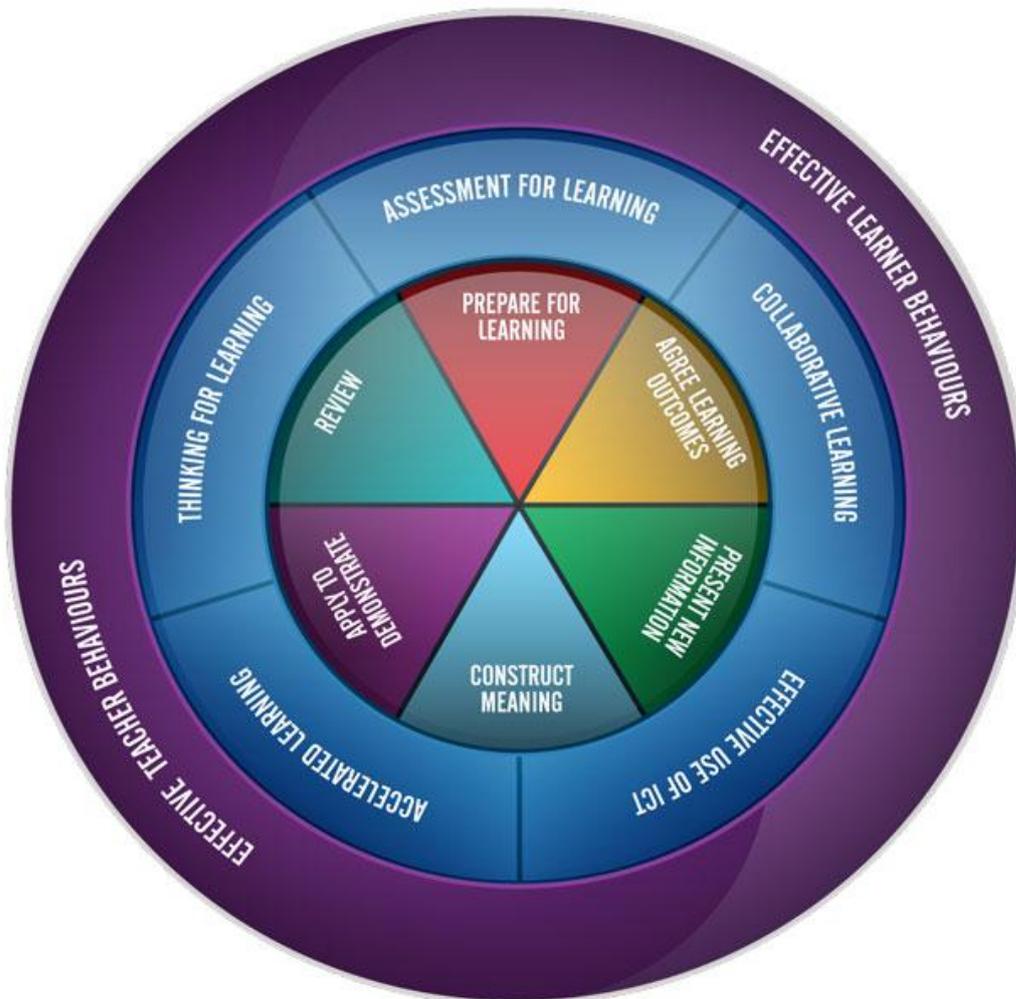


The Teacher Effectiveness Enhancement Programme (TEEP)

A Summary of the TEEP Framework



The TEEP model of Effective Teaching for Effective Learning is a framework with a strong pedagogical foundation, to support a consistent approach to Teaching and Learning. The TEEP model draws on significant research that has identified what is required of teachers and of learners in order for them to gain the best learning outcomes possible. The model, represented in the graphic on the cover is made up of three significant components each with important underpinning elements that are inextricably connected yet need to be recognised individually for their contribution to the teaching and learning process.

1. Effective Teacher Behaviours and Effective Learner Behaviours (the outer circle)
2. The 5 Underpinning Elements of effective practice (the middle circle)
3. The TEEP Learning Cycle (the inner circle)

1.

Effective Teacher Behaviours

One of the most significant influences on the quality of student learning at school is the class teacher. The TEEP model nominates 4 areas where teachers will benefit from being explicitly aware of how the decisions they make can impact their students' learning. TEEP explores:

Classroom climate: by looking at topics such as: ways to develop positive relationships in the classroom, high yet realistic expectations of the students, creating an inviting classroom environment, student risk-taking.

Classroom management, including: motivation techniques, using routines and consistent behaviour management practices.

Interactive teaching, the use of techniques such as: stimulating and facilitating classroom discussions, the effective use of questioning by students and teachers, using a variety of reflection practices

Variety of teaching and learning approaches, exploring the use of a range of teaching techniques that will meet the needs of the different learners in the class, ways to differentiate the learning, small group work, whole class instruction, and fostering independent learning practices. Understanding that students learn in different ways and how teachers can ensure they offer a variety of learning experiences.

Effective Learner Behaviours

Equal value must be given to the significance of understanding more about what effective learners do. If we want students to be responsible and independent learners then it is important that they understand more about how to learn so that they can be empowered in the learning process. Teachers need to know how to support the development of specific active learning behaviours.

TEEP explores active and effective learning behaviours in the areas of collaborating, thinking and metacognition, decision making, and communicating. We look at ways to help students construct meaning in their learning, monitor their own progress and reflect on the whole learning process.

2.

The Underpinning Elements of TEEP

If learning is a process then the 5 underpinning elements of TEEP are the part of the TEEP model that supports teachers to present a relevant and purposeful curriculum to their students, as part of the learning process. The elements act as the conduit between what the teacher, and the learner, has to do (to teach and learn the curriculum content, throughout the cycle), and how they go about it (the teaching and learning behaviours they will employ). The strategies and techniques stimulated by the 5 underpinning elements help the teachers teach effectively and the learners learn effectively. It is where theory and practice merge for the benefit of student learning.

Collaborative Learning

Collaborative Learning is an approach to teaching and learning that involves groups of students working and learning together to complete a task, solve a problem or create a product.

Some of the assumptions explored in this element are:

- Learning is an active process whereby learners assimilate the information and relate the new knowledge to a framework of prior knowledge.
- Learning requires a task or problem that requires the learner to engage actively with his/her peers, and to process and synthesise information rather than simply memorise and regurgitate it.
- Learners benefit from exposure to diverse viewpoints from people with varied backgrounds and experiences.
- Learning flourishes in a social environment where conversations between learners take place.
- The skills of effective collaboration should be explicitly taught.

Assessment for Learning

The TEEP model recognises that assessment is an important tool in the learning process. As the term **Assessment for Learning** implies, any assessment should lead to improved learning outcomes for students. The TEEP model explores strategies and techniques that support teachers and students to give and receive quality feedback, and use assessment in both formative and summative ways. It supports a positive approach to learning and is based on the premise that all students can learn.

Teachers and students need to understand the purpose of any assessment procedure and how it will lead to improvement in learning outcomes. It requires teachers to understand the indicators of progress and students to know what they are aiming for. Reflective teaching and learning practices are important components of assessment for learning. The TEEP model highlights what teachers need to know and how they can apply this to their practice with the intention of improving students' learning.

Accelerated Learning

Accelerated learning is the term that the TEEP model uses to describe the techniques and strategies that we use to actively engage learners in learning. It is based on research of brain function, student motivation and multiple intelligences and provides a platform for life-long learning by promoting the importance of understanding how we learn as much as what we learn. The key ideas can be briefly summarised as:

- Making connections with prior knowledge and experiences
- Experiencing the content of the curriculum through the senses
- Supporting students to take risks in their learning
- Allowing opportunity for exploratory talk
- Providing students with relevant and useful feedback
- Offering learning experiences that are both pleasurable and memorable
- Regular review of learning

Thinking for learning

Thinking is a process that invites the learner to make sense of the information at hand. It is the way to understanding. We know that we can think in different ways and at different levels and the challenge for the teacher is to encourage their students to think deeply rather than on a superficial level so that the learning that takes place is rich and long-lasting. The TEEP model explores strategies and techniques, including ideas from De Bono and ways to use Anderson's taxonomy of cognitive thinking as a support to develop higher order thinking in the belief that it will deepen understanding and enrich student learning.

Teachers need to develop their understanding of different levels of thinking and also how to support students so that they become used to thinking more deeply about what and how they learn.

Effective use of ICT

Our students are growing up in a world that increasingly uses ICT to communicate knowledge, ideas and information. The digital world is their present and their future. Teachers need to seek for opportunities to use ICT to reflect real world examples that will enhance student learning.

A range of technologies such as: cameras, game consoles, mp3 players, mobile phones, computers, and electronic white-boards can be used by students and teachers to:

- Access and organise information
- Analyse and evaluate data
- Create images to represent or present knowledge
- Motivate and engage
- Introduce real world applications into the classroom
- Communicate knowledge and ideas.

3.

The TEEP Learning Cycle

The TEEP Learning cycle is used by teachers as a guide to plan relevant, purposeful and stimulating lessons. Teachers can be confident that if each of these elements is considered during planning, then the lesson or series of lessons will be more likely to actively engage students in their learning. By definition the cycle does not mean that each element is discrete or linear, rather it is intended to provide the basis for a strategic and cohesive sequence of activity that will enhance the students' learning. It is expected that teachers will move back and forth using the cycle flexibly as they determine what is best to meet the needs of their students.

Prepare for learning - teachers will work strategically with their students to develop a climate that is conducive to learning. It will include consideration of 3 main areas:

The physical environment, including classroom layout, location of resources, and including classroom displays that support learning

The social/emotional environment, including developing a sense of belonging, the use of routines, support for taking risks, praise and encouragement and encouraging a variety of groupings

The intellectual environment, including: hooking and cueing-in to curriculum content, connecting to prior experience and existing understandings, valuing learning, and relating the learning to real world contexts

Agree Learning Outcomes - teachers will explicitly share the learning outcomes and success criteria with students. The outcomes should be used later in the lesson as well as reference points and to evaluate progress made against achieving the outcomes.

The learning outcomes may focus on curriculum content, skills, or both, and should be expressed as what the students will be able to do or demonstrate by the end of the lesson.

Introduce/Present New Information- now students will be presented with or introduced to the new information that they are required work with. Teachers need to consider what will be the best way to present the information so that it provides for maximum inclusion of the students. The input should be multi-sensory and may be directly from the teacher or from images, texts, video, internet demonstration, stories etc.

Construct meaning- students are given the time and opportunity to develop understanding of the new information and to practice using their developing skills. The students are actively engaged in exploring the content. At this time it would be common for them to be working in groups, talking with each other about their work, quite often making errors but most of all working towards building a personal understanding what they have been presented with. The activities in this section should be designed to allow students to make progress towards achieving the learning outcomes

Apply to demonstrate - students are participating in a task or tasks that will allow them to demonstrate their developing understanding of the content that was presented and apply the new learning in a different situation. During this time teachers and students may be involved in assessing and evaluating the outcomes of the students' learning. Over time there should be a variety of techniques and methods used to determine the levels of achievement

Review- a critical element in the process of teaching and learning as it is at this point that teachers can challenge the students to make their learning explicit. Although Review is the last of the elements of the cycle to be described, it should not be seen as coming only at the end of a lesson. It is useful to include different review opportunities throughout every lesson so that teachers and students can identify challenges and supports, and strengths and weaknesses. Review is a significant part of developing metacognitive awareness as tool for powerful learning.

The Framework of TEEP Training

Level 1	Level 2	Level 3
Objective: To use the model in the classroom	Objective: As level 1 plus to coach others in school in the model	Objective: To learn how to deliver TEEP level 1 training to groups of teachers. (Upon successful completion to be able to join the pool of SSAT TEEP trainers and also embed TEEP in own school by training cohorts of staff)
Skills/dispositions/ characteristics	Skills/dispositions/ Characteristics	Skills/dispositions/ Characteristics
Plans lessons using the TEEP cycle	Evidence of regular and consistent use of TEEP model in own practice	Must have completed TEEP level 1 and 2
Shows good understanding of aspects of the model	The ability to explain and elaborate on own use of the TEEP model in the classroom and develop strategies for helping other teachers do the same.	Confident understanding of the whole TEEP model in practice and ability to explain it to others.
Understands and is willing to develop knowledge and understanding of the underpinning elements and apply them to lesson planning	To work with others in school to develop their classroom practice. Able to observe lessons and give appropriate feedback through the lens of TEEP principles and effective teacher behaviours	Evidence in portfolio of ability to work with, motivate and engage groups of teachers in developing classroom practice.
An awareness of the effective teacher behaviours and willingness to audit own practice and improve areas for development	Maintains an annotated portfolio of own practice as a resource for coaching/mentoring others.	Willingness to share own practice with other trainers, contribute to materials resource bank and attend opportunities for TEEP trainers to network and promote TEEP
An understanding of the process of learning and an awareness of the attributes of effective learners	An understanding of how TEEP impacts on and promotes effective learning	A commitment to maintain their knowledge and understanding of developing pedagogy, keeping up to date with developments in education.

The TEEP CPD Framework

Course	Duration	Target group	Content
Level 1	5 days (3+ 2)	Teachers with some experience in the classroom Individuals from different schools may attend together or a school may run for a cohort of their staff	Detailed experience of the TEEP framework, which is modelled throughout the training. Evidence of what has been tried in the classroom required for part B
Level 2	3 days	Experienced teachers with remit to work with colleagues to develop their practice (ASTs, coaches, mentors, HODS, SMT) Must have attended Level 1 previously	Introduction to the TEEP framework for mentoring and coaching (the 3C's model-consult, collaborate and coach) Procedures and strategies for working with teachers, classroom observation for development, rather than judging or monitoring) Ideas for informing, sharing practice and celebrating success in using the TEEP framework. A Portfolio is required which is used in the level 2 training course
Level 3 (train the trainer)	3 days plus attendance as intern	Strong practitioners who have completed levels 1 and 2, and who may become TEEP trainers . Attendance by application only	Deeper exploration of the Framework; strategies and procedures for leading training; deeper understanding of the content of level 1 training course and the purpose of each activity. Purpose of debriefing activities - how to debrief effectively; strategies for dealing with difficult people. Portfolio and reflective learning log required
Level 1 – FE/ Vocational	5 days	Teachers, FE teachers, training providers	The TEEP framework – exemplified in the vocational context
Whole school model*	5 days All staff – 3	An individual school/academy	All staff are trained in the framework using two consecutive PD days. A third PD day for all staff has a focus on effective teacher behaviours and

	days (2+1) Cohort of staff – 2 days		<p>developing effective learner behaviours</p> <p>A group of key staff then has two consecutive days training on the 3C's model of coaching</p> <p>In between the training days, the school/academy is expected to plan how it will support the development within the school.</p> <p>Further consultancy days can be offered, on aspects of the model identified by the school as priorities.</p>
Whole school model * – Primary/SEN/ small schools	3 or 5 days	All teaching staff of the school (s)	<p>Small schools may decide to have the 'Whole school model' as above, but due to the small numbers of staff , have the level 1 training and then a few colleagues attend an open level 2 course on the next available dates.</p> <p>For schools with small staff numbers joining with another school, up to a 25 staff in total, is an option to make the programme more costs effective. In these cases they would then often still have the level 2 course with colleagues from both schools.</p>
ITT	2 days	ITT students	An introduction to the TEEP framework for effective teaching and learning
NQT/RQT	2 days	Teachers in their first year of teaching	A greater focus on the effective teacher behaviours (especially classroom management, interactive teaching, Assessment for Learning and thinking).
International TEEP	2 days	Teachers in an international context-either international or local schools	An introduction to the TEEP framework for effective teaching and learning. A focus on how effective teacher and learner behaviour can enhance teaching and learning and how these can be incorporated into the TEEP planning cycle alongside assessment for learning thinking for learning, collaborative learning, accelerated learning and the effective use of ICT

Collaborative learning day	1 day	Individuals/ Whole school Prior to or after TEEP training as required	This one day course has been designed for a whole school introduction to the TEEP approach to teaching and learning but it is not designed to go into any detail on the model itself focusing on: <ul style="list-style-type: none"> • effective learner behaviours • evaluation of a range of tools and procedures to support the development of effective learner behaviours, • a range of teaching strategies that demand active learning and <u>applying</u> these to the teaching of our own subjects and students
Underpinning elements	1 day	Cohort of staff within a school who has done TEEP training	A day focussing on a particular underpinning element, perhaps to support a particular department.
Subject specific support	1 days	Departments in a school who has done TEEP training	A day (or more) focussing on a specific subject and the implementation of TEEP within that department in school.

**Further information below on the whole school model*

The Whole School Training Model

The whole school model was developed at the request of schools who wanted a way of training all their teaching staff at the same time, as they felt this would have the greatest impact. It condenses the content of Level 1 and 2 TEEP courses into less time, through the work the school will do themselves before, between and after. The SSAT and the training team provide support for school in these areas and share ideas from and across the network of TEEP schools to support them to embed and sustain TEEP.

Part A (2 consecutive days – all staff)

Part A is delivered by a team of trainers coming into the school. The number of trainers is determined by the ratio of 1 trainer to 25 staff. The school needs to take two consecutive PD days and provide appropriate rooms for the training to take place. Staff spend two days in the same group and with the same trainer. Staff experience the TEEP framework as learners, and the two days are highly experiential and interactive.

After the training staff are required to implement the TEEP model into their lessons and gather evidence of the changes they have made and the impact on the pupils. (eg. lesson plans, a learning journal, samples of pupils' work, interviews with students etc.) They are encouraged to work together in departments to share their experiences and pool ideas and lessons. All teaching staff, including the SLT should fully attend the training and whilst a few HLTAs may join if appropriate, it is not advised for all TA's to attend this training (a separate course is available for TAs)

Part B (1 day – all staff)

Part B consists of a full day's training on effective teaching for effective learning (the underpinning basis of the TEEP model.) The training takes place after a break of about 8 -12 weeks after part A. Staff normally spend day 3 in the same group as days 1 and 2.

Part C (2 consecutive days)

Part C is designed for a key group of staff, identified by the school, which will support colleagues to improve their practice (ASTs, lead practitioners, Heads of department, NQT /student mentors, SMT etc.) The training requires two consecutive days training, taken at a time convenient for the school (during work experience, towards the end of the summer term, or on a Friday/Saturday).

The focus of this training is the strategies and procedures to coach and mentor staff to improve their practice, (the TEEP level 2 course). Before the training takes place the school will need to make participants aware of the expectation that they will work with colleagues after the training, either mentoring, coaching or delivering further INSET and will need to have thought through what time and support will be given for this. The Lead trainer and SSAT provide information both on option to how to select staff but also to consider the best approach for each individual school.

For any further information contact teep@ssatuk.co.uk or visit www.ssatuk.co.uk/teep