



# Improving Teacher Performance

Lessons Learnt from Managing an Underperforming Team



# Outline

1. Review a real context with 90% of the teaching staff underperforming
2. Discuss realistic approaches
3. Review an approach taken
4. Share lessons learnt



# The Context

- i. Average of 100 students (excluding summer months and closed groups).
- ii. Double banking.
- iii. Only a DoS and ADoS. No coordinators for Admin. support.
- iv. Continual individual assessment system
- v. 8 teachers 50% full time and 50% Zero-hour contracts.
- vi. Teachers been historically neglected



# The Teaching Team

1. Review the individual teacher profiles and describe behaviors.

E.g. personable, negativist, etc.



# Behaviors

- Teacher A – Defensive and passive aggressive
- Teacher B - Indecisive and passive aggressive
- Teacher C – Hostile, Aggressive, Offensive
- Teacher D – Agreeable, influential
- Teacher E – Know-all, Hostile, Aggressive
- Teacher F – Negativist
- Teacher G - Hostile, Aggressive, Offensive, Negativist, passive aggressive
- Teacher H –Agreeable

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- Teacher H – Super Agreeable

# Possible Approaches

- A & B - Stay neutral, state facts, avoid accusation – defense arguments ask specific questions, invite them to share ideal outcome
- At decision points, acknowledge the past and propose a way forward.
- C,D,E,F,G - Give time to cool off, politeness not necessary, be kind, strong eye contact and use of name, it's ok to say 'stop'.
- Be prepared, be strict on time, be direct
- Mirror to a degree and balance with kindness and understanding
- D & H - Work hard to uncover any issues, show that you value them, listen for hidden messages in humor.



# The Way Forward

1. Discuss possible steps to improve their behavior, attitude and performance to acceptable levels.





# Steps Taken

1. Data Collection – Used to develop a strategy in context
2. Individual Teacher Performance Profile – Halo vs Horns (rule of 3)
3. Tackle all but Prioritize Risk – Compliance, Accreditation, KPI's
4. Communicate below Standard Performance
5. Clearly Outline Expected Standard for the Team
6. Action an Area to Improve for each Teacher
7. Consistent Feedback / Follow Up






# Lessons Learnt


1. The impact of 1-1 vs group communication
2. Be consistent. Lead by Example.
3. Be realistic about time. Improvement is certain but slow.
4. ECP's require a resilient approach. Let time dictate not conversation or 'need'.
5. Track individual 'progress' / 'action journey'.

*\*ECP = Extremely Challenging People (ACAS) often considered to have developed ineffective Psychological behaviors in the work place*



## Lessons Learnt – Continued...

- 8. Message to all stake holders the approach you are taking. Message progress, Improvement wherever possible.
- 9. Predict but don't assume outcomes. The only certainty is procedure.
- 10. You need support of a line manager as well as a peer group. Be mindful of the personal strain.
- 11. Maintain a helicopter view but focus on small wins.



# Lessons Learnt – Continued...

11. Allow formal procedures to manage formal underperformance.

E.g. investigation, evidence gathering and presenting, meeting holding. PIP development etc.

12. Be conscious of unknown elements you can't control. E.g. Student perceptions.

13. It's an opportunity to improve.



Thank you.

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