

Enhancing our effectiveness in teaching and learning

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For Ofsted's inspection of our school in 2011, we had a particular aim to move from good to outstanding in teaching and learning. For this, we needed to ensure that all staff were consistent in their approach to lesson planning and for staff to make talking about teaching and learning and sharing good practice part of their everyday experience.

After a visit to Abu Dhabi, the headteacher was really impressed by the Teacher Effectiveness Enhancement Programme (TEEP). So, as the lead for T&L, I was sent on a course to find out what it was all about. This was to include an overnight stay at the Conway Center in Anglesey. I was not feeling very receptive after being told that we would be working well into the evening on Friday, and that the course would finish about 5pm on Saturday.

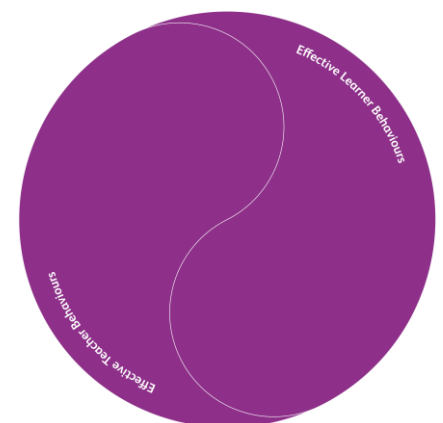
However, by Saturday evening I wanted to go home and plan rather than put my feet up. I felt inspired, refreshed and excited about planning lessons.



The course not only gave me new ideas – it gave me a framework in which to incorporate five important key elements which were being practised to a greater or lesser extent within school. These are: effective use of ICT, assessment for learning, accelerated learning, thinking for learning and collaborative learning. Not only did the course improve my knowledge of these elements, it also (fortunately!) confirmed that a lot of what I had already been doing was right. More significantly, it gave me a structured learning cycle to apply to lesson planning that would enable us to ensure that students made progress.

I went away and planned lessons with one group, to begin with. However, I felt I could not hold back, and immediately started to plan lessons with more groups, because students were more engaged and working harder when I used the TEEP model. It also gave me the focus and permission to experiment and then reflect upon my practice.

Day three came and I needed to share what I had done with my colleagues on the course. We explored effective learner and teacher behaviours and the research carried out in these areas, particularly by PEEL. The Project for Enhancing Effective Learning ([PEEL](#)) was founded in 1985 by a group of teachers and academics who shared concerns about the prevalence of passive, unreflective, dependent student learning, even in apparently successful lessons. Inspired again, I went back to school and applied any new techniques, research and knowledge I had gained to the classroom environment.



I delivered a presentation of my training and experience to the SLT and governors. They agreed to TEEP training for the whole school staff.

Below is the result of a survey completed by staff after the training in October 2012. As you can see, 97.3% of staff found the TEEP training at least useful.

Q1: How useful did you find the TEEP training?

Extremely Useful	21%
Very useful	43%
Useful	34%
Not very useful	3%
Not useful at all	0%

Staff took what they needed from the training and agreed to use the learning cycle. This has helped to improve consistency in teaching and learning. The number of good or outstanding lesson observations increased from 77.7% in 2011/12 to 94.34% in 2014/15.

Q2: Which of the following did you find useful about the training?

It confirmed that I am using correct strategies in my planning and teaching	70%
It gave me new ideas to improve my lessons	68%
I was able to share ideas and resources with colleague from different departments	61%
It clarified my understanding of the 5 TEEP elements	51%
It will help to improve my teaching and planning	43%

This question enabled us to plan our CPD for the next academic year and would be a focus for the TEEP ‘champs’, who would receive level 2 training.

Q3: Which of the following strategies do you think would be useful to embed TEEP?

Change the development groups to focus on the 5 TEEP elements	41%
Have a monthly focus on each stage of the planning cycle	15%
Setting up a space to share TEEP ideas and resources	69%
A lunch and learn or coffee break sessions to discuss TEEP and share ideas	8%
A collaborative system where staff team up and offer each other feedback on lessons they observe	32%
Use of some departmental time for collaborative planning	80%
Setting up teaching and learning action research groups related to TEEP	23%
5 minutes at the beginning of each staff meeting to share a strategy that has worked well	30%
Train a group of students to observe lessons focussing on specific element of the TEEP framework	8%

Many staff wanted the opportunity to embed TEEP within the school. From this cohort we developed our TEEP champs, representatives from each department who have been the driving force of

CPD, Inset and TEEP since the initial training. Each champ had to apply for the position to reinforce their commitment.

Q4: Are you interested in being a part of the cohort of staff who will undertake Level 2 training later in the year, which focuses on mentoring and coaching other staff and supporting the embedding of TEEP across the school?

Yes	36%
No	64%

In October 2013 the TEEP champs delivered workshops on the 5 TEEP underpinning elements (effective use of ICT, assessment for learning, accelerated learning, thinking for learning and collaborative learning). The feedback on this Inset was extremely positive (see below), with 98.53% of staff finding it at least useful.

Q1: How useful did you find the TEEP Inset day?

Extremely Useful	26%
Very useful	53%
Useful	19%
Not very useful	1%
Not useful at all	0%

During the academic year 2013/14, staff were given the time and opportunity to discuss these elements. Staff were matched up into pairs to share good practice. We completed the year with 'speed dating', again to share good practice. TEEP was also embedded in our monitoring and evaluation policy during the academic year. There was an expectation that the TEEP model would be used in all lesson planning and evident in lesson observations.

In 2014/15 we set up the [uptonteep](https://uptonteep.wordpress.com/) blog, which is used by the TEEP champs and staff to share good practice, research and developments in teaching and learning. Please take a look <https://uptonteep.wordpress.com/> – there are too many rich resources, ideas and sources of information to mention here.

I asked the TEEP champs, "What has been the impact of TEEP on your department and your own practice"? Below are a few of their responses.

"TEEP has refocused our teaching and learning practice. It has helped reignite passion and drive in the staff working in my department, and in myself. The TEEP training has helped me remember everything exciting about being a teacher and why I chose this profession! It has made my students feel empowered in their own learning, making them more independent in their thinking.

"I feel that this method of teaching and learning is effective not just for preparing our students for their examinations but also as lifelong learners through the skills they develop." *Karen Smale, Head of PSRE*

"TEEP has challenged and refreshed my practice. I have been teaching for 11 years, but it is always good to renew and extend what I'm doing in the classroom. As a department it has reinforced and embedded particularly strong elements for us – thinking for learning, assessment for learning and collaborative learning." *Elinor Suter, Head of History*

"It was only a couple of years ago when I received level 2 training. It has definitely added the fun factor, making the everyday life much more enjoyable and rewarding, even with little changes. I am not talking about rewriting the book, just little changes.

"Seeing the benefit of the whole-school CPD has had on the teachers in my department is great. Sharing good practice can indeed be fun. We have implemented a TEEP PEEP at every departmental meeting, where everyone shares great ideas and utilises them wherever they can. I see fun-filled lessons with huge benefits for the teachers and

students in the department. More importantly, I am seeing students making greater progress with each lesson and enjoying it.

“I personally was trained as a coach. The coaching sessions I have given helped me as well as the teacher involved. It is an important tool for personal development.” *Andy Caine, Science Teacher*

More recently we have been designated as a TEEP ambassador school in recognition of our success and commitment to continuous improvement through TEEP. This is an acknowledgement not only of the work we have been doing but our aspirations for the future.

TEEP ambassador school status enables schools to evidence their impact, and provides a quality mark of innovation and improvement through the TEEP framework.

Benefits of being a TEEP ambassador school

- Becoming a leader in the ever-growing network of TEEP schools (over 250 schools and 7500 teachers were trained between Sept 2010 and July 2014).
- Providing further development and CPD opportunities for own staff, to continue to share ideas and learn from other TEEP practitioners.
- Having the opportunity to work with other similar schools, at a leadership level, to evaluate the impact and embed TEEP in your school and beyond.
- Gaining recognition for the hard work and dedication of staff and students to improve teaching and learning, including potentially in local and national media.
- Opportunities to raise the school's profile at a regional and national level through SSAT events, publications and website.

TEEP is informed by evidence and backed by research. The experts' challenge enables teachers to translate the latest pedagogical research into the classroom context. A good example of this is the SSAT Smarter Spaces project with Dulux, which we are now involved with. This exciting action research project empowers learners to take an active role in the design and application of innovative learning spaces. It also focuses on how changes in the learning environment can help pedagogical practice, engagement and learner achievement.