

Developing teachers' skills and empowering them in their own professional learning, while improving student progress

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We introduced SSAT's Teacher Effectiveness Enhancement Programme (TEEP) in 2011 and trained all our teaching and support staff to level 1. Since then, we have trained all our new teachers to level 1 and we are currently training our third cohort of level 2 coaches and mentors. We will then have 26 teachers trained to level 2, a third of our teaching staff.

We seek to recognise and facilitate autonomy, mastery and purpose in driving staff wellbeing and motivation: TEEP has all of these attributes at its core. The programme has been fundamental in our developing the skill and professionalism of our teachers and extending to them the trust and respect to make key judgements in their classrooms: this is a central principle of our provision. In return we expect our staff to be accountable and responsible for the progress of all students and their own professional learning.

Recognising CUREE research that schools that use a whole-school T&L programme achieve stronger outcomes, we have used TEEP to:

1. Train all of our teachers to level 1
2. Plan learning and secure progress
3. Agree on, and develop, effective teacher and learner behaviours
4. Provide a common and precise language for discussing teaching and learning.

As a whole-school programme, TEEP encourages collaboration. It has helped us to recognise that collaborative working generates exponential effectiveness and we place a high value on teamwork. We expect all of our teachers to uphold common practice as outlined in our Teaching and Learning Handbook as a means to ensure a world class education for our students and as a commitment to supporting their colleagues. TEEP has empowered us in seeking consistency in our provision to secure stronger outcomes for all of our students and better working conditions and support for all of our staff.

Since introducing TEEP we have built an 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 a set of the TEEP thinking spiders in all classrooms to support staff and student understanding of the thinking skill and how they relate to the learning outcomes. We recognise the right to access ongoing coaching as an expectation that all of our teachers are fully entitled to. The Assessment for Learning principles, one of the 5 underpinning elements of the TEEP model, on which our coaching and mentoring provision is based are those that we have come to find most effective in our teaching and our students' learning. We use TEEP in our coaching and mentoring work with staff, developing and affirming their understanding and encouraging them to explore the model more deeply. Importantly, staff embrace new initiatives when they are orientated within the consistency and familiarity of the all-encompassing TEEP framework and all of our teachers work in incremental coaching triads throughout the year in developing new skills.

The next decade...

In recognising the fundamentals of excellent teaching and learning, TEEP continues to remind us of our true north. Our common understanding of the ingredients for progress has simultaneously provided us with a

common purpose in developing them. TEEP is more than just a teacher effectiveness enhancement programme; it's also a framework for outstanding teaching and learning. Our academic results have remained strong, with St Augustine's again in the 'Well above average' Progress 8 category. TEEP recognises the social nature of learning and places students at the heart of the classroom. We look forward to the next decade with confidence and belief in a framework that has and will continue to help us ensure that all of our students are equipped for an ever-changing future with a diverse range of skills alongside well-developed social and learning behaviours.