

## Rediscovering your teaching mojo

### **The teaching and learning team at North Kent College share the story of their journey with the Teacher Effectiveness Enhancement Programme (TEEP)**

North Kent College decided in November 2012 to develop a cross-college approach to learning, to give the staff a common framework and language to improve teaching and delivery styles. They wanted to ensure sound pedagogical strategies and techniques that staff could use in their varied learning environments. This approach was inspired by a member of staff seeing the impact of the Teacher Effectiveness Enhancement Programme (TEEP) in other local schools and colleges.

This is a large college with a disparate staff covering 21 different curriculum areas and with differing backgrounds. The delivery model they selected, which is thought to be unique among large colleges, provided a collective approach using straightforward strategies which can be continuously adapted to any teaching situation and subject.

The first stage was for a small selection of staff to complete Level 1 and eventually Level 2 courses, delivered within the college by qualified SSAT TEEP trainers across a couple of years.

Staff attending these courses were inspired, engaged and enthused; the TEEP message began to filter through into curriculum areas and some teachers began to share experiences and encourage others to join the TEEP journey. In some curriculum areas there was a real buzz about TEEP. The ideas learnt from the courses energised the staff, emphasising the importance of developing teaching and learning to improve delivery to learners across the college.

### **Inspirational but challenging**

For many the first wave of TEEP was both inspirational and challenging. Staff began to experiment and to see benefits occur in their delivery. Learners were beginning to change their attitude and approach as a result of the new student-centred learning techniques. TEEP began to infiltrate teaching teams and it was hard not to be swept up in the enthusiasm. It was clear that this programme was capable of rapidly changing pedagogical practice and the mindsets of both staff and learners, through relatively easy adjustments to the already sound delivery.

TEEP has become an integral part of the college's drive towards outstanding teaching and learning.

Staff that returned from the first courses were rejuvenated in their outlook to teaching. They demonstrated enthusiasm and the desire to convert the rest of their team to TEEP. Curriculum departments arranged CPD sessions on staff development days to 'cascade' TEEP to everyone.

TEEP was used to help tutors who needed a new approach. It renewed motivation, refreshed ideas or simply provided an introduction for staff from industry new to the academic arena to use the TEEP model as a framework for their teaching.

Many staff were swept up in the momentum of TEEP and began to embed the strategies into their sessions, while others, intrigued, attended subsequent level 1 and 2 courses.

### **The Ofsted view**

In 2013, the college received a Grade 2 from Ofsted. The inspectors' report highlighted the impact of TEEP in the development of teaching and learning:

“Teaching, learning and assessment are good. Managers have prioritised raising standards of teaching and learning and good strategic planning has resulted in sustainable improvements since the last inspection. These include the introduction of senior teaching and teaching practitioners, who coach teachers who need to improve, the establishment of small groups of teachers who work together to improve their own teaching, and much improved continued professional development for all teachers. This, alongside regular assessments of teaching practice, has led to lessons that hold students’ attention and help the students learn more quickly”.

## **Embedding TEEP**

In 2014 a new teaching and learning team was established and TEEP was put to the forefront again. Two members of the team, Wendy Davies (assistant principal for teaching and learning) and Sue Barry, (teaching and learning improvement partner), completed the level 3 (train the trainer) course and became qualified TEEP trainers. They now deliver the course in-house, ensuring that this programme is kept as the main focus of the college’s CPD.

They began training colleagues through in-house courses in 2015. The aim now is for 90% of teaching staff to have completed the TEEP Level 1 by October 2016, with an ongoing programme for new staff as they join the college.

## **The impact**

During and after the delivery of TEEP courses this year the college have seen tutors motivated, inspired or aspiring to be better. Tutors returning from courses into their own curriculums rediscover an energy for teaching and learning and a realisation of how good, enjoyable and worthwhile it can be.

This is summed up by Gavin Brocker, Director of Miskin Theatre, who says “These sessions have changed my approach to teaching and I look forward to taking this into the future.” He advises colleagues: “Approach the sessions with an open mind, enthusiasm and an energy that will help encourage and inspire.”

Since the introduction of TEEP the college has seen an improvement in the consistency of teaching, with observation grades raising to a remarkable 96% good or outstanding.

There have been cases where the use of TEEP as part of the support mechanism following a grade 4 observation has totally transformed that member of staff’s attitude and ability to deliver grade 2 or better lessons consistently. Two tutors placed at grade 3 totally transformed their approach and are now moving towards consistently grade 1.

## **Vision for the future**

What the college hopes to see is teaching and learning at the forefront of the move towards outstanding; building resilience and better attitudes towards learning and achieving goals and raising learners’ expectations.

## **Spreading the language of learning**

It is not just tutors who benefit from TEEP at North Kent College. One day courses introduce the programme to part-time staff, learning support assistants, instructors, curriculum administrators, student advisors, learning technology centre facilitators – indeed, any member of staff who has contact with learners. So it is being embedded across the whole college. Set up as Peep@TEEP, the course was written by the teaching and learning team.

The team have delivered this course to over a 100 staff. All the courses have been well received and enjoyed by staff attending. Learning support assistant Theresa Cosgrove commented: "Come and take a Peep at TEEP – a fun and interesting way to learn how to work in harmony with the tutors." Student services colleague Julie Carmichael added: "Don't be anxious about learning something new, it was fun and motivational!" For part-time tutors it has been extremely helpful and motivating, as dance lecturer Sara Golding noted: "Peep@TEEP has inspired me to develop my teaching practice and has helped me to understand how to make my sessions more creative and accessible to all types of learners."

### **Sustaining the effect**

The teaching and learning team are producing a weekly email to all staff, which each time concentrates on a different TEEP technique or resource and explains how to use it, its place in the cycle and what underpinning element it applies. Staff are able to download these and use them for their own delivery.

They have also developed the teaching and learning resource site on the college intranet.

Planning for next year includes more Level 2 courses and then using those staff to become TEEP mentors; a TEEP market stall event; TEEP Rewind to refresh the first TEEP completers; and many other ways to keep the momentum going.

All CPD training run by the teaching and learning team mirrors the TEEP model, conveying the message that the programme is suitable for all audiences.

### **Wendy's view**

"I started on this journey two years ago: for me it has been incredible. I have seen myself and others transformed in the way that we deliver ideas to learners. The focus moves away from the tutor imparting knowledge to the learners, and towards the learners often finding it for themselves and being totally engaged with it.

"It has encouraged me to strive to use TEEP in subject delivery and in the way that training is delivered so that I mirror what I want staff to use. This then allows them to see how you can use the cycle and underpinning elements for all learning.

"TEEP has also been the lynchpin in moving tutors forward: it has been fantastic to see them not only achieve their required grades at observation, but maintain it and encourage others to be part of this journey. We have seen this effect not simply with one or two members of staff – it's now into double figures and growing.

"It has given me the tools and techniques to work towards something tangible and workable in order to help staff move forward in their own practice. One that seems so simple yet is so effective.

"TEEP gives you back your teaching 'mojo', encouraging you to try something new."