is an unequal relationship between inputs and outputs.

You may know it as the 80/20 rule because the principle states that 20% of the invested input is responsible for 80% of the results obtained. Put another way, 80% of consequences stem from 20% of the causes.

This principle makes it clear that the relationship between what you put into your role as a headteacher and the outputs you achieve are not balanced. In terms of professional time management for example, 80% of your work-related output could come from only 20% of your time at work. And in the case of your staff, for instance, the efforts of 20% of staff could drive 80% of the productive development.

Those twenty percent of your school staff are the positive multipliers. They are the staff who are, what Maslow described as self-actualizing. They critically reflect on and develop their professional performance. They are proactive in meeting the improvement targets of the school. They want to share their learning with staff as well as the children they teach.

To building the number of positive multipliers on the staff creates a critical mass for school improvement that frees the headteacher from the time

consuming and costly annual cycle of pushing up professional performance through externally sourced coaches, facilitators and training programmes.

What is it an intelligent school?

The Intelligent School System is inspired by Maslow's hierarchy of needs. The system grows and sustains the capacity of staff by focusing on three key skill sets: facilitation, mentoring and coaching. Once in place these skills are positive multipliers, that is they simultaneously develop the individual and the organisation.

It is an intelligent school because the staff develop the ability to identify and meet their own needs within the school improvement plan.

What makes a school intelligent?

A school community becomes intelligent when it moves above the Intelligent School Threshold (IST), that is when it no longer depends on constant intervention by school leadership and extensive external provision.

There are two levels beneath IST.

Level 5: physiological needs.

At this level a school needs to have the correct buildings, staff numbers, resources and finances to function and deliver the curriculum. Meeting the

needs of this level ensures that the school has the physical capacity to deliver learning.

Level 4: safety.

Here the school must ensure that safeguarding is soundly in place; that staff have the appropriate skills and knowledge to teach; and that the rules of the school community are rigorously and fairly applied. By meeting the needs of this level the headteacher confirms that the school has the intellectual capacity to deliver learning.

These two levels are foundational because without them a school cannot fulfil the needs of the children in its care. If a school is repeatedly returning to features in these two levels school leadership finds itself in constant firefighting mode. Difficult parents become major time consumers, expected academic standards feel unachievable and work-life is thrown out of balance.

What is the Intelligent School Threshold (IST)?

Schools in level 1 and 2 are beneath the threshold. They are stuck in a loop of recruiting to fill gaps, buying in expertise to provide training and chasing results. Schools trapped in the physiological and safety levels are inward looking, disjointed and only function with very high levels of input by senior leadership.

Above IST the school develops enough staff with positive multiplier skill sets to create the social and emotional capital to meet and exceed its needs.

Intelligent schools are outward looking, coherent and develop a self-improving culture that liberates headteachers to act strategically while sustaining their own wellbeing.

There are three levels above IST.

Level 3: belonging. At this level the school must guarantee that new staff are inducted well, that appropriate training is taking place and that mentoring is regularly used to address areas for professional development. Above IST more than 85% of support and professional learning is created and sustained from within the school. By meeting the needs of this level the headteacher creates a strong sense of coherence and consistency in the school.

Level 2: esteem. At level 2 school leaders need to ensure that the appropriate staff are acquiring multiplier skill sets. The three multiplier skill sets are mentoring, facilitation and coaching. These skill sets enhance the professional esteem of staff and build the capacity of the school to meet level 4 and 3 needs without the expense and disruption of external provision. Achieving level 2 gives staff greater confidence in their professionalism, increases respect for self and others, and improves achievement.

Level 1: self-actualization. At this level school leadership must foster a school culture built around positive coaching strategies. The impact of multiplier skill sets across the school increases the capacity of sustained improvement. The headteacher will be able to observe staff supporting each other in achieving creative solutions to problems. Through the structured application of multiplier skills the headteacher creates a culture where staff are investing in each other through mentoring, coaching and facilitation to create a culture of self-actualizing improvement.

How do staff become positive multipliers?

Every school, small or large, has staff that can operate as positive multipliers by becoming mentors, facilitators or coaches. The reason why schools often have so few staff in these roles is because the training is so expensive and disruptive. Coaching training can cost thousands and require a member of staff to be out of school for several days. Many headteachers assign mentoring roles to senior staff who have experience but no formal training in how to be effective in that role, so it rarely grows into a school-wide intervention. And it is often assumed that teaching and facilitation are synonymous, which is not the case.

There are three programmes in the Intelligent School System, each focused on a positive multiplier skill set:

Intelligent coaching – how to develop and apply coaching strategies in working with colleagues, parents and young people.

Intelligent mentoring – how to bring expertise to bear in effectively supporting the development of teachers.

Intelligent facilitation – how to create and lead professional development sessions and programmes.

Each programme can be used by as many staff as you feel would benefit from developing new positive multiplier skills. To sign up a member of staff all you need to do is send our administration team the name, their email address and

which programme you want to enrol them on. After that the member of staff receives a weekly email with the next section of their learning guide and a helpful video clip to stream. Every learning session includes at least one Theory into Practice Activity (TIPA). The TIPA applies, develops and extends the learning, making sure that it is practical and applicable. Intelligent Coaching is 12 sessions, Intelligent Mentoring is 9 sessions and Intelligent Facilitation is 7 sessions. Each programme includes bonus materials and activities.

The Intelligent School System frees headteachers from the constant battle to fill these roles from a limited pool of staff. Each multiplier skill set is a separate training programme. The programmes feature a blended learning package of online and a unique learning guide that supports the training completed in-school and at times best suited to each person.

What are the benefits of positive multipliers?

Imagine a situation where trained mentors are effectively supporting staff in areas for improvement, where trained facilitators are creating and delivering high quality CPD and where coaching strategies are being employed across the school.

The headteacher of an intelligent school benefits from the time gained to focus solely on a task, rather than juggling between problems. It's time and cost effective. The impact is available to all staff, not just one or two. In an intelligent school more staff have the coaching skills to deal with difficult

parents. Pupil progress is enhanced because staff are able to develop themselves or support the development of colleagues. The headteacher is liberated to think and act strategically, enabling the school to progress while enhancing the work-life balance.

How to get the best fit for your school.

Schools already operating above IST may choose to fill specific gaps through only one or two of the multiplier roles. The training packages can be purchased individually and used for twelve months by members of staff designated by the headteacher or nominated senior leader.

To fully unlock the potential of staff, training in all three multiplier roles can be purchased as a single package, to train any members of staff for the duration of the school's subscription to the Intelligent School System. All subscribing schools receive the bonus of Trust Me Coaching (TMC). This is a unique form of online coaching, available 24/7 to support all staff in their development, appraisal or induction, provided at no extra cost to the school.

There are three levels of access to the Intelligent School System, to suit the context of every headteacher. Each level is based on a twelve month subscription. The selected level is available to the school for 12 months from the date of purchase

ENRICH (£299 EXCL VAT).

At the Enrich level you choose from the three programmes the one that best compliments your school development needs. Enrich is perfect for the training

of staff in a positive multiplier skill set that will have the most effective outcomes for your school.

EMBED (£799 EXCL VAT).

The Embed level gives you the complete suite of Intelligent School programmes: Intelligent Facilitation, Intelligent Mentoring and Intelligent Coaching. Embed provides immediate and school-wide benefits. It is ideal for schools with weekly professional development time focused on the school improvement plan.

EXTEND (£1499 EXCL VAT).

Taking the school to an entirely integrated and developmental stage, the Extend level gives you the complete suite of Intelligent School programmes and two outstanding enhancement features:

1. Cost-free and unlimited access to online coaching for all staff through the Trust Me Coaching system, saving up to £599 (based on the standalone cost of purchase).
2. Two places on a Fulcrum Learning Leadership Day, saving £498. Our Leadership Day targets middle into senior leadership skills such as team leadership, time management and wellbeing. Usually priced at £249 per participant every Extend level subscribing school is entitled to two places at no cost.

To arrange a consultation that supports you in making the best choice for your school email Stephen or Joanne at enquiries@fulcrumlearning.co.uk