

The History of TEEP

TEEP (Teacher Effectiveness Enhancement Programme) was funded as an action research project by the Gatsby Charitable foundation in 2002 with an aim “to improve the effectiveness of teachers by training them in a model of effective teaching and learning.”

The model offers a generic planning tool which can be used in any subject area, and is underpinned by five key elements: assessment for learning, collaborative learning, effective use of ICT, accelerated learning and thinking for learning. The model also develops the specific behaviours that effective teachers demonstrate, and the behaviours demonstrated by effective learners.

Prior to the establishment of TEEP Phase 1 (2002-2005) some early development work had been undertaken with David Reynolds and Daniel Muijs, who had evaluated another Gatsby programme, the Maths Enhancement Project Primary (MEPP). This project predated the Primary Strategy programme, and its aim was to improve attainment in mathematics by training teachers to be more effective at whole class interactive teaching. Much of the project’s recommendations were incorporated into the Strategy’s primary maths programme. Profs Reynolds and Muijs used the findings of their evaluation of the programme to develop their work on teacher effectiveness. The aim of TEEP was to use their findings to develop a programme that would, through quality CPD, make teachers more effective.

In the first phase of the programme, Cramlington High School, Northumberland, was commissioned to help develop the TEEP model of teaching and learning. With the educational lead Dee Palmer-Jones, they explored a framework and CPD model that would support teachers to further develop their practice. Both the framework and the CPD model went through several cycles of pilot, evaluation, and amendment during the first three years. Participants came mainly from the NE of England and Birmingham and the West Midlands. By the end of 2005, the training and the framework was deemed to be effective, a judgement supported by external evaluation by Warwick University.

Between 2003 and 2006 TEEP formed one of two key elements in the Gatsby Tower Hamlets Project, which was a project to improve attainment in science key stage 3 in the borough of Tower Hamlets. The LA identified attainment in science as an area for improvement, and TEEP training was offered to every science department in the borough. A cohort of consultants and teachers became trainers and additional within-classroom support was provided by the consultants, with new schemes of work developed using the TEEP framework. In 2004, the London Borough of Hackney asked to participate in a similar project and was funded by Gatsby to do so. Both projects were evaluated by a team from the Institute of Education, led by Prof. Michael Reiss. Attainment rose at a much faster rate than the national figures, and the quality of teaching and learning improved. The external evaluation by the Institute of Education, University of London was very positive.

Phase two of the programme ran from 2005-2010. By now the TEEP training had been developed to level 1, 2 and 3, and a two day course for ITT was written and trialled at Cambridge with fast-track PGCE students of Science and Technology. It was very successful, and was offered more widely in other areas (York University, Darlington Training School, Birmingham etc.) The training

proved to be generic, in that teachers of all subjects and in all phases of education found it helpful. This second phase was evaluated by York University, a team led by Dr Judith Bennett.

A project in Hull focussed on using TEEP to raise expectations and attainment in Hull LA, one of the lowest achieving areas in the country, and an area of severe socio-economic deprivation. This ran with some Gatsby funding from 2005-2008, and Hull LA recognises the contribution TEEP made to raising the levels of teaching and learning in the borough.

By 2009 the demand for training was such that the programme began charging for training, to offset some of the costs. Developments included a website, the Teacher's toolkit, video material, and a partnership with the PEEL programme, Victoria, Australia. This latter partnership led to further development of the framework to increase the focus on strategies to develop effective learners. At the request of headteachers who knew the programme and were beginning a second headship, the TEEP whole school model of training was developed and trialled, at All Hallows Catholic College, Macclesfield. This is now the most popular mode of training, and incorporates level 1 training for all staff and level 2 training for a selected group of staff.

In September 2010, the programme moved to its third phase under the ownership of SSAT (formerly the Specialist Schools and Academies Trust), who because of their philosophy of "by schools for schools" and their passion for developing excellence in teaching and learning was a natural partner for TEEP. Since then the programme has continued to grow with by far the most popular model of training delivery being the whole school model. In May 2012, the programme was taken on by SSAT (The Schools Network) Ltd and has further developed the programme and resources for TEEP through its involvement with the Education Endowment Foundation (EEF) and a project funded over four years to support 50 disadvantaged schools to receive TEEP training.

TEEP has continued to grow in its reach across primary, secondary and special schools and Further Education Colleges in England and Wales and in 2016 delivered its first training to the teaching staff of four prisons and youth offenders institutions in Kent.

Independent Evaluations

Independent evaluation reports are available from: <http://www.teep.org.uk/evaluation.asp>

- Warwick 2002-5 and 2010
- Institute of Education, University of London (2003-6)
- York 2005-9

Comments from the evaluation by Dr Judith Gunraj on the Whole School Programme (July 2010)

- TEEP addresses issues regarding the core business of schools i.e. learning. It provides a holistic framework that goes far beyond a lesson planning tool. Indeed it influences every aspect of the school, including culture, ethos, behaviours, vision and values.
- The Whole School Model is a way of immersing a whole staff body in some high quality professional development linked to the core business that schools should be about. Everyone doing the same training at the same time ensures that they are all using and developing a common language, common processes and the same expectations. It encourages unity and consistency within the staff body. It provides a strong positive foundation to further develop teaching and learning within the school.

- TEEP has an impact not only on the way lessons are structured but also on the ethos and climate within the school. One focus should be on creating a learning environment throughout the school.
- Through using TEEP, teachers are encouraged to take greater risks in the classroom through using more creative teaching techniques, styles and strategies set within a safe environment.

Key Evaluation Findings

