



Experts in Complexity and Crisis

Who are we?

bower(schools)TM consults to 30+ schools in SA, NT, and Qld; in response to the crisis of dysregulation and violence in schools; and the burnout, legal threats, exclusion, low morale, and resignations now faced by leadership.

bower(schools)TM is part of Bower Place Psychology, Psychiatry, Family Therapy, and Dispute Resolution, recognised for its expertise in treating complex problems in education, human services, health, and justice.

bower(schools)TM addresses whole school complexity and specific child and adolescent crises with the bower(note)TM protocol to manage inequality, information, boundaries, accountability, responsibility, authority, and disadvantage, to maximise engagement, participation, and inclusion.

What problem does bower(schools)TM solve?

Schools are besieged with an increase of high and complex (support) needs students. The more complex, the more multi-system support is required, the more likelihood of violence present, the more legally challenging the situation, and the more pressure leaders are under.

bower(note)TM is informed by a complicated web of State and Federal Legislation, policy, and professional constraints that shape responsibility and authority in the management of complex problems and crises. bower(note)TM prepares the individual and organisation for any potential legal process.

What is bower(note)TM?

- A unique word and image communication and information protocol designed to remediate inequality and disadvantage in the management and treatment of complex human problems in education, health, human services, and justice.
- A contemporaneous and transparent notes protocol designed to get all parties participating and onto the same page.



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What is bower(note)TM?

- A contractual interview and meeting process designed for accountability.
- A comprehensive methodology of practice.
- bower(note)TM deals with the common confusions, misunderstandings, disputes, and complaints between the citizen and the institutions of health, human services, justice, and education over the management of complex human problems and symptoms.
- bower(note)TM achieves this by altering the unequal citizen / institution boundary over the management of complex human problems, by increasing the citizen's participation in collecting, creating, and managing information, involving citizens more in decisions about that information, and changing how professionals and agencies work together around the person, the problem and related information.
- bower(note)TM is a multi-system protocol.
- bower(note)TM is legally robust and protective, informed by the multiple pieces of relevant legislation.
- bower(note)TM is a general protocol, a crisis protocol, and a professional supervision and management protocol.

Outcomes for leadership and schools

- ✓ Saves money and cuts administration time
- ✓ Clear structure, boundaries, and accountability
- ✓ Manages inequality and participation to make inclusion and collaboration real
- ✓ Contemporaneous and transparent management of all information
- ✓ Eliminates misunderstandings and reduces disputes and complaints
- ✓ Legally protective



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Confidence in complex times

School leaders are often pulled into high stakes, emotionally charged meetings with distressed parents/caregivers, medical, and allied health professionals, child protection personnel, and staff in conflict. These meetings have legal and other implications for the school and its staff; circumstances that require clear thinking, confidence, and compliance.

bower(schools)TM equips leaders and educators with the confidence, knowledge, and skills to navigate the complexity and emotional and behavioural dysregulation that comes with an inclusive education system.

bower(schools)TM offers a structured, contractual, and protocol driven approach to managing multi-system, multi-problem complexity, and crisis in schools.

How do I learn the protocols?

Foundational Professional Development - 1 day training

From Complexity to Clarity - bower(note)TM Protocol for School Leaders

Hybrid and flexible, high-impact, skill, and knowledge development for school leadership teams in the bower(note)TM protocol to manage complexity and crisis; using bower(note)TM to manage inequality and disadvantage and maximise engagement and participation. With participation comes inclusion and collaboration.

You will walk away with:

- Clarity and skills in balancing responsibility and authority when dealing with complex situations and dysregulation.
- Knowledge about the State and Federal Acts that inform responsibility and authority for the school leader and educator.
- A protocol for the management of contract, boundaries, and accountability in multi-problem, multi-system meetings.
- Practical tools and a structured framework to guide all meetings involving; distressed or dysregulated parents/caregivers, child protection personnel, medical and allied health providers, staff conflict or misconduct situations, and complex legal or procedural issues



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Training Outcomes

- ✓ Make informed, accountable decisions
- ✓ Lead high-stakes meetings with confidence
- ✓ Manage the recording, creation, and retention of information
- ✓ Manage boundaries and escalations
- ✓ Balance authority and responsibility
- ✓ Reduce confusion and duplication
- ✓ Protect wellbeing

Services

- Complexity to Clarity: 1 day bower(note)TM PD for school leaders
- Systemic Practice for Schools: 10 week hybrid PD program for school leaders
- Flexible PD opportunities (suitable for staff meetings, half-day, full-day options)
- Crisis management
- Coaching
- Access to fast-tracked paediatric psychology and family therapy referrals

Licence

A bower(schools)TM Licence is mandatory and authorizes school leaders and educators to use the bower(note)TM protocol for complexity and crisis. Individual and whole school Licences are available.

Services accompanying the licence

- bower(knowledge)TM online support portal - resources, implementation guides, articles, case studies, and recorded workshops
- Quarterly collaboration forums
- Monthly online Q&A
- Annual National Partner Sharing Conference
- Monthly Education Note
- **Fast-tracked paediatric psychology and family therapy referrals**



Lisa Wolff:

bower(schools)TM Director

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Lisa is a systemically trained Family Therapist, Teacher, Counsellor, and School Leader with 24 years of experience in Independent and Government schools across Australia and the UK. She specialises in supporting students and families experiencing trauma, grief, neurodiversity, emotional dysregulation, violence, mental health challenges, and learning difficulties.

Lisa has worked extensively in Special and Aboriginal Education as a Teacher, Wellbeing Coordinator, and Counsellor. She trains school leaders and staff in bower(schools)TM protocols, equipping them to manage complexity across students, families, and systems, with a focus on diversity, difference, and dysregulation. She is deeply committed to fairness, inclusion, improved youth outcomes, and transforming education.

Malcolm Robinson:

Bower Place Executive Director

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Malcolm is an expert in complex clinical practice and the author of the bower(note)TM protocol, which underpins all clinical work at Bower Place and across bower(schools)TM. A qualified Social Worker, Clinical Family Therapist, and Mediator, he brings over 50 years of experience in therapy, teaching, supervision, and consulting across mental health, child protection, disability, justice, and education systems. He has worked extensively with families affected by acquired brain injury, intellectual disability, major mental illness, criminal behavior, addiction, violence, and abuse. Malcolm teaches family therapy and systemic practice, has held senior roles nationally, and has delivered more than 400 presentations internationally.





Paula Skinner:

Director of Engagement

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Paula is a School Principal currently on secondment to bower(schools)™, bringing 35 years of experience across public and private, primary and secondary schools in both urban and rural settings. Her career spans teaching, learning support, expressive arts, mentoring, and over 15 years in school leadership. She holds postgraduate qualifications in Educational Leadership, Gifted Education, and a Master of Special Education. Paula offers deep expertise in curriculum, wellbeing, administration, finance, HR, and overall school management. As a principal, she piloted bower(schools)™ protocols and brings firsthand insight into the transformative impact of bower(note)™ across school systems.

Michelle Lindblom:

Bower Place General Manager

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Michelle is a Family Therapist and systemically trained educator with over 40 years of experience in high and complex needs, including mental health, addiction, disability, violence, and homelessness. She coordinates Bower Place's clinical teaching in India and leads professional development across South Australia, New South Wales, and Victoria.

Michelle heads bower(training)™, manages the Registered Training Organisation (RTO) and all VET programs, and oversees the Family Therapy and Systemic Practice Training Programme. An NDIS expert, she brings deep knowledge of its application in both disability and school settings. She also has a strong track record working with Aboriginal communities and culturally and linguistically diverse groups.





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bower(schools) Testimonials

“The integration of bower(schools)TM protocols has significantly transformed our school community by enhancing leadership and strengthening family engagement.”

Principal - Calvary Lutheran School, SA

“It was a huge weight off my shoulders to connect with a process and people who understood the challenges I am facing. I feel empowered and prepared to make changes to the way I work with families and services. Thank you!!!”

Leader - St Peter's College, SA

“The bower(schools)TM protocols have transformed my approach to handling complex cases, providing confidence and clarity through a structured framework that guides meaningful action.”

Principal - Brompton Primary School, SA

“Through bower(schools)TM, our team now has the knowledge and confidence to handle complex cases. With a clear understanding of our roles and responsibilities, we can effectively collaborate with all stakeholders involved in a child's education.”

Principal - Our Saviour Lutheran School, SA

One of the most useful, practical and relevant professional development sessions I've attended. Child centred, practical and research based theory and practice that makes for positive change in the lives of young people.

Leader - The Hills Montessori School, SA

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