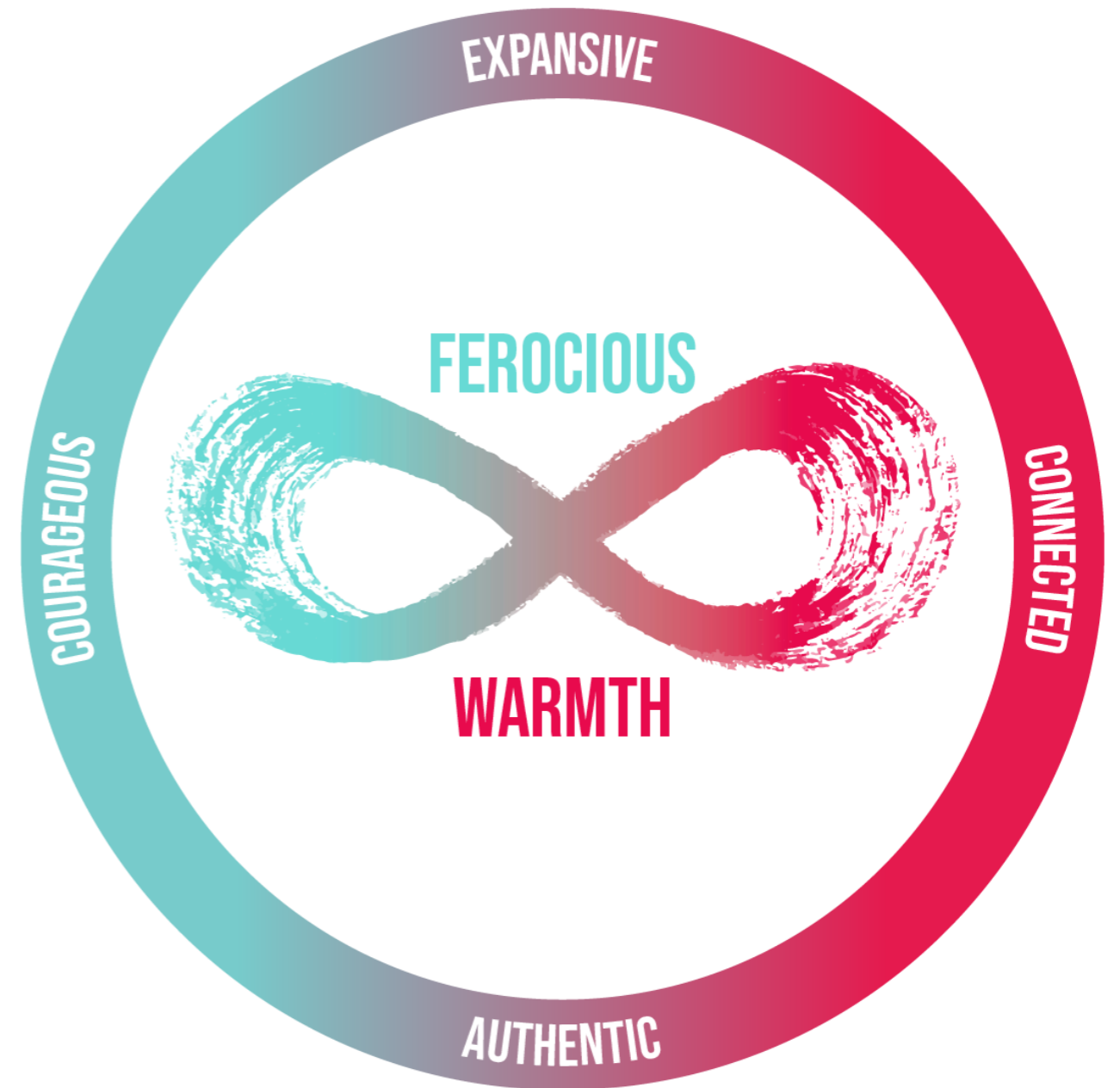
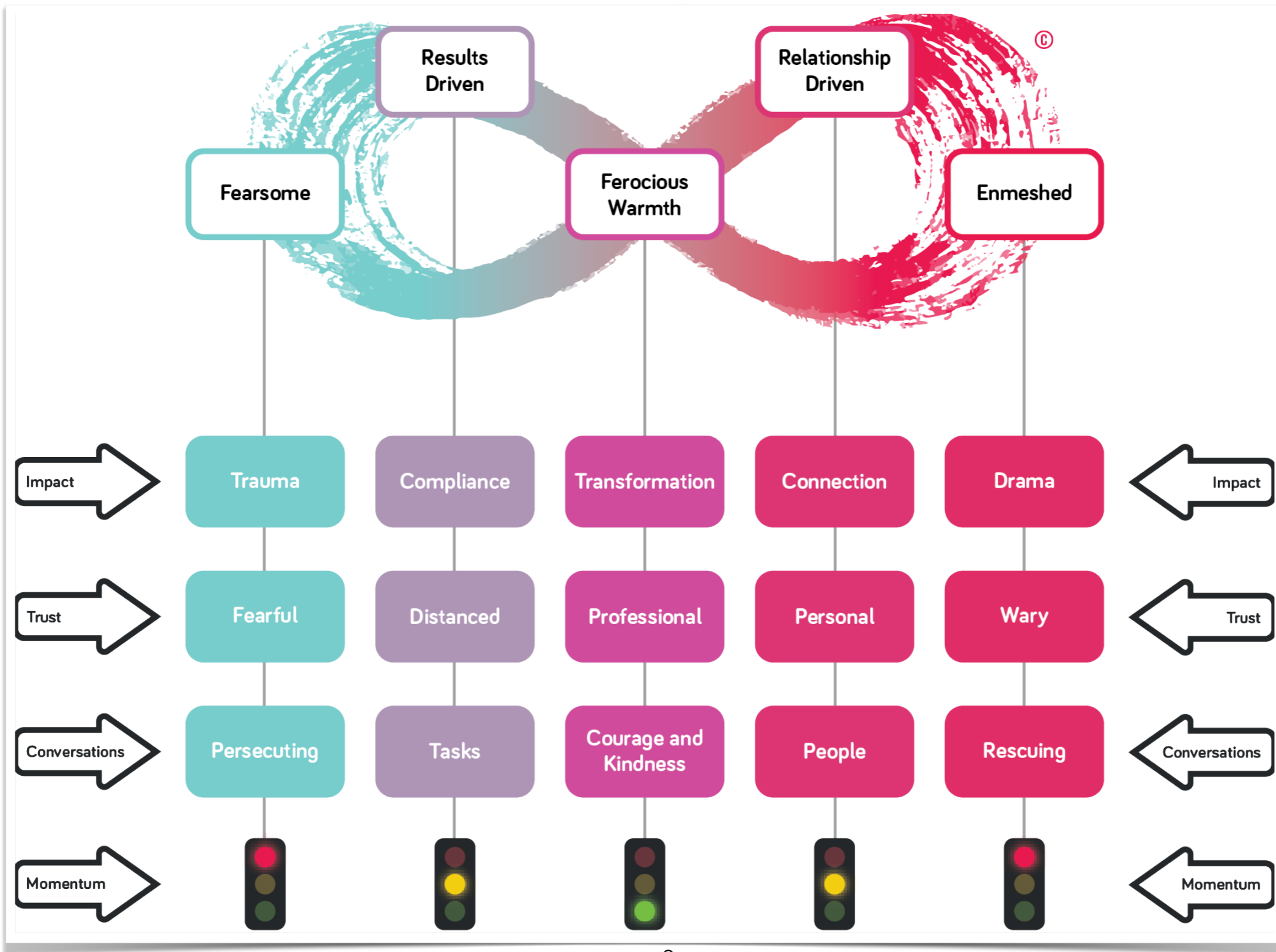
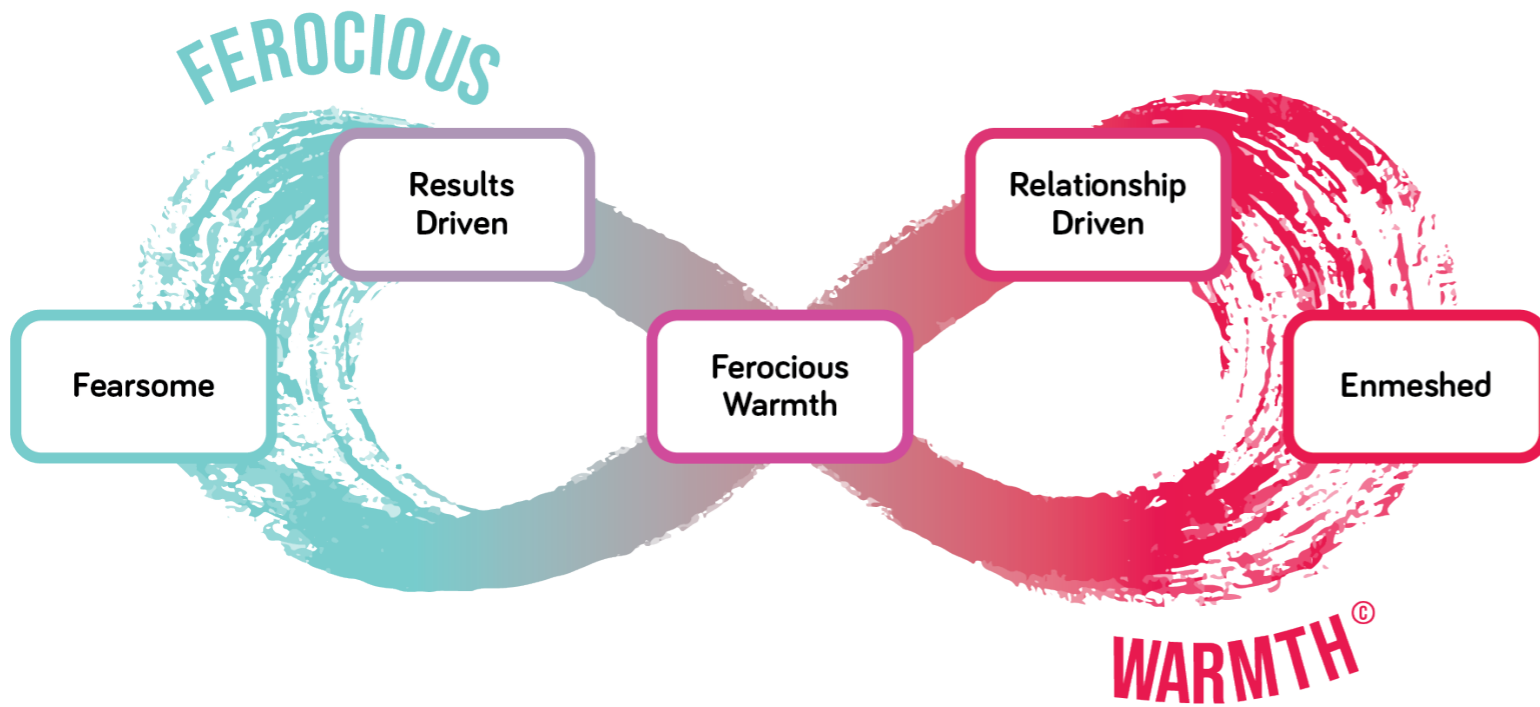


**LEADERSHIP
RESOURCES**

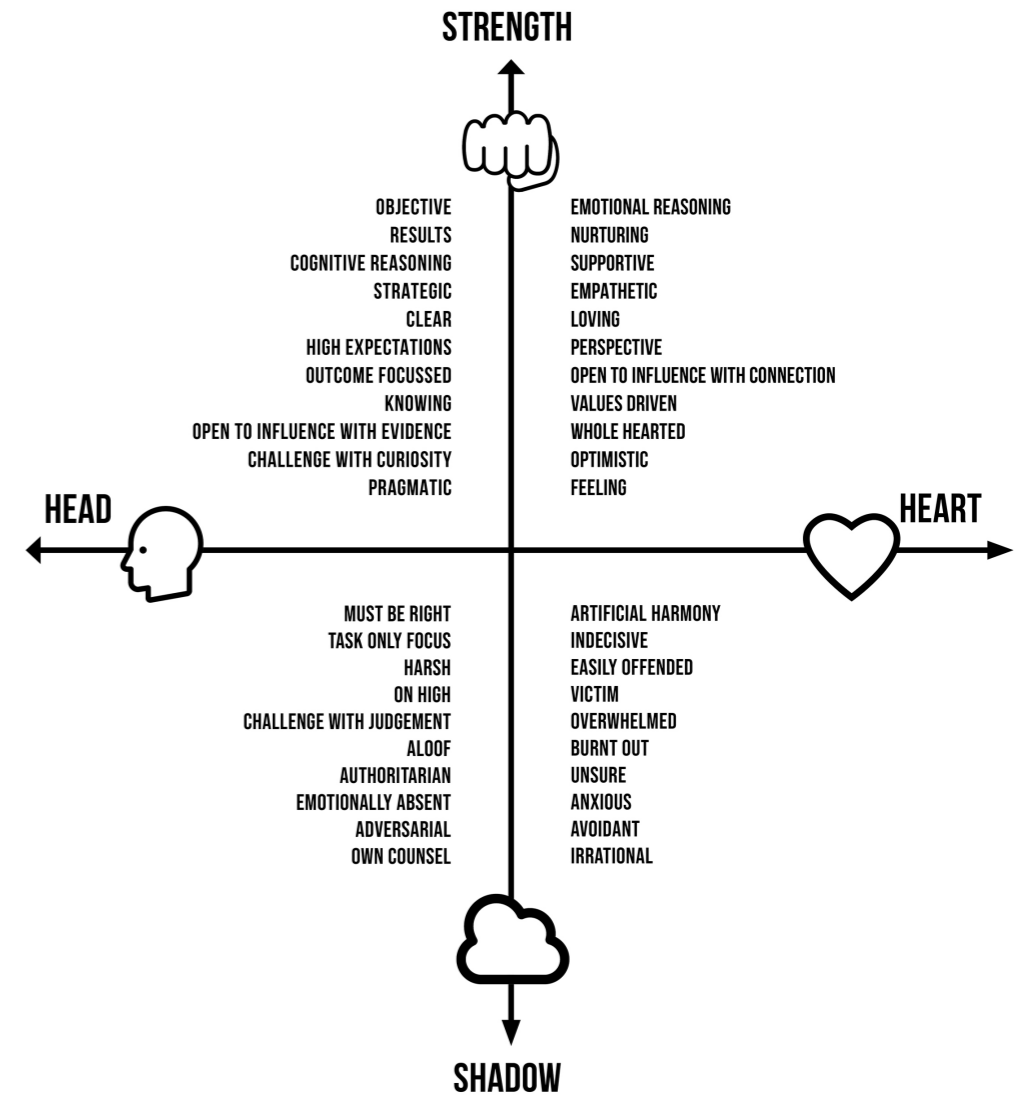
**FEROCIOUS WARMTH LEADERSHIP
AND
LEADING THE BUZZ**

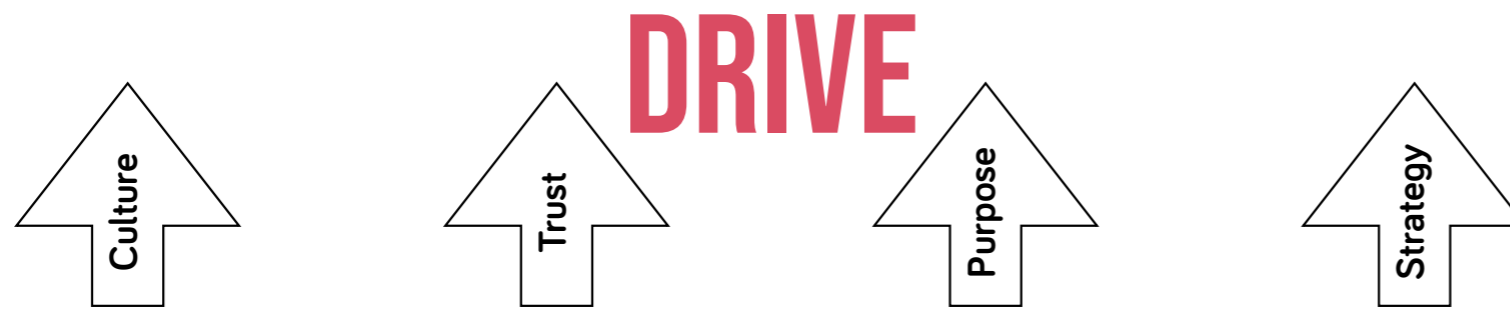




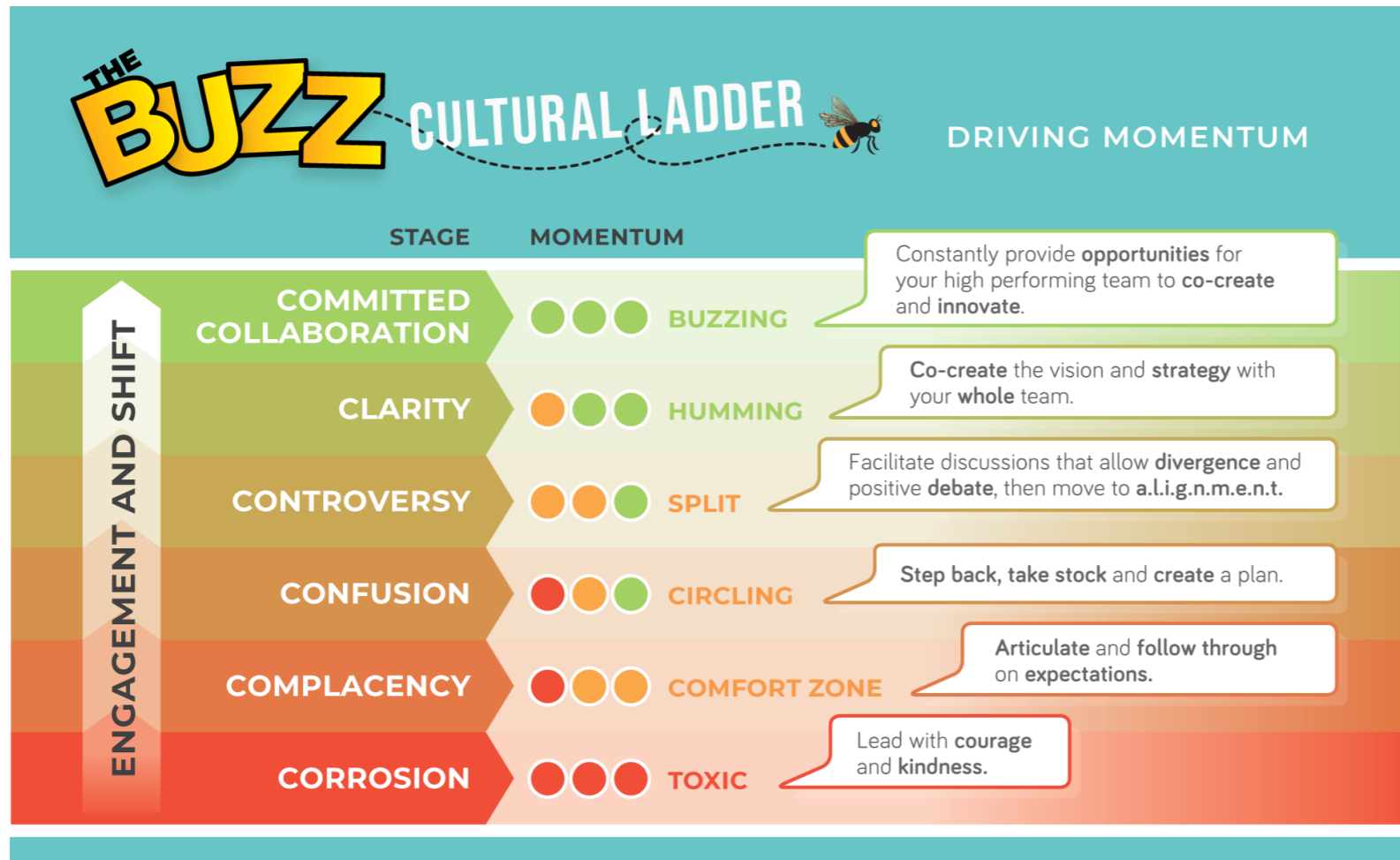


FEROCIOUS WARMTH		
<p>DRAWING FROM BOTH SIDES</p>	<p>OBJECTIVE RESULTS FOCUSED COGNITIVE REASONING STRATEGIC DECISIVE CLEAR PROCESS DRIVEN CONSISTENT RELIABLE HIGH EXPECTATIONS FACTUAL KNOWLEDGE EVIDENCE BASED AUTHORITY ACTION</p>	<p>COMPASSIONATE EMOTIONAL REASONING EMPATHETIC NURTURING SUPPORTIVE PEOPLE FOCUSED LOVING OPEN TO INFLUENCE BELIEFS INTUITION CONNECTING OPTIMISTIC EXPLORATORY</p>

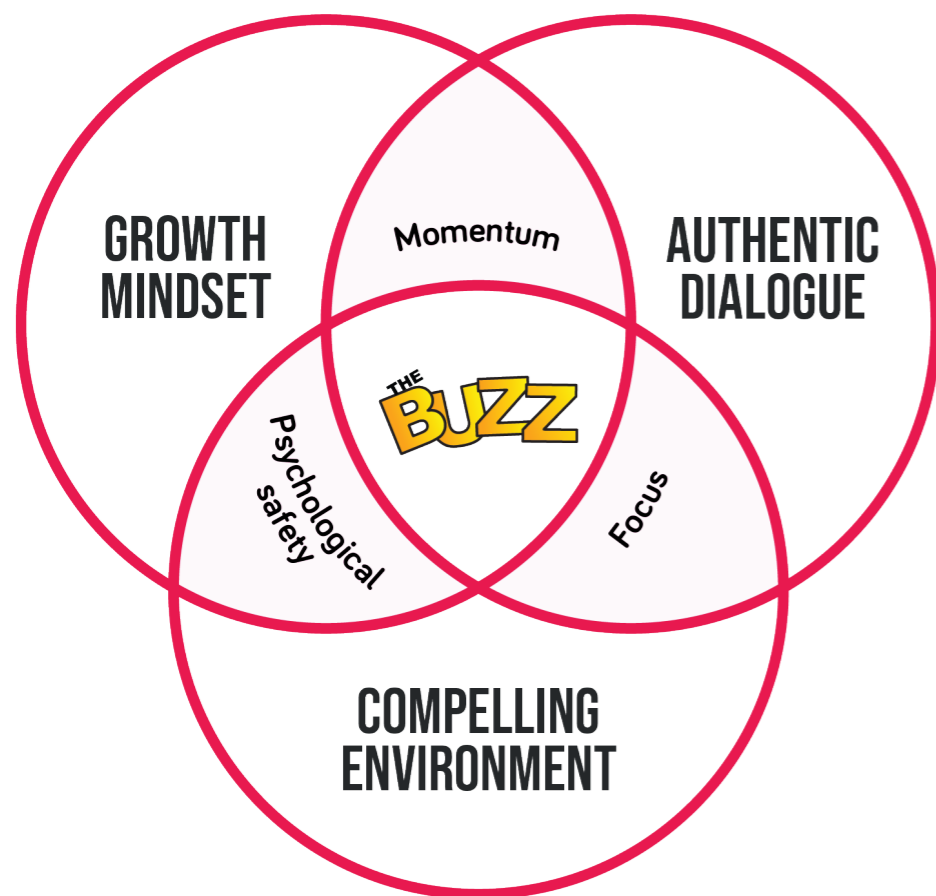




The Buzz Culture Ladder

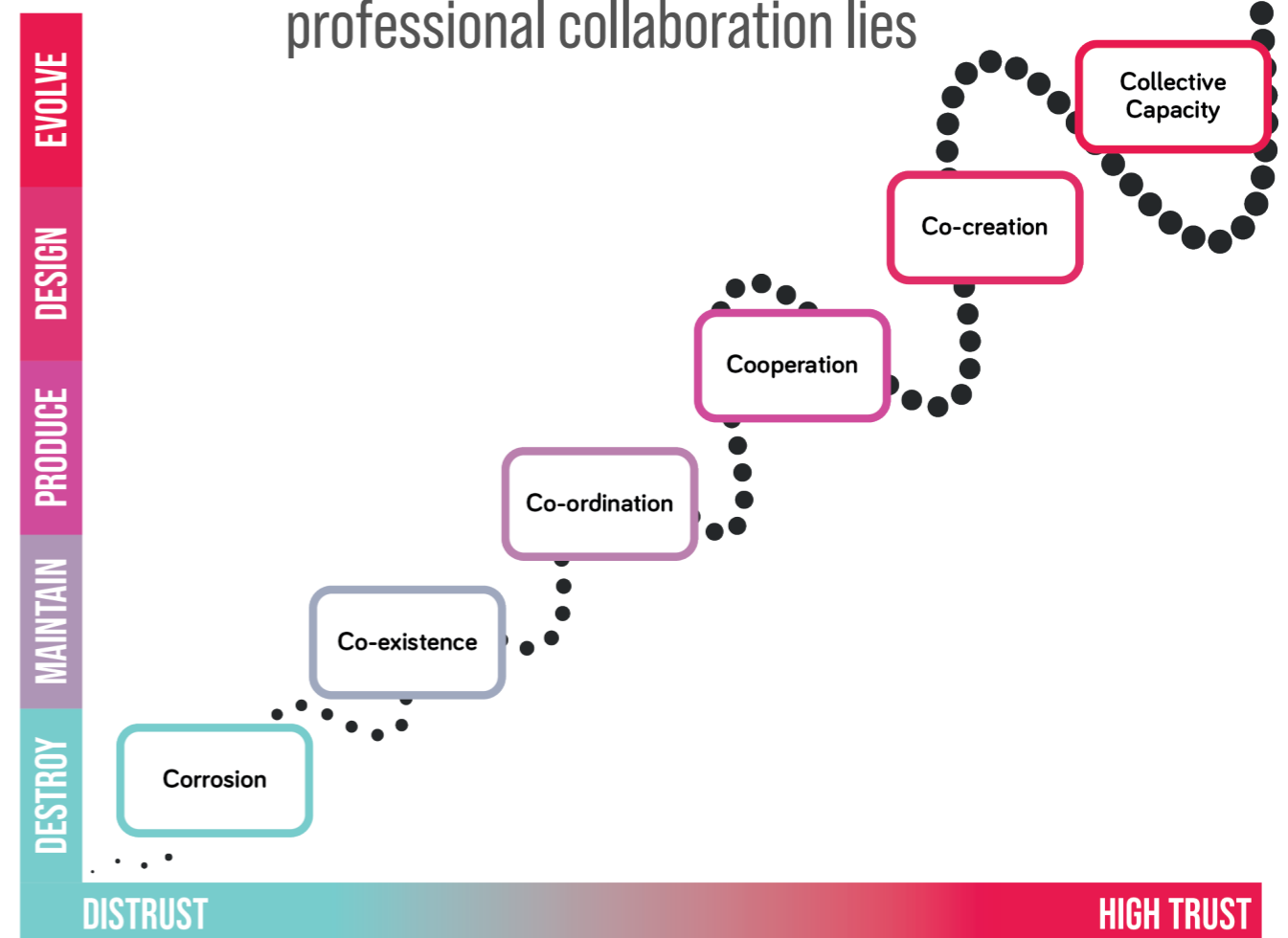


Elements of Thriving Cultures



The Collaboration Continuum

Identifying where authentic professional collaboration lies

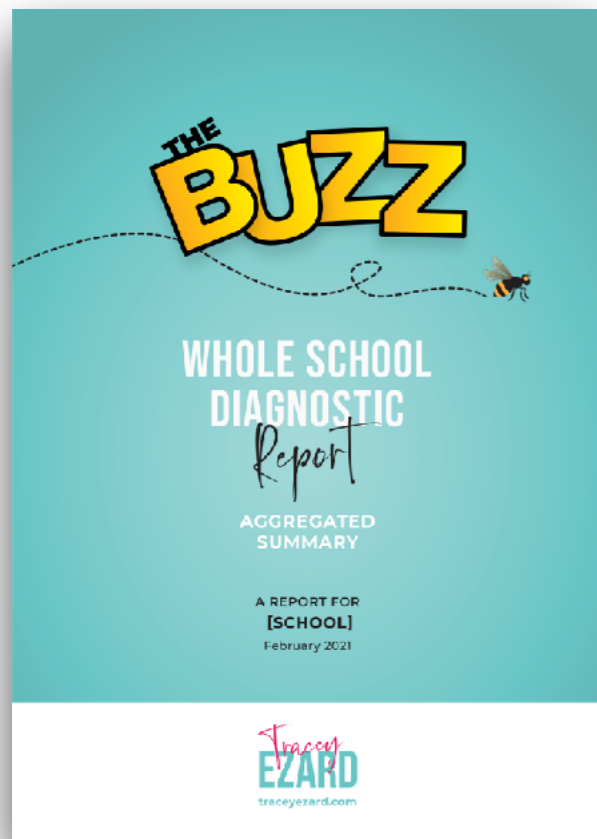




The Buzz Diagnostic and Buzz Academy

- Building Your Professional Learning Culture
- 22 Buzz Bite Videos for use at team meetings or full staff meetings
- Activities and resources to accompany videos
- Global Community of Practice
- Live sessions
- Buzz Diagnostic

JOIN TODAY or START A FREE 7 DAY TRIAL
www.thebuzz.academy

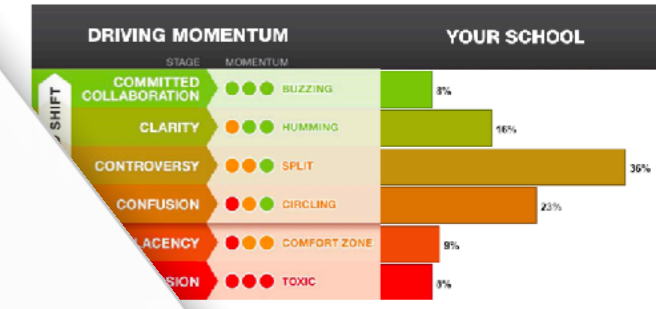


How Your Staff See Your School Learning Culture

The Buzz diagnostic asked staff how they perceive things to be in your school's professional learning community. For each staff member, the Buzz diagnostic uses their answers to determine where your school is sitting on the Buzz framework.

You might find that perceptions vary across the staff group, or that many staff see the school functioning in a similar way.

Here's the spread of results for the staff who participated from your school:



Detailed Results - How We Perceive The School

The second part of the Buzz diagnostic dialogue in their school professional learning community indicated how much the statement sounds like their school.

1 Not at all like my school 2 3 4

MINDSET

As a school we...

Statement	1	2	3	4	Mean
have a clear vision of the quality of education we want to provide for our students	2	47	46		4.4
deliberately link our teaching practices to an evidence base	18		46		
work as a learning collective to build our teaching capabilities	22	19	30		
have a culture where people feel safe to collaborate	7	15	52	26	4.1
have a high level of trust between staff members	3	20	41	36	4.1
actively share our knowledge and practices with other schools	3	24	47	26	4.1
are committed to helping ourselves in our teaching community	18	25	31	26	

ENVIRONMENT

Compelling environments create an atmosphere that people want to be part of. They can drive us to leave a role to play in shaping our professional learning environment.

In the Buzz Diagnostic staff answered a number of questions that unpack the way they contribute to their school environment. This is a summary of results across the staff group:

0% Low 33% Low-Medium 64% Medium-High 37% High

DIALOGUE

Authentic dialogue is respectful, dynamic, exciting and always focused on collaborative teaching and learning in the classroom in our end game. The quality of our collaborative culture rests in the quality of our conversations.

In the Buzz Diagnostic, staff answered a number of questions that unpack the way they communicate. This is a summary of results across the staff group:

0% Low 8% Low-Medium 41% Medium-High 51% High

A report for Sample School

TRACEY EZARD, FACEL



Tracey is known for her 'Ferocious Warmth' leadership approach and collaborative culture work. Tracey's collaborative framework for creating an environment of learning, trust and innovation is used in education and organisational systems throughout Australia. Her Buzz Diagnostic has been used by over 450 schools and has had over 10000 educators participate. Tracey has run leadership programs for education and system leaders for over 15 years in all education sectors.

She has presented in conferences on programs alongside educational global leaders such as Professors John Hattie, Michael Fullan, Carol Dweck and Lynn Sharrat, Maggie Farrar and Pasi Sahlberg. Tracey works extensively with principal and assistant principal networks throughout Australia. She also works in New Zealand and the United Kingdom.

As a speaker, author, educator and mentor, Tracey brings to any group she works with a range of models and positions that will spark the new thinking and discussion that needs to continue evolving in a complex and diverse global paradigm.

Tracey is an author of three books. In 2021 Tracey launched her third book '*Ferocious Warmth - School Leaders Who Inspire and Transform*'. Her previous books are '*Glue -The Stuff that Binds Us Together to do Extraordinary Work*' for leaders across all sectors who want to lift beyond convention to create high performing teams and '*The Buzz - Creating a Thriving and Collaborative Staff Learning Culture*', designed for education leaders to support schools to bring about transformation in education.

Tracey is a National Fellow of the Australian Council of Education Leaders (2020) and a Certified Speaking Professional, an accreditation of Professional Speakers Australia.

HOW TRACEY WORKS WITH LEADERS AND EDUCATORS

**The Buzz Professional
Development Days
Creating a Thriving Collaborative
Learning Culture**
Whole Staff

**Ferocious Warmth
Women in Educational Leadership
Group Mentoring Programs**
8 participants
4 x 90 minute online sessions

**Conference Speaking and
Workshops**

**Ferocious Warmth
Leadership Programs**
bespoke within a school, or
for networks, associations and systems

Critical Friend Programs
Collaborative Cultures
Ferocious Warmth Leadership
Program spanning school year

The Buzz Academy
a membership online portal
full of videos, actives and resources
for sustaining a professional
learning culture. Includes live
sessions

Contact:

W: www.traceyezard.com
E: tracey@traceyezard.com
M: 0417 317 563

Business Manager

Suzie Leyden
suzie@traceyezard.com