

How we use TEEP to ensure challenge in every lesson

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From reading *Developing great subject teaching* (Wellcome Feb 2018), I realised that in considering the effectiveness of CPD, we must strike the balance between pedagogical and subject specialist development. For us at Bridgemy School, having the SSAT Teacher Effectiveness Enhancement Programme (TEEP) framework helps us to structure our subject-specific approach to teaching and learning.

Since becoming involved with TEEP in 2015, Bridgemy became a TEEP Ambassador School, inviting neighbouring schools to see for themselves the positive impact that TEEP can have on teaching and learning across a whole staff.

Following TEEP training in 2015, the school has maintained fortnightly teaching and learning community meetings (TLCs), in which staff from various subject areas come together to discuss elements of pedagogical practice. TLCs also undertake research to ensure teaching and learning methods support the school's journey towards ensuring all learners make exceptional progress.

In one of the TLCs and department Inset, the literature and resources for each aspect of the TEEP pedagogical framework was unpicked, to identify the opportunities for challenge in lessons.

This proved a challenge in its own

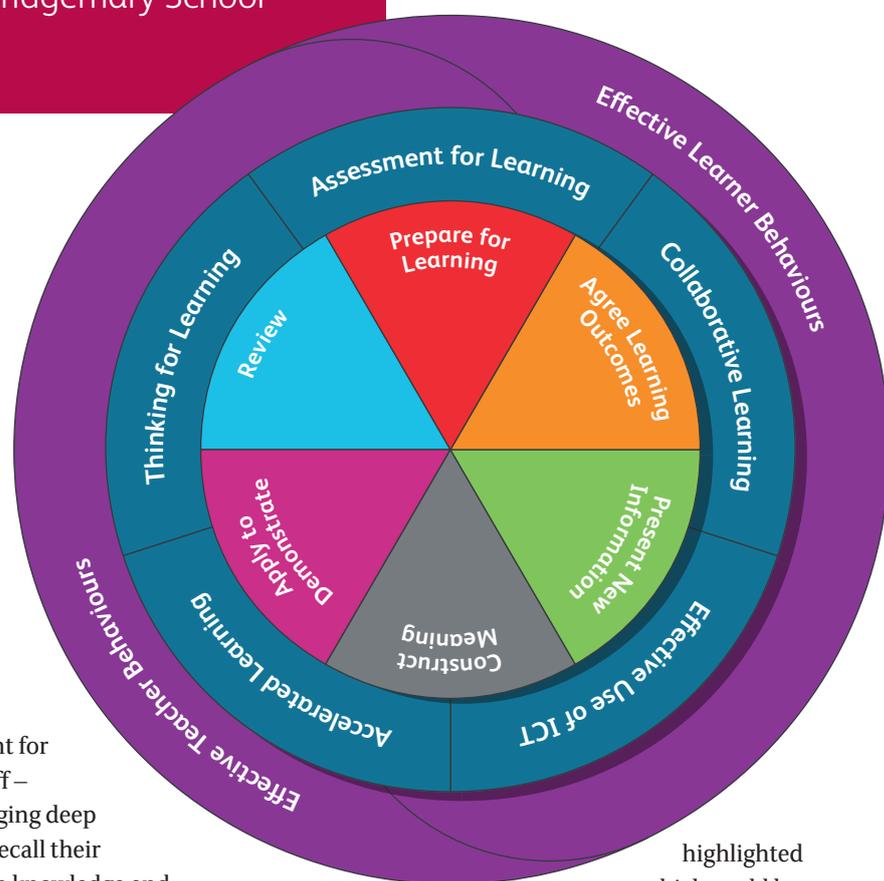
right for staff – digging deep to recall their own knowledge and understanding of TEEP! The Inset gave staff greater understanding of challenge in the TEEP model and how future planning could embrace challenge in all aspects of the lesson.

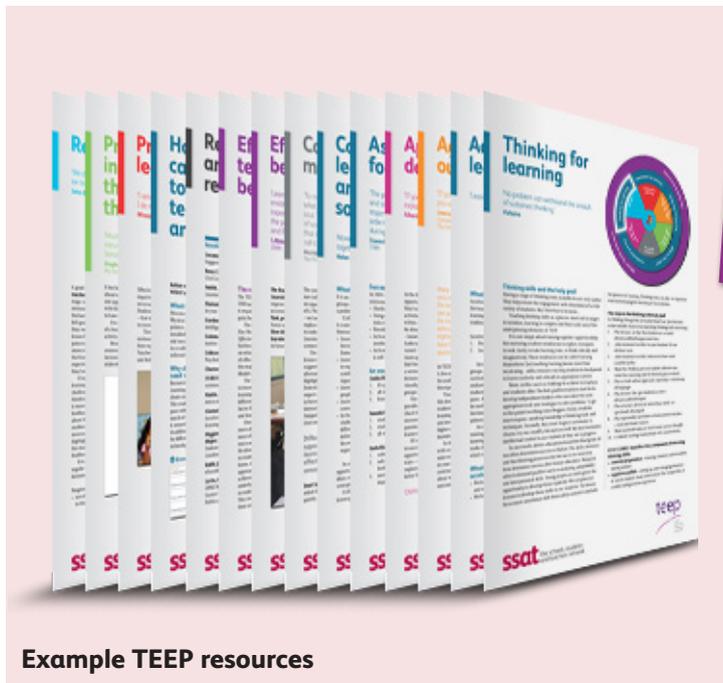
TEEP PEEP

Before starting to unpick the TEEP learning cycle, existing lessons were reviewed to identify the wording and questions which formed much of the communication about pupils' learning in a lesson. Utilising a recent lesson's PowerPoint for example, a TEEP PEEP, or structured conversation with a TLC partner, took place. In the TEEP PEEP, where time is allocated to present your ideas and thinking behind the lesson plan, key words were

highlighted which could be matched to Anderson's taxonomy (aka Bloom's revised taxonomy). Teachers then had to justify why these words were used and how the lesson allowed challenge to occur. As a body of staff, it was insightful to see the words that were being used and physically seeing them laid on the TEEP thinking posters, which are arranged in order of the taxonomy.

On reflection, some staff realised that the questions they posed at the beginning of the lesson could have been reworded to allow for greater challenge. For others, objectives could have been set to encourage higher order thinking skills. For some,





Example TEEP resources



the realisation that an extension activity may appear to add challenge to the lesson, but may not achieve this objective, enabled teachers to consider some key questions:

- Did the planned activity really allow students to be challenged?
- Were students made to grapple over their knowledge and understanding?

Department groups then reviewed the TEEP learning cycle and how it applied to individual subjects. It was important to translate the pedagogical model to subjects to answer these questions:

1. How can each section of the TEEP learning cycle provide challenge in relation to our subject-specific expertise and the information presented?
2. What would we expect to see in this section of the TEEP cycle as a team? 'Go-to' activities are activities/resources most commonly used to help students understand the methods (learning process) being used in the particular subject.
3. What is your department promise? From the information presented, how will the department ensure

challenge is embedded in future lessons for each part of the TEEP learning cycle?

Our implementation of TEEP was never about reinventing the wheel or creating new resources. But an investment of structured time, in a secure environment, around colleagues to challenge their own understanding of the pedagogical model. By reflecting on their own lessons and creating opportunities where challenge can drive outcomes, the levels of challenge for pupils were improved, without added workload.

Increased challenge without burden

Using an existing resource from TEEP training, staff were asked to challenge their own thinking in creating ways where the task presented could be pitched at a higher level, allowing challenge and deeper thinking to take place. The resource selected was in the form of learning index cards, showing various teaching techniques. In departments, staff were firstly asked to pick a card.

Having undertaken the activity, they then considered how challenge could be added/embedded into it.

Feedback from this activity was recorded on an individual assignment sheet. Staff can share the chosen activity in their TLC and with their departments.

All the individual assignments are to be collated over the coming weeks, before being compiled to publish a 'bright spot' book. The bright spot books showcase various teaching techniques and include a review by staff, resources to be used with pupils, and in this case additional opportunities for challenge.

Staff also have an opportunity to contribute their individual assignments in the staff room before we publish our third bright spot book. The 'staff shout out' board is an opportunity to showcase teaching and learning best practice, and is where teachers share resources which have been reviewed to ensure challenge can be evident in each segment of the TEEP model.

Using Anderson's taxonomy to pitch activities from different perspectives now enables our teachers to ensure they are planning for challenge.