

Finding Our True North

Our TEEP Journey at St Augustine's Catholic College: October 2011 – October 2013.

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In what ways is TEEP like a compass?

These are the types of analogies I sometimes start my lessons with. I was introduced to them within the first 5 minutes of my TEEP level 1 training and my students come out with the most brilliant responses, usually whilst working away to a topical song. It's a fun way to start every lesson and consolidate their understanding by getting them to apply it.

In reflecting on our TEEP journey at St Augustine's I think a compass best represents what TEEP has done for us. So in true TEEP style I've put on a topical song (*You Can Go Your Own Way* by Fleetwood Mac) and come up with a few analogies that best capture our journey...

It recognises all directions

Already a high performing Catholic college judged outstanding by OFSTED, in September 2011 we wanted to source the very best CPD training for all our staff that would help us take teaching and learning to the next level. No small order when A* - Cs including maths and English were already at 76%. The Teacher Effectiveness Enhancement Program stood out as the most comprehensive package out there, a model that recognises and draws on the extensive research in education that has occurred over the last two decades or more. There is an abundance of training available to schools to mirror the many directions education has taken recently. We chose TEEP because we felt it best provided a holistic model that encompasses all aspects of good teaching and learning.

It takes some training to be able to use

There could be no short cuts if as a staff we were all to understand the model and apply it effectively in our classrooms so in November 2011 all of our teachers and teaching assistants started Level 1 training. After an initial few months to experiment with the program we completed day three of the course in February 2012. The final day also provided us with an opportunity to reflect on the impact TEEP was having upon our practice and the reaction was overwhelmingly one of enthusiasm and a renewed passion for teaching and learning. Twenty of our staff applied for the TEEP level 2 course in the summer (further evidence of its success!) and by November 2012 we had a cohort of TEEP coaches trained up and ready to take TEEP to the next level. We were also starting to see the initial impact of the whole school training; A* - C grades including Maths and English were now up to 80%, an increase of 4%. In July 2013 my colleague, Kim Porter, and I completed our Level 3 training. This will allow us to train all new members of staff in-house and, equally importantly, visit schools across the country and learn from their TEEP journeys as part of delivering SSAT's Level 1 training program. All of our INSET is now delivered using the TEEP learning cycle and underpinning elements which ensures active, engaging sessions where we can model the model and more effectively train our teachers. Our staff would not accept anything less

now. Our Level 3 training has helped us to put together high quality training for our staff. In addition our lesson planning and observation proformas reflect the TEEP focus as part of the embedding and training process at the college.

It has helped us to orientate ourselves on the teaching and learning landscape

The TEEP model, with its three layers covering effective teacher and learner behaviours, underpinning elements and the learning cycle, provided us with an excellent framework for self, peer and SLT assessment. Together it has helped us to agree as a staff on what good teaching and learning looks like and as always, how it can be improved. The research underpinning TEEP has also helped to ensure its credibility amongst our more established teachers who, often backed by years of good results, were understandably cautious and rigorously critical initially. Our survey of all staff one year after the Level 1 training showed that they were increasingly convinced by TEEP:

56% said they used the TEEP model every lesson or very often when planning lessons.

71% rated the model as very good or excellent as a way of enhancing teaching and learning.

It provides a language of direction that all can understand

One of the most significant benefits of the TEEP model has been the way in which it has provided us with a common language with which to discuss and assess teaching and learning. And language is power! It's not just the means to communicate and understand each other, but also the vocabulary in which we now think about learning. Our teachers talk about the 'construct' part of the lesson or how they will 'present new information'. This has provided us all with a common understanding of the learning cycle and consequently a highly effective tool for collaboration. Enthusiastic conversations between teachers in corridors and the staffroom are a testimony to the renewed excitement our teachers have for teaching and learning.

It points the way but it is not the journey

It was clear, even before the end of our Level 1 training, that to really see an impact on teaching and learning we would need to work persistently and intensively at embedding TEEP in our practice – personally and on a whole school level. Nothing new here – success is after all 99% perspiration and 1% inspiration as they say. We had our inspiration, how would we expend our perspiration? One of the major culture shifts that needed to take place was more sharing of good practice from more of our staff. As many of our staff were rediscovering their enthusiasm it became increasingly hard to stop them from wanting to share what they were doing in their classrooms. We now run a Friday morning Hotspot where every week a different member of staff will showcase what they are doing. They start by orientating their specific practice within the TEEP model. Staff CPD is delivered by an increasing number of our teachers: TEEP has been a critical factor in giving them the confidence to step up. We recently ran a session that had contributions from almost half of our teachers! The cynics have been overwhelmed by the supporters. Our coaching menu provides a smorgasbord of training dishes marinated in a strong TEEP sauce and delivered

by our TEEP level 2 team – all twenty of them. They have also contributed to the construction of our online TEEP toolkit, writing summaries for all sections and providing resources to assist staff in every area of the model. Integrated into our toolkit is our TEEP blog which has provided all staff with an online forum to discuss teaching and learning and post articles of interest. The blog is broken down into the various aspects of the TEEP model to further reinforce the model and our understanding of it. We have purchased TEEP classroom displays to support staff and student understanding of outcomes for our classrooms after requests from nearly all staff for them. As an AST I have used TEEP in my coaching and mentoring work with staff, developing and affirming their understanding and encouraging them to explore the model more deeply. Ahead are plans that will demand more perspiration still. We want to share the learning cycle with our students in an explicit program and focus on securing a new level of independence in our students as part of the development of effective learner behaviours. There is an increasing awareness and anticipation of the shared rewards that the whole community will enjoy as we work to raise standards in these areas.

It has helped us to determine where we were going

In recognising the fundamentals of excellent teaching and learning, TEEP has indicated our true North. Our common understanding of what the ingredients for progress are has simultaneously provided us with a common purpose in developing them. In a way TEEP is more than just a teacher effectiveness enhancement program; it's also a vision for outstanding teaching and learning. And we're excited by the journey ahead. Research has shown that schools start to see a measureable impact from the program after 18 months. In August our Year 11 students opened their brown envelopes to our best ever results: 84% A* - C including Maths and English. Importantly, we know that they're also leaving better equipped and with a far wider range of skills besides just the academic as TEEP recognises the social nature of learning and places them at the heart of the classroom.