

**An Evaluation of Impact from the
Teacher Effectiveness Enhancement Programme
(TEEP)**

End of Phase One Report

August 2005

Dr. Judith Gunraj

• Executive Summary

This report presents further findings from the evaluation of the Teacher Effectiveness Enhancement Programme (TEEP), building on and developing the previous work.

This evaluation consists of the following main elements:

1. Evaluation of the TEEP Level 2 and Intern training events, consisting of
 - Interviews with participants
 - Observation of the training events
 - Analysis of
 - Participant learning logs
 - Letters to the editor
2. School visits consisting of:
 - An interview with the participant teacher
 - An interview with a member of their school's senior management team (SMT)
 - Short interviews with students who have experienced lessons taught using the TEEP framework
 - Observation of lessons taught using the TEEP programme
3. Case study school visits to seven schools
 - An extended interview with participants
 - An interview with a member of their school's senior management team (SMT)
 - An interview with teachers' trained/coached by participant
 - Documentary evidence of TEEP i.e. school policy documents, meeting notes and training materials
 - Lesson observations
 - Interviews with students
 - Data from exam results (where available)
4. Student Focus Groups
 - Discussion groups with students about any affective impact from being taught through the TEEP programme

The main findings are

- The TEEP cycle works in practice
- The quality of the training remains at a consistently high standard
- Participants benefited from adopting the role of learners
- Teachers have trained other teachers within their departments, throughout school and in outreach work with linked schools to use the TEEP programme
- Senior managers perceive that the TEEP framework is an exciting initiative that has had and continues to have a positive impact on teaching and learning
- Teachers stated that they had developed, improved and honed their teaching skills
- Students found lessons delivered in a TEEP style were far more enjoyable as they were given responsibility for their own learning

1) Introduction

A number of conclusions were identified in the preliminary report into TEEP, written last year. These were that:

- The cycle appears to work in practice and is having a positive impact on pupil learning
- The training programme is well prepared and presented
- The way the training was designed allowed participants to rapidly understand the framework and apply it within their organisations
- Participants welcomed the opportunity to trial aspects of the cycle and then return to share their experiences
- Participants intend to develop the framework for use within their departments and wider organisation context

At the same time a number of recommendations were identified:

- The next step should focus on the implementation of the TEEP programme in schools and colleges
- There is a need to ensure that the focus of the training remains practical and experiential
- There is continuing support for teachers implementing the TEEP programme in their organisations

This phase of work sought to address these recommendations and this final report presents and summarises further findings from the Teacher Effectiveness Enhancement programme (TEEP) phase 1.

- The first section outlines the content of the Level 2 and Intern training programmes held at Cramlington School Northumberland, together with the methodology for the school visits, extended case study visits and student focus groups
- The next section presents findings from all these events
- The final section of this report submits conclusions drawn from the findings

2) Evaluation Activities

The Training Events

Level Two

Participants

To date, four Level 2 training programmes have been held at Cramlington School Northumberland with a total of 44 participants. 84% of the participants came from Local Education Authorities (LEA's) in the North-East or Midlands, 14% were from London and the remaining 2% were from Scotland. This evaluation is concerned only with those participants from the North -East and Midlands LEA's.

All participants had to complete Level One training and implement it in their own planning and teaching before attending Level Two training.

Participants were required to bring with them a portfolio showing examples of their use of the TEEP framework in their teaching.

The Training Process

The objective of the training is for TEEP trained teachers to develop their skills as coaches so that they can train others in their school to use the TEEP programme. The training was a residential 3-day course, held on consecutive days.

Day 1

Started with a warm up activity so that participants could re-acquaint themselves with each other or get to know each other if they had not previously met. The first activity was a demonstration of an exemplar lesson planned, prepared and delivered through the TEEP programme by the trainer. The subject was Science with a lesson introducing the atom and participants were asked to respond and take part as though they were Y9 students. This was a superb lesson with a great deal of enjoyment and lots of learning taking place. Afterwards, participants were asked to give the 'teacher' trainer feedback and this was then commented on. The rationale behind this was to investigate the role of a coach in the classroom and the crucial aspect of giving non-judgemental, useful feedback.

Another area that was addressed was identifying effective teacher behaviours particularly specific observable behaviours that an effective teacher displays. Participants were given a task to design proformas to identify these behaviours and then used them whilst watching a videoed lesson. Participants then had another opportunity to give feedback and, once again the trainers commented on this.

Day 2

After morning greetings the day started with an exploration of what 'learning focussed' mentoring is. After coffee participants had the opportunity to discuss and annotate a range of proformas for giving feedback. They were asked to comment on how, why, when and with whom they would use each proforma. Lively debate ensued as each group moved from proforma to proforma. The rest of the day was taken up with the main challenge, for which the participants were divided into 2 groups. The

challenge was to develop an action plan for implementing all that they had learnt so far to develop the classroom practice of their colleagues. A scenario was set up for the following day with a retired headteacher to whom each group presented their action plan. Each group were given a pack of information that outlined the scenario of the challenge and the requirements of the action plan.

Day 3

Each group made their presentation to the headteacher. After coffee detailed feedback from the headteacher was given to both groups together. After he left, the remainder of the morning session was a discussion with the trainers about the challenge and giving feedback. The afternoon was spent looking at resources, writing an end of course evaluation and receiving individual advice regarding the portfolios.

Findings from the level two training are presented in a subsequent section.

Internship –Level One and Level Two

At this level selected participants are invited to become trainers to deliver the TEEP programmes. Interns shadow the trainer during Level One and Two training events and are given opportunities to deliver selected parts of the training with the support of the trainer. Debrief and planning sessions offer opportunities for Interns to develop their skills. The training events and debriefing sessions were observed and informal interviews took place.

Findings are presented in a subsequent section.

School Visits

Level Two

Once participants have completed the Level Two training programme they were visited in their educational establishments after a gap of a term.

- During this term, participants have the opportunity to trial different techniques using the TEEP programme to enhance teacher effectiveness within their own school
- Visits to the schools took place during the Autumn 2004 and Spring 2005 terms.

Case Study

The purpose of these extended visits was to identify and track the development of the TEEP programme in seven selected educational establishments. These were chosen because they represent different phase, location and type of establishment.

- School 1 is an infant and junior school with a 78 (part-time places) nursery attached.
- School 2 is a Community Special school
- School 3 is an Aided 11-16 comprehensive school
- School 4 is a comprehensive school in special measures
- School 5 is a comprehensive school with specialist status (sports)
- School 6 is an independent comprehensive school with city technology status.

- School 7 is a general college of further education.

In all, 10 participants, 9 members of Senior Management Teams, 7 teachers trained by participants and 26 students were interviewed. 7 lessons were observed.

Findings from these visits are presented in the next section.

Student Focus Groups

The purpose of these groups was to give students the opportunity to discuss and represent, through drawing and writing, their views about the TEEP programme and to identify any affective impact from this programme on them.

Each focus group ideally consisted of no more than 6 students. It was intended that students from different subjects but the same year group be part of each group. However, teachers from 4 out of the 5 schools selected to take part found it easier to organise subject- specific and year -specific groups. The aim was to target students in years 9, 10 and 11. In spite of this, in practice, a selection of students from years 7 – 12 took part. This was due to the fact that these groups took place in the summer term when exams and work experience programmes for year 11 students were also taking place.

Students were asked to brainstorm their ideas in relation to their teacher, themselves and their classroom climate. This was followed by a series of questions about their teacher including teacher style, teaching characteristics and teaching approach, about their responses to being taught in a different way, types of activities in their lessons and what their classroom environment was like.

Altogether, data was collected from 16 focus group sessions with a total of 81 students. However, only data from year groups 9, 10 and 11 has been analysed (69 students).

The table below shows number of students and range of subjects:

	Year 9 students	Year 10 students	Year 11 students	Others
School A	Art 4 Drama 6 R.E 3	Art 5 Drama 5		
School B	History 7		History 1	
School C	English 6	Health 5	English 4	
School D	Science 4			Y 7 History 6 Y 12 Sociology 6
School E (Mixed groups of students)	Maths 1 History 1 Art 1 Drama 1 English 1 Geography 1	Maths 1 History 1 Art 1 Drama 1 English 1 Geography 1	Maths 1 History 1 Art 1 Drama 1 English 2 Geography 1	
Total No. Of Students	36	21	12	12

Findings from the student focus groups are presented in the next section.

3) Findings

Findings From The Training Events

Level 2 Training

Participants

Participants from three of the cohorts were really pleased to see each other again and had looked forward to the training. However 43% of participants from the other cohort felt that they would not gain a significant amount from the training. As Advanced Skills Teachers (AST) they had already participated in several coaching programmes and this may have influenced their feelings and expectations from this training. However, by the time 66% of this group were visited in their schools, their attitudes had changed considerably and they were all very pleased to have participated in the training. It was not possible to arrange a visit with the remaining 34% of them.

The Training Process

As with Level One, the training was modelled on the TEEP programme and was interactive. A range of activities encouraged participants to work individually, in pairs, in small groups and all together. Attention was paid to the learning environment, which was bright and stimulating with appropriate displays relating to the TEEP programme. Participants' work was also displayed. Music was used to further enhance the learning environment and to aid learning.

Interviews were carried out with a random selection of 16 participants during the actual training programme and with a further 14 participants during subsequent school visits making a total of 30 respondents.

Several teachers said that not only was the Level Two coaching the best training about coaching they had received but that it would help them in their role as Advanced Skills teachers.

'The training has been enormously challenging and has demanded that I reflect on and analyse my own teaching'.

A significant number (75%) of participants stated that they had learnt new things. Specific examples cited included learning about:

- Coaching and managing coaching
- What effective teacher behaviours are
- Being in a group and working with others
- How using specific tools (coaching grid) could help them identify issues and resolve them
- Developing a range of strategies for classroom management
- Developing appropriate listening skills
- Designing and using proformas to give targeted feedback to observed colleagues

Everyone said that they believed that their knowledge had deepened or been consolidated. Some of the comments they made were:

- Dissemination would be more effective as understanding of the TEEP programme had been clarified
- The course provided a comprehensive definition of coaching together with methods and strategies for its use
- Understanding of the framework deepens as it is used
- Previous work on coaching has been consolidated
- It was incredibly challenging but has brought everything together
- Participants feel more confident as coaches after the training
- The course has clarified the underpinning principles of the programme

'I was surprised by how much I do actually know about TEEP and teaching and learning.'

The majority (94%) of participants enjoyed the training course. They commented specifically that they enjoyed:

- The variety of activities
- Being enthused and motivated
- The Power Point presentations
- Level Two far more than Level One
- All of it, even though it wasn't what they were expecting
- Working as a community of learners
- The AST challenge
- Experiencing the atom lesson as that crystallised the TEEP lesson framework for them
- The opportunity to network and share experiences with others

Everyone believed that that training course had achieved it's aim, namely, preparing participants to develop their role as coaches, with a focus on carrying out lesson observations and giving appropriate feedback Comments made included:

- *'This is a more sustainable way to bring about change'*
- *'The training has given me the opportunity to reflect on my role as a coach'*
- *'It has addressed all the issues I had'*
- *'I now know more about coaching, observing lessons and giving feedback: the training has developed collaborative practices and been increasingly challenging'*
- *'The way in which we give feedback is so important in teachers' professional development'*
- *'There are so many things that I will use in my own school'*
- *'I'm not an expert, but I am confident to coach others now'*
- *'This has made me reflect on the role of a coach'*
- *'It has developed my questioning techniques'*
- *'This is the best coaching training I've had'*

The majority (87%) felt that no improvements could be made to the course and that there were no unsuccessful elements. However 5 respondents put suggestions forward

and a further 3 felt that there was an unsuccessful element to the training. The suggestions made were to have more:

- Lesson observations (either real or videoed)
- Practical input e.g. video self for analysis
- Participants who are classroom practitioners (on the training he attended, many were heads of departments or deputy headteachers who had a limited teaching role)
- Opportunities to look at exemplar portfolios (2 participants suggested this)
- Interactive PowerPoint presentations
- Training on mentoring and how it fits into the coaching framework.

The most successful elements for individual participants were:

- The AST challenge
- Identifying what effective teacher behaviours are
- Reinforcing the TEEP lesson framework and underpinning elements
- The opportunity to network and share experiences
- Learning how to carry out lesson observations and give meaningful feedback

90% of all respondents believed that the training was really worthwhile and that it was the best training they had attended. Comments made include:

- *'(It) reminded me why I love teaching'*
- *'(It) has made me want to go back into the classroom and become a better teacher'*
- *'TEEP is both practical and grounded'*
- *'I'm really grateful to have the opportunity of this training'*
- *'I'm now more aware of what the students experience in my lessons and I'm going to make my lessons more interesting for them'*
- *'(It) is helpful, useful and worthwhile'*
- *'I was apprehensive and scared, but, by the end of Level One I was inspired. Level Two increased my confidence'*
- *'(It) made me work. I am extremely motivated and focussed now'*
- *'I want to give things a go. I've got lots of new ideas to share with my colleagues'*

End of day logs

These end of day logs are the same format as those used during the Level One training. Logs were collected from Cohort 2 (day one only) and Cohort 4 (4 from day one and 11 from day two) The data consists of responses from 25 participants over the 2 days. Participants reflected on statements from a list of seven.

- The following are a selection of comments made by participants:
 1. 16 responses were made to the statement *'What I learned today was'*
 - That feedback is critical to improving teacher effectiveness
 - The quality of such feedback is most vital
 - Evidence based feedback is very powerful
 - Feedback needs to be constructive and specific
 - The importance of agreeing criteria for lesson observations
 - Observers themselves have to record information accurately
 - The need for a structured sheet to record observations on

- Lots more about effective teacher behaviours
 - Different methods of coaching
 - How to address strategic planning and collaborate with colleagues
2. 7 responses were made to the statement ‘ *What I found interesting was...* ’
They included:
- The opportunity to consider developing an effective classroom climate
 - Searching for effective teacher behaviours and contextualising them within the TEEP framework.
 - Working as part of a group
 - How personal experiences affects the ability to judge how effective a lesson is
 - Using videos as evidence
3. 12 responses were made to the statement ‘ *What surprised me was...* ’ Some of the responses follow:
- The difficulties of giving feedback when there is limited time to consider such feedback
 - How devising the assessment tool facilitates the noting of evidence during lesson observations
 - The fact that others had not ‘actioned-planned’ before
 - The strength of feeling about the AST Challenge:
 - A few participants felt calmer than others
 - One felt lost and annoyed because of a lack of understanding
 - The depth of the AST Challenge
4. 11 responses were made to the statement ‘ *The skills I used well today...* ’
Skills used well included:
- Collaboration with others in the group
 - Listening skills
 - Questioning skills
 - IT skills
 - Planning skills
 - Knowledge of the TEEP Cycle
 - Relating theory to practice
 - Observation skills
 - Thinking skills
5. 4 responses were made to the statement ‘ *I want to know more about...* ’
Each teacher had a specific need:
- Critical thinking skills
 - How to present the TEEP lesson framework in a short INSET session
 - How to carry out effective lesson observations
 - How to use concept mapping
6. 19 responses were made to the statement ‘ *Right now I’m feeling...* ’ Most of these responses were positive and a selection is presented below:
- ‘*Really pleased that I was given the time from school to come on this course*’
 - ‘*Great! I so enjoy the challenge and it’s great to have the time to think*’

- *‘Positive. I now feel more comfortable with giving feedback’*
 - *‘Thoughtful and in need of some time to reflect’*
 - *‘That today has been incredibly useful and informative, thanks’*
 - *‘More confident in recognising the different aspects of coaching’*
 - *‘Happy’*
 - *‘A little out of my depth’*
7. 11 responses were made to the statement *‘You could help me by...’*
Teachers’ responses included:
- Continue the challenging way of training
 - Having more time to reflect
 - Having more time to prepare presentations
 - Being videoed when giving feedback
 - Discussing techniques of giving feedback
 - Having more examples of feedback proformas

The most popular statements answered were no.1 (85% day one and 45% day two) and no.6 (100% day one and 45% day two). Overall, there were very few negative comments. Almost all of the negative comments related to the fact that participants were unclear about what the portfolios should contain. However, these issues have since been addressed and participants now have a clearer idea of this.

Although participants felt challenged and had worked hard, they realised that they had learnt a tremendous amount about coaching skills, creating an effective classroom climate and using effective teacher behaviours. They had lots of opportunities to practise and refine their coaching skills and their knowledge about the TEEP programme and the underpinning elements had deepened.

End of course evaluation

This took the form of an open ‘letter to the editor’. Participants were asked to write about what they felt had been the most positive aspect of the training and/or which areas they felt needed strengthening. All the letters have been analysed.

Feedback was overwhelmingly positive. The main findings are that:

- The training allowed consolidation and better organisation of teaching so that it is far more effective and has a greater impact on students
- The training course developed management skills in several participants
- Understanding of the key elements underpinning the programme had deepened
- The impact of the course was greatly enhanced through colleagues working collaboratively
- The training impacted the participants at different levels and in different ways both professionally and personally

All the participants were extremely motivated and looking forward to returning to their schools to implement the TEEP programme and to develop and train interested colleagues.

This training has had a wider impact than just on the teaching styles of the participants. The participants are convinced that the TEEP programme promotes effective teaching and learning in school. In fact, one teacher who was very sceptical

at the start of the training was now so enthused that he wanted to implement the TEEP programme throughout his school. He subsequently wrote to say that all the teachers in his faculty have adopted the framework to use when planning lessons.

Internship – Level One and Two

Level One

For the first day, the two Interns mainly observed the Trainers. There were opportunities for discussions between them and the Interns took notes. The Interns helped with giving out equipment for the tasks. They were asked to observe the groups as they worked through the first challenge. After the task had been completed the Interns gave feedback to each group about how they worked together. Later on, the Trainers reviewed the Interns' skills of giving feedback with them. At the end of the day, the Interns went through the daily logs and wrote comments on them. The Trainers and Interns planned the groupings for the next day. On day two, each Intern had the opportunity to lead different tasks throughout the day. They worked well together, and, once again, the Trainers offered useful feedback and support to them.

However at the end of the day both Interns felt frustrated because they felt that there was a lack of time to practise and few opportunities to put right any mistakes they may have made. Day three started with the two Interns composing a letter to all the participants. This letter catalogued the shared experiences and learning that had taken place over the course of these three days. It was shared with the participants after they had given their presentations. A final debrief ended the first part of the training programme.

The second part was four months later. Unfortunately, one of the Interns could not attend so another Intern from the North-East went in his place. The Interns assisted the Trainers on day four and once again, received feedback from the Trainers. The Trainers decided to let the Interns lead the whole programme on day five as one of the Interns had co- led the training with a Trainer on two previous occasions. The Interns thought that being left to run the training was a really valuable experience that they both gained much from, especially as they had taken the opportunity to carefully prepare the night before. The fifth day went well, with positive feedback from both the Trainers and participants about how the Interns had led the day.

There was a tension between giving the Interns and the course participants a good experience. The Interns admitted that they had not really prepared themselves before they came on the first part of the training course and perhaps their experiences of using the TEEP framework in their own teaching led to discrepancies in their expectations. They also stated that they would liked to have more time to actually observe the Trainers themselves and to develop a script to use as language plays a crucial role in the training. The Trainers agreed that it is very difficult to find time to practise.

The training process is experiential and this mode of learning deepened understanding and knowledge. The Interns from the first part of the training course will need to continue to develop their portfolios so that they can build up a bank of materials that they can then use when they run the TEEP programme training. They will need to find opportunities to lead training sessions in their own schools so that they get

opportunities to put into practise what they have learnt and familiarise themselves with the processes of leading the TEEP programme training. They will also have to develop their knowledge and understanding of all the different challenges and tasks so that they know them inside out and can teach them effectively. Delivering the training is very different to being a participant. It would seem that these Interns did not fully understand what was expected of them and therefore they found the Internship very challenging. However, the Trainers were very supportive and gave a lot of direction and encouragement. If the Interns develop their knowledge and understanding as well as their use of the framework, they will, in time, become skilled Trainers themselves.

Level Two

There were two Interns on this training course who had previously successfully completed their Internship of the Level One training. They are both excellent classroom practitioners who have implemented the TEEP programme in their own teaching and who have a highly developed understanding of it.

The Interns were sent training presenters' guides beforehand and used these to follow the training. These guides outlined the activities, key points and materials required for running the Level Two training programme. The Interns arrived before the participants each morning to help set up and to find out what was required of them. On the first day they mainly observed the Trainers and helped out where necessary to ensure the smooth running of the training programme. At the end of the day the Interns were de-briefed. A joint planning session for the following day's programme followed this. The Interns also wrote comments on the participants' daily logs, which were given back to each participant the next day. On day two, one Intern led the check-in and they both helped by making sure equipment was available to participants. The Interns joined different groups during discussion sessions and gave each group targeted feedback on how they collaborated. They were given the task of collecting in participants' portfolios and commenting on them. In addition they had to design the sheet for giving feedback on the portfolios. On the third day each Intern gave individual feedback to the participants regarding the content of their portfolio. After the group presentations and feedback from the headteachers the Interns gave feedback to two groups each regarding how they had worked as a group. The Trainers then gave feedback to the Interns on this.

Both Interns have realised that leading the Level Two training programme is quite different to leading Level One. Although they believed that they were confident to lead the Level One training course, this was not (as yet) how they felt about leading the Level Two training. However, with more experience and the continued support of the Trainers these Interns will develop the skills and confidence required.

It is crucially important to select Interns who have a deep knowledge and understanding of the TEEP programme and who can demonstrate that they use it consistently in the majority of their teaching. Trainers need to be able to demonstrate that they do, indeed, 'walk the talk'. The process to develop new Trainers is premised on experiential learning. True learning, together with a deeper understanding, takes place when one experiences something. This is deepened even further through more experiences or repetition of active learning. As the Interns deliver the training programmes with experienced Trainers their confidence, knowledge and expertise will increase.

Findings From School Visits

Level Two

The Level Two training programme concentrates on developing a broad range of coaching strategies for TEEP trained teachers to use with their colleagues, strategies for developing a positive classroom climate and an understanding of effective teacher behaviours.

Participants were visited in their schools one term after they had completed the Level Two training. This was in order to give them some time for reflection before beginning to put into place appropriate strategies and to identify a possible way forward in implementing the TEEP programme in their school. All together, 17 participants from 13 schools were visited. The table below shows the numbers of stakeholders interviewed. In addition to this, relevant documents relating to teaching and learning were collected.

No. of Schools	Participants	SMT/HT	Students	Lessons observed
13	17	10	20	7

The interview schedules can be found in Appendix B.

Key findings from interviews with Senior Managers and Headteachers

Teaching and Learning is a key strategy in schools. To this end, all thirteen schools had set up a Teaching and Learning group and several had written a Teaching and Learning policy. The TEEP programme is seen as a valuable strategy to help deliver effective teaching and learning in these schools.

- All 10 headteachers and members of the senior management team (SMT) believed that the TEEP programme was most useful because it developed the participants' skills as coaches and mentors
 - Coaching is perceived as a non-threatening way of developing other teachers in the school
 - Coaches have the opportunity to reflect on their own practice as well
- Schools had adopted different approaches in selecting teachers to be coached including
 - Coaching teachers in the Teaching and Learning group
 - Through the trained teacher's department i.e. Science
 - Asking for volunteers across all subjects
 - On a wider scale through professional development days with colleagues from other Collegiate or Partnership schools
- The schools identified different areas for development, including
 - IT skills and resources
 - Improving school performance through raising teachers' expectations of students
 - Assessment for Learning
 - Monitoring and evaluating teaching to ensure a greater degree of consistency across the school
 - Considering lesson plenary, objective, pace and challenge

- Accelerated learning
- Every head and senior manager believed that the TEEP programme could support these areas for development. Some of the comments they made are:
 - *'(TEEP) drives us to develop teaching and learning in our school and put students at the heart of what we do...(TEEP) is timely.'*
 - *'Children learn more than what they're taught. It changes the quality of teaching, and hopefully, learning.'*
 - *'The structure of TEEP allows students to access knowledge, at their own individual level.'*
- When asked about how the TEEP programme fits in with other strategies relating to teaching and learning they believed that the TEEP programme
 - Is both the underpinning element and the framework that links all the differing strategies together
 - Identifies areas for whole school development such as
 - Developing IT skills
 - Accelerated learning
 - Thinking skills
 - Assessment for learning
 - Effective teacher behaviours
 - Developing collaborative classroom climates
- They all believed that coaching was a most effective strategy to develop teachers as it offers teachers' targeted development according to their specific needs
- They stated that the promotion of coaching skills improved the professional development on offer to teachers in their schools
 - One school has been nominated as a Continuous Professional Development Centre and teachers from other schools in the area will go there to receive coaching and a range of other Professional Development training
- Their expectations of the TEEP programme are that it will
 - Make good teachers better teachers and will challenge any complacency
 - Develop more autonomous learning by students and develop the process of learning skills and knowledge
 - Transform teaching and learning across the school because it transforms the way teachers teach and students learn
 - Provides a framework, standard and structure. Everyone will plan using the 6 part lesson model
 - Offer consistency
 - Improve teaching and learning and therefore enable school to add more value, and students will achieve more

Although implementation is still at an early stage, 75% of headteachers believed that some of their expectations had already been met.

Impact

A key finding is that adopting the TEEP programme has changed the culture in the school. These changes are demonstrated at three levels, whole school, teachers and students.

Whole school impact includes

- Developing a climate for learning

- Writing new policies for behaviour management and/or teaching and learning
- Impact on teachers includes
- Being more open and collaborating with colleagues
 - Inviting others to observe them teach
 - Developing their skills, knowledge and expertise
 - Providing stimulating and bright classroom environments
 - Using a variety of teaching activities based on student preferred learning styles
 - Offering more opportunities for students to work in pairs, groups or individually

Impact on students finds that they are

- Learning more
- More confident
- Finding that lessons are more interesting now
- Focusing on metacognition
- Provided with opportunities assess each others' work
- Gaining improved exam results when taught by teachers using the TEEP programme

Barriers to success

Heads were asked their views on any barriers to the success of implementing the TEEP programme in their school. Interestingly exactly the same factors were cited as when this question was asked a year ago with similar examples of each factor acting as an inhibitor or facilitator. The table below illustrates this:

Factor	Facilitator	Inhibitor
Headteacher/ Senior Managers	Teaching and learning high on school agenda Willingness to invest in TEEP Commitment to TEEP	Don't recognise importance of improving teaching and learning No support for TEEP No / little knowledge of TEEP
Staff	Their expectations of their students Enthusiastic teachers Retain staff with expertise/knowledge of TEEP	Their expectations of their students Traditional methods of teaching Teacher attitudes (lack of openness)
Time	Create opportunities for reflection and discussion	To get, make or set up resources Too busy to collaborate with others
IT	Investment in equipment Training in using new technologies	Lack of equipment Under use of equipment Lack of knowledge in using equipment

However all of them were committed to making improvements in the teaching and learning that they and their teachers are engaged in and are working towards minimising any inhibiting factors.

Implications for the future

The TEEP programme is seen as having vital importance in improving the teaching and learning in schools. Several headteachers and senior managers thought that there

were specific implications related to continuing to implement the TEEP programme in their school. These are the need for:

- More money
 - To pay cover/supply teachers
 - To employ web designers
 - To attract subject- specialist teachers
 - To retain existing staff
 - To purchase technology hardware and software e.g.
 - Interactive whiteboards
 - Projectors
 - Laptops
 - Digital cameras
 - Printers and scanners
- More resources
 - Staff
 - Technology hardware (see above)
 - Posters and artefacts
- A planned programme of training so that all staff have the opportunity to experience the TEEP programme
- The implementation of a strategic plan with the TEEP programme at the heart of it
- Further training and development that focuses on each underpinning element of the TEEP programme

Key findings from interviews with Teachers and Classroom Observations

17 teachers were interviewed. Questions they were asked related to

- Their views on the Level Two training
- What they've done back in school since they returned from the training
- If there has been any impact (so far) from anything they've done
- If there are any barriers to change in their school

The full interview schedule can be found in Appendix B

Teachers' views regarding the Level Two training can be found in the earlier section, which presents findings from the training (page 8). All of the teachers interviewed were highly motivated and enthusiastic and had lots of ideas relating to activities they would carry out as a result of the training. These activities can be broadly grouped into four areas:

- Inter school
- Whole school
- Departmental
- Individual

Inter school activities

There are several ways in which teachers together with their local education authority or partner schools have raised awareness of the TEEP programme. Examples of these are

- One LEA's advisory and support service has set up a TEEP Teachers' Network which meets on a regular basis each term
- Coaching with the middle managers and other key staff in another school

- A coaching programme implemented in all secondary schools across the authority
- Partnership training days to deliver the TEEP programme
- Sharing ideas from the Level Two training with other Advanced Skills teachers at an AST Network meeting
- One teacher was invited by the British Council to go to Nigeria to train 128 teachers. He shared the TEEP framework with them and reported that many of them were going to try to use it in their schools. Feedback from the teachers themselves has been very positive

Whole school activities

Teachers who have received training stated that using the TEEP programme had changed not only the culture in their teaching and learning group or in their department but had impacted on the whole school culture as well. Examples of whole school activities are

- Professional development training for staff related to specific elements such as
 - Positive behaviour management
 - Planning lessons through using the TEEP framework
 - Strategies for effective revision
 - Identifying and sharing lesson objectives
 - Ideas for lesson starters ('bellwork')
 - Strategies for developing higher order questioning skills
 - A programme of training for all teachers in one school that focused on a specific underpinning element each term. Last term this focus was 'Assessment for Learning'
 - Identifying and developing effective teacher behaviours to use in the classroom
 - Creating an effective classroom climate where learning can take place
- TEEP programme training for
 - All teachers
 - Student teachers
 - Initial Teacher Training (ITT)
 - Graduate Trainee Teachers (GTEP)
 - A targeted group of teachers in key positions to implement change who went away for a residential weekend
 - Selected teachers, identified as those who would use the TEEP framework in their teaching, offered 6 twilight sessions
 - All Heads of Departments in one school
 - Middle Managers received a session focusing on teaching and learning
 - Newly qualified teachers teaching history in one school and members of a teaching and learning group from another school received training about using the TEEP framework for lesson planning
- The setting up of a teaching and learning group in school that meets regularly every term. Some of the activities they are engaged in are
 - Writing
 - Papers on good practice
 - Termly bulletins
 - Newsletters
 - Debating and discussing relevant issues

- Using participants as a pilot group to trial coaching techniques prior to department - wide roll out
- Producing packs for new appointees to the school that incorporate aspects of the TEEP programme
- Improving the availability of technology resources such as
 - Interactive whiteboards in every classroom
 - More laptops for teachers
 - New projectors to link laptops to whiteboard
 - More digital cameras
 - IT training to use new equipment
- Targeting year 7 teachers in 2 schools who are delivering the whole of the year 7 curriculum through the TEEP programme
- Implementing the TEEP lesson planning framework in all subjects
- Developing a 'learning to learn' (metacognition) course to use with students across all year groups
- Developing a coaching programme with specific groups of teachers, including
 - Newly qualified teachers (NQT)
 - Student teachers
 - Post Graduate Certificate of Education (PGCE)
 - Graduate Trainees (GTEP)
 - Heads of Departments
 - Teaching and learning group members
 - Members of a school's senior management team (SMT)
 - Targeted teachers
 - A science teacher rated 'good' by an Office for Standards in Education (OFSTED) Inspection had become 'very good' after receiving coaching
 - A struggling teacher had greatly improved after she received coaching
- Changing the length of each session from 50 minutes to one hour so that there is more time for a six-part lesson to be completed
- Changing the timings of the school day to enable a whole school planning afternoon every week

Departmental activities

Teachers interviewed teach a variety of subjects including Maths, English, IT, Technology, Modern Foreign Languages, R.E., Geography, Science, Health & Social Care and History. Within their departments they are

- Developing banks of resources to use in their lessons and to share with colleagues. These include
 - Starter activities
 - Music clips
 - Video clips
 - PowerPoint presentations
 - Blooms Taxonomy hats
 - Higher order questions ladder
 - Traffic light cards
 - Lesson observation proformas
 - Project packs

- Developing useful strategies to enhance teaching and offer consistency across the department. These can be grouped into strategies for
 - Behaviour management
 - Plenary activities
 - Students to use in peer assessment
 - Student self reflection (e.g. during ‘review’ part of cycle)
 - Gaining students’ attention (e.g. countdown)
- Developing a common vocabulary or shared language within a subject to facilitate and deepen student understanding and learning
- Creating a climate for learning in the classroom by
 - Displaying relevant student work
 - Displaying and using relevant posters e.g. related to higher order thinking skills
 - Creating a positive and secure emotional climate where students feel safe
- Setting up coaching programmes for targeted teachers in their department
- Piloting the TEEP programme with one class in the year band (science students in Y9)
- Planning and delivering departmental training sessions on the following:
 - Identifying learning objectives in the lesson
 - Assessment for Learning
 - Using effective teacher behaviours
 - Developing standard operating procedures for group work
 - Specified elements of the TEEP programme each term as part of a longer term department development (thinking skills during Summer term 05)
- Writing schemes of work and planning lessons so that all teachers in the department follow the TEEP lesson framework
- Providing relevant posters about teaching and learning e.g. Blooms’ taxonomy to be displayed in each classroom and used by the teachers
- Inducting new staff in the department to the TEEP programme
- Writing a new scheme of work using the TEEP framework (e.g. year 7 German)
- Carrying out lesson observations and giving targeted feedback to observed teachers

Individual activities

Several teachers stated that they feel more motivated to produce the best lessons they can. Others wanted to put into practice what they had learnt from the training course and to develop their own potential.

‘The TEEP programme has allowed me to consolidate and organise my teaching so that it is much more effective and has a greater impact on the students I teach.’

Activities that these teachers’ are currently engaged in are as follows:

- Continuing to implement TEEP programme in all lessons taught
- Developing and using effective teacher behaviours when teaching
- Planning more lessons using TEEP lesson cycle
- Focusing on developing relevant learning objectives with students

- Planning in more opportunities for teacher –facilitated discussions with their students
 - The use of questions that elicit answers that use students’ higher order thinking skills
 - What students need and want to know about the subject studied
 - Assessment of the learning that has taken place
- Using music to enhance the learning environment and to facilitate learning
- Developing IT skills and using more IT to deliver lessons
- Ensuring activities used incorporate preferred learning styles of students (visual, auditory and kinaesthetic) and using a variety of activities in each lesson
- Focusing on creating a classroom climate that is conducive to learning
- Developing Assessment tools to inform planning
- Designing and trialing lesson observation proformas
- Developing and delivering metacognition courses to students
- Coaching selected staff to become more effective teachers
- Focusing on the ‘review’ part of the cycle which
 - Secures the agreed learning outcomes
 - Re-establishes the emotional safety and integrity of students
 - Reviews the next stage of learning
- Continuing to develop a collaborative learning environment by reviewing their practice
- Continuing to develop knowledge of underpinning elements

Impact

There is impact from the TEEP programme both on the teachers and students. All of the teachers believed that following the TEEP programme is the way forward to develop teaching and learning in schools because it is a generic and holistic framework. The overwhelming majority of teachers believe that they and their colleagues are better teachers for having participated in the training programme.

‘Once other teachers see that (the TEEP programme) works and students enjoy lessons, I think they will enjoy their teaching more. They are willing to change.’

Examples of the impact on teachers is that they have

- Used assessment for learning to inform their planning and teaching.
- Developed their knowledge and expertise of the other underpinning elements of the framework and have applied this knowledge directly to their teaching
- Planned more of their lessons using the framework and these are more consistent in terms of quality and content
- Changed their practice through e.g.
 - Activities that engage and challenge the students
 - More use of IT both by teacher and student
 - Allowing students opportunities for discussions and debate
 - Encouraging students to demonstrate their learning
 - Using starter activities that are linked to the learning
 - Using Power Point Presentations to present new information
 - Employing a variety of strategies to engage their students
- Enhanced their classroom climate through e.g.

- Re-painting the classroom walls in bright, stimulating colours
- Having interactive displays on wall for students and teachers to use
- Using music at appropriate points in the lesson
- Displaying students' work in the classroom
- Experienced personal growth and development
- Developed their expertise and are, therefore, becoming more influential in their school
- Learnt new skills e.g. using cutting edge technologies
- Received promotions to AST or deputy headships since completing their training
- Developed and extended their knowledge of educational pedagogy
- Engaged in conversations about teaching and learning with students and colleagues
- Begun to develop collaborative learning communities

Students

Teachers have stated that there has been impact on the students they teach using the TEEP programme. The vast majority of these students want to be motivated and to enjoy the subjects they are studying. The TEEP programme invokes student motivation and engagement together with enjoyment of the subject.

Examples of impact on students that are taught by teachers using the TEEP programme are that they

- Are challenged and therefore engrossed in what's going on in the lesson
- Do not misbehave
- Engage in more discussion, debate and listening related to learning
- Engage with each other and their teacher so the atmosphere in the classrooms is lively and buzzing with energy
- Develop the processes of metacognition and begin to transfer their skills to other areas or subjects
- Develop a deeper understanding as knowledge becomes more secure
- Respond positively to being given greater autonomy and becoming independent learners
- Prefer lessons taught using the framework and demand to know why all their lessons aren't taught in this way.

Barriers to change

The main barrier to the successful implementation of the TEEP programme in school was perceived as other teachers (59%). However, 23% of teachers thought that issues related to time were barriers whilst the remaining 18% thought that there were no barriers to change.

Other teachers were seen as barriers to change because of the following:

- Teachers who had received training sometimes left the school they were trained in. The main reason for this was because they were promoted. E.g. in one school 7 out of 16 teachers who had received training, left at the same time.
- A new headteacher was appointed to the school and staff were unsure as to the school's direction

- A significant proportion of teachers who are approaching the end of their careers may not wish to embrace any more change
- Some teachers may have low expectations of the students they teach
- Teachers may be unwilling to invest in students becoming independent learners because they achieve success with their present methods of teaching
- The political agenda in schools could hinder attempts to focus on improving teaching and learning
- Encouraging teachers to take risks and move beyond their comfort zone in terms of current teaching styles is sometimes difficult
- Some teachers may be suffering from low morale
- There could be a lack of commitment to implementing the TEEP programme from senior leadership

Time was a barrier to change when there was

- Not enough time to coach teachers effectively
- Insufficient time to plan lessons and write new schemes of work
- A general lack of time and pressures of current workload with its emphasis on curriculum content

Future activities

Every single teacher spoke about an ongoing commitment to the TEEP programme and developing its implementation in their school. They were very keen to encourage and support the implementation of the TEEP programme through:

- Other teachers in their school to experiencing the Level One training programme
- Developing a whole school approach, starting by implementing key elements before building up into the whole framework
- Training a core group of teachers in using the framework and then using this group for a school wide implementation
- Using the statutory training days to deliver training about the TEEP programme to all staff
- Continuing to develop IT expertise and to keep up to date with new technologies and their use
- Focusing on areas for development e.g. thinking for learning and ensuring training needs are met
- Developing a useful teacher's toolkit that every teacher will have access to
- A focus on developing teaching and learning within the department and within the school so that it becomes the most influential factor in the process of implementing change
- Developing the school intranet so that resources can be shared. To this end, employing web designers, equipping every classroom with leading edge technologies and ensuring staff develop the skills to use IT resources effectively
- A programme of coaching to enhance teacher effectiveness
- Developing the social skills of the students so that they are able to become more independent learners

Key findings from interviews with Students and Lesson Observations

The TEEP programme can act as a hook for students to become engrossed in learning. A major focus is for students to understand how they learn and to become independent learners. Being taught through the TEEP framework has had an impact on these students. This impact can be demonstrated both affectively and cognitively.

Some examples of affective impact are when:

- Students are engaged and motivated they produce a much higher standard of work
- They are given greater responsibility for their own learning
- They develop other skills and abilities as well as deepening their curriculum knowledge
 - These apply these skills in other lessons
 - They impact on students' personal development e.g. greater maturity and self confidence, more self-esteem
- A larger number of students in each lesson are engaged
 - Fewer (if any) students are disruptive
 - There is greater synergy for learning
 - It is an ideal forum for students to develop their social skills
 - Students experience a variety of activities and styles of learning
- Students have the opportunity to benefit from a broad range of experiences
- There are opportunities to use and develop expertise in cutting edge technologies e.g.
 - Using digital cameras and manipulating those images
 - Using interactive whiteboard
 - Using video
 - Using music
 - Designing Power point presentation
- Group situations allow students to experience working collaboratively and facilitates the development of greater confidence and involvement
- There are more opportunities for presenting their own work which enhances all student learning
- Active learning motivates students and encourages debate and understanding of different viewpoints and reasons for these
- Active learning promotes metacognition
- A safe learning environment is established when expectations are made explicit

Cognitive impact is far harder to evaluate, as it is difficult to make links, causal or otherwise, between the TEEP programme and improved examination results. One of the difficulties is that there are many factors that may have an effect. However over 100 teachers from many different schools have used the TEEP programme with their students. These teachers believe that using the TEEP programme has led to students achieving higher grades in their examinations. Examples of examination grades and test results are as follows:

- **Science Y9, Set 2 band** divided into 2 control groups and 1 TEEP group. Value added scores at the outset were 37 and 42 for the control groups and 29 for the TEEP group. Value added at the end of the year was 41 for both

control groups and 42 for the TEEP group. The TEEP group caught up and slightly outperformed the other groups.

- **Science** Y8, high ability set. Topic based teaching with end of topic tests. First topic taught in a more traditional way. End of topic test scores ranged from 47% to 64%. End of test scores for topic taught through TEEP programme ranged from 58% to 88%, the actual improvement ranging from 5% to 32% for individual students.
- **Science** Target for 2004 GCSE examinations for A* –C grades was 60% of students. 63% of students actually achieved grades A*- C.
- **Science** GCSE 33% of students achieved grade C or above in 2003. A year later results had improved to 55% students achieving grade C or above. More students gained grades A or B.
- **History** Key stage 3 test results in 2003: 33% of students achieved Level 5 and above. In 2004 this increased to 42% of students.
- **History** Y9 top set taught using the TEEP framework. 29 out of 31 students (94%) achieved Level 5 or above in their Key stage 3 tests. Individual student scores have improved by at least one grade. These students achieved two grades or more above their LEA target.
- **History** 2005 GCSE exam results. A TEEP and a traditional teacher taught the year group. 91.3% of TEEP students gained A*-G passes (56.5% A*-C) and all students were entered. 4.5% of traditional students gained A*-G passes (0% A*-C) and only 17% of students were entered for the exam.
- **History** 2005 GCSE exam results for 4 students with special needs. The TEEP teacher taught 1 student. His target grade was E but he actually achieved a C. The other 3 students, taught by a traditional teacher, achieved their target grades of E, F and G.
- **R.E.** Topic based teaching with end of topic tests. Test scores improved by a minimum of one grade for those students taught using the TEEP framework.
- **R.E.** 15 out of 21 (72%) of students who took their GCSE examination in 2003 achieved a grade C or above. They increased their average point score by 1.2.
- **English** Target for 2004 GCSE examinations for A* –C grades was 45% of students. 63% of students actually achieved these grades.
- **English Literature** Target for 2004 GCSE examinations A* –C grades was 72%. 95% of students actually achieved grades A* -C.

- **English Literature** 2005 GCSE examination 96% students achieved grades A*-C. This was the best result to date
 - A group of 18 boys achieved grades A, B or C. These grades are outstanding high when compared to their expected grades based on data using Fisher Family Trust and John Hill. They achieved grades C/D in other, non-TEEP taught subjects.
 - There were no differences in achievement between boys and girls. Yet, across this school, there is a 20% difference in achievement based on gender.

- **Media Studies** In 2003,100% of students gained grades between A*-C in their GCSE Paper Two examination for the component of the paper that was taught using the TEEP framework. Every student increased their score by almost two grades.

- **Media Studies** Target for 2004 GCSE examinations A* –C grades was 65%. 77% of students actually achieved these grades.

- **Media Studies** 2005 GCSE examinations 98% achieved A* C grades
 - The same group of boys mentioned in the English results above achieved grades A, B or C. These grades are outstanding high when compared to their expected grades based on data using Fisher Family Trust and John Hill. They achieved grades C/D in other, non-TEEP taught subjects.
 - There were no differences in achievement between boys and girls. Yet, across this school, there is a 20% difference in achievement based on gender.

- **Modern Foreign Languages** Target for 2004 GCSE examinations A* –C grades was 33%. 49% of students achieved these grades in French.

- **Law** Examination results for student taking A Level Law increased by at least 1 grade per student in 2003.

- **Drama** 2005 GCSE examination results. 69% of students taught using the TEEP programme gained A*-C grades. This is 6 A's, 1B and 4C grades.

Case Study Visits

Seven schools and colleges representing different phases and type were selected for an in depth study to probe how and what differences using the TEEP programme has made to the students. The degree of implementation of the TEEP programme varies between educational establishments.

The table below gives the approximate numbers of teachers in each school or college who have experienced the different levels of training in the TEEP programme.

Level	School 1	School 2	School 3	School 4	School 5	School 6	School 7
One	1	2	40	1	1	9	6
Two		1	5	1	1	3	4
Intern			2				

Teachers may have received training about the TEEP programme from a number of sources including school based, regional or from Cramlington School, Northumberland.

10 participants, 7 teachers coached or trained by the participant, 9 members of the schools' senior management team and 26 students were interviewed. 7 lessons were observed and any relevant documents were collected. The case study criteria and interview schedules can be found in Appendix C

School 1

This is an infant and junior school with 423 students on roll. It is a bigger than average primary school. In addition it has a 78 (part-time places) nursery attached. The school serves a mixture of private and council housing with some students coming from challenging circumstances. It is in an Education Action Zone. In it's last OFSTED inspection (2003) it was rated as a very good school. A new headteacher was appointed in September 2004.

Key findings from interview with Teacher

The TEEP programme training has affected the way this teacher now thinks about and practices the teaching and learning that is carried out in her lessons. Examples of these changes include:

- Changes in the teacher's practice
 - E.G. focus on the 'construct' part of the cycle
 - Using 'countdown' to gain students' attention
 - Standing in the same place in the classroom for specific purposes
 - Focus on 'review' part of the lessons
 - Starting each lesson with 'brain gym' exercises
 - Ensuring high expectations from teacher are clearly communicated to students
- More student participation during lessons
 - More opportunities for group work
 - More opportunities for pair share
- Using newly installed interactive whiteboard
- Using assessment for learning to inform lesson planning and encouraging more student self assessment of their work

- Changes to the classroom environment including:
 - A variety of student work displayed
 - TEEP posters displayed and referred to in teaching
 - Relevant vocabulary and definitions displayed
 - Using different parts of the classroom through out the lesson
- Encouraging others who teach in her Key stage to adopt effective teacher behaviours such as
 - Using the countdown
 - Standing in the same place in the classroom for specific purposes
- One teacher who teaches in the other Key stage has adopted many of the strategies and is very enthusiastic about TEEP. They would like to attend a Level One training course
- Whole school policies re-written with a focus on teaching and learning and incorporating several TEEP strategies
 - History
 - Geography
 - R.E.
 - Behaviour
- Whole school focus on identifying and using a variety of learning styles during lessons to engage and motivate more students

Barriers to success

There are a number of barriers to the successful implementation of the TEEP programme in this school. Factors include:

- Only one teacher has participated in the Level One training so there is a feeling of isolation
- Government initiatives related to workforce reforms has impact on
 - No teaching assistant available for support
 - Displays in classroom and other areas in school
- No support from senior management team due to many other changes taking place in the school
- A lot of innovative ideas and strategies going on, but no clear framework in place
- New headteacher recently appointed has a fairly directive style of leadership so few opportunities for teachers to influence or suggest initiatives
- Poor student behaviour impacts on variety and styles of teaching offered

Impact

Participating in the TEEP programme training has changed the participant's practice and has had a positive impact on the students she teaches. In addition to this there have been positive changes to the physical and emotional climate in her classroom. She has identified the benefits of implementing the TEEP programme in her school, but has been unable to fully facilitate this due to major staff changes and a shift in direction by the new leadership. Therefore there has been no whole school impact to date, although a few other teachers have adopted several strategies or effective teacher behaviours to use in their own teaching.

School 2

Is a Community Special school with 211 students between the ages of 11 to 19 with moderate, severe, profound and multiple difficulties, students with autistic tendencies and clinical anxiety. It is in an Education Action Zone and received specialist status (technology) in 2000. It is a split site school. According to their latest OFSTED report (2000) the school provides high quality education.

There is no doubt at all that the present Headteacher has made a tremendous difference to the school but now there is a need to encourage a more distributed style of leadership in order to build a community of learners. The school is successful as pupils do achieve and make progress, however, there is a feeling from some members of the senior management team that they could be even more successful. The school is very well resourced financially and is well endowed with IT equipment. There is a very positive ethos in the school that supports positive relationships between students, the community and the school.

Key findings from interviews with Teachers and Classroom Observations

Receiving training in the TEEP programme has changed the way both teachers teach. They were enthused and highly motivated on their return to school after the Level One training, which they attended together in Newcastle.

One teacher teaches English and Drama. However, shortly after she completed the Level One training she went on an extended maternity leave and has not returned to school as yet. The other teacher is a deputy headteacher and so has a limited teaching commitment (English 1 lesson/week). However, she uses the TEEP framework in all the lessons that she teaches. This teacher has also attended the Level Two training in Newcastle. Another teacher who has adopted several of the TEEP programme strategies is due to attend the Level One training in Newcastle in the near future.

Changes to their teaching practices include:

- Planning in more activities and working in groups
 - Groups of students built a Norman Castle, which they then presented and explained to their peers.
- Focussing on how students learn rather than curriculum content
- Incorporating the full TEEP framework in each lesson and discussing learning outcomes during the plenary
- Encouraging students to reflect and articulate their learning
- Encouraging a more collaborative climate through teachers observing each other

Changes to the school timetable include:

- Increasing the length of each session from 50 to 60 minutes to facilitate incorporating a full TEEP cycle in a lesson
- Opportunities for subjects to teach in blocks rather than one lesson each per week
- Encouraging topic-based teaching

Changes to classroom environments include:

- Re-painting walls in bright colours
- Creating interactive displays using posters book and artefacts

- Using different areas for different subjects and colour co-ordinating the wall display and the covers on the students' books
 - Geography is purple, R.E. is yellow and History orange
- Laying carpet where appropriate
- Organising tables in groups rather than rows

Barriers to success

There are several factors that could affect the successful implementation of the TEEP programme in this school. They include:

- One of the participants teaches in several classrooms so must carry resources with her
 - Because of this she doesn't have the opportunity to develop a stimulating and bright environment with relevant posters and student work displayed
 - It is difficult to build a positive emotional climate when each lesson is taught in a different classroom which is used for a variety of subjects
- Poor behaviour by a small group of boys with emotional behavioural difficulties (EBD) has had a negative influence on all student behaviour, which has worsened
 - These boys were going to be taught all together, through the TEEP framework, during the summer term 05.
- The students with severe disabilities are very passive so it is challenging to find ways to engage them actively
- Staff issues:
 - Other teachers trained or due to receive training take a leave of absence due to maternity leave
 - A lack of TEEP trained teachers in school
 - Very strict rules and regulations imposed by teachers who are trying to maintain control because there has been an increase in poor behaviour by the students
 - Several teachers are unwilling to encourage more student activity or participation in lessons because of the increase in unacceptable behaviour of some students
 - Several teachers who have very low expectations of their students
 - Several new teachers have recently been appointed to the school
- A school climate which does not encourage collaboration between teachers to develop a learning community
- The focus from the LEA directs initiatives in school (currently these are assessment for learning and the Key Stage Three Strategy) so there is a need to identify relevant parts of the TEEP programme which fit with this in order to drive forward the implementation of the TEEP programme in school

Impact

The teachers who participated in the training identified that there would be direct impact on their school as a result of implementing the TEEP programme in their teaching. The TEEP framework has been modified to take account of the needs of their students and the implementation the TEEP programme has improved pupil learning for those pupils who experience it. The ongoing focus must be on how pupils learn. Participating in the training has increased the confidence and motivation of the participants and they welcomed the opportunity to meet and discuss with others

during the training. In this school, teachers' professional development focuses on teaching and learning. In addition to this, there is a Teaching and Learning policy, which supports the TEEP programme. The implementation of the TEEP programme will be a much longer-term strategy due to the students' profiles and needs

School 3

This is an Aided 11-16 comprehensive school with 621 students on roll. As it is a faith-based school it draws students from a wide catchment area. However, there is a very high proportion of social disadvantage. In their last OFSTED inspection (1999) teaching was good and the school was well led and managed.

This school had previously applied for specialist status but was unsuccessful. The latest bid was prepared based on using the TEEP Programme to deliver the teaching and learning. This bid was successful and from September 2005 the school has been given specialist status (media).

Two participants initially attended the Level One training programme in Newcastle. On their return they started to use the lesson-planning framework in their teaching. From this, six twilight sessions with twenty-four staff were held and this proved to have a major impact and act as a catalyst for the TEEP programme to be adopted whole school. In addition to this, the school had recently appointed a deputy headteacher with a responsibility for teaching and learning so the TEEP programme was timely.

The leadership team has written a three-year plan (05 – 08) to embed the TEEP programme across the school in all subjects. In addition to this, a teaching and learning group has been established which has drafted policy and held several training days.

A coaching programme for senior and middle managers in the school has rolled out as a result of participants attending the Level Two training. Two participants have also trained as Interns so that they can deliver the training programme to others. To date, over 90% of staff has received some training about the TEEP programme.

The current focus in school is in using IT and ensuring lessons incorporate visual, auditory and kinaesthetic activities. Each curriculum area has adopted the TEEP programme according to their needs. In some areas this is the whole lesson framework and underpinning elements and in others selected elements. The majority of pupils are highly motivated and enthusiastic and complain when they do not have a 'TEEP'ed' lesson.

Key findings from interviews with Teachers and Classroom Observations

The TEEP programme has been a major catalyst to changing the teaching and learning that takes place in this school. Listed below are some examples of key findings:

- The TEEP programme is used consistently by a majority of staff in several key curriculum areas
- All new staff appointed to the school participate in TEEP training
- Teachers are more conscious about the language that they use when teaching and are developing common languages across curriculum areas.

- Assessment for learning is a key strategy that is used in a more regular way to aid planning of lessons and finding out about pupils' learning
- The lesson planning framework is used in a variety of ways
 - For revising a topic
 - Over a number of lessons for topic based work
 - R.E.
 - Health and Social Care
 - Within one lesson
- Whole school policy documents are being rewritten with a focus on the TEEP programme
 - Assessment
 - Teaching and learning
 - From Sept 05, the TEEP programme will be a whole school policy. Heads of Departments will initiate changes through identifying key staff.
 - All policies will eventually include elements of the TEEP programme where appropriate
- Training needs will focus on a different aspect of the TEEP programme each year and this will be linked to staff needs, so it will become embedded over time
- Individual teachers' training needs are identified and a programme of support, training and coaching is put into place
- Developing a school intranet and using 'plan easy', a software tool for lesson planning, will lessen the workload for lesson planning

Barriers to success

In this particular school there are very few barriers to success:

- A new head of department was unable to adopt strategies from the TEEP programme in their teaching as they had a particularly heavy workload.
- A lack of understanding or knowledge of the TEEP programme may cause teachers to focus on one element rather than the whole framework

Impact

This has been a highly effective strategy that has improved both the teaching and the learning that takes place in this school. Teachers have been motivated and re-energised and are carrying out their own research into the underpinning elements of the TEEP framework. Using the lesson-planning framework has encouraged more group working lessons and the majority of students are more highly motivated. The TEEP programme has had a positive impact on the learning that takes place. According to the teachers, teaching students using the TEEP programme has resulted in better achievement in the GCSE exam results for these students. The ethos of the school is that of a collaborative learning community where by teachers have been encouraged to try out new initiatives. The TEEP programme has benefited from and further enhanced this. Even highly skilled teachers are intrigued by the TEEP programme and want to try out elements from it. There is a lot of collaboration within and across the different subject areas. Plenty of resources, including IT equipment are available and teachers are developing their expertise in this area.

School 4 is a comprehensive school with over 1200 students aged 11-16. It was formed by a difficult amalgamation of two schools in 2001 and operated on split sites. It moved to a purpose built new building in 2003. The school draws students from some very deprived areas. It is part of the Excellence in Cities and the Leadership Incentive Grant programmes. It is in special measures at this time, following an unsatisfactory OFSTED inspection in 2004. The acting headteacher has recently been made permanent (May 2005).

Only one teacher from this school has attended the Level One training in Newcastle. He teaches History and is head of department. During a recent monitoring inspection, OFSTED commented that there is very good teaching by the head of department in History and that he provides a good role model to both teachers and students. He has shared the TEEP framework with several colleagues and the majority of these teachers were awarded grades one or two during the recent OFSTED monitoring inspection.

The Report goes on to state that lessons taught by the departmental head are based on detailed schemes of work that provide a good range of learning activities. The majority of lessons have clear learning objectives. In good lessons students have a positive attitude and are willing to participate. The majority of students taught by the head of department achieve above their predicted grades in their History GCSE examination (2005), but achievement in the History department overall is unsatisfactory.

Key findings from interview with Teacher and Classroom Observations

Initially, this teacher was highly sceptical and didn't think that the TEEP programme would be workable in his school, especially as the school was facing challenging circumstances. A large proportion of students were very poorly behaved and it was very risky to encourage them to participate in their lessons. However, the teacher returned to school and did try out some strategies that he found had very positive effect on his students, in terms of their behaviour and their response to him. Although he continued to use elements from the TEEP programme, it was not until he completed the Level Two training that his knowledge and understanding truly deepened. He has become more confident, the training programme has benefited his practice and his students are more enthusiastic.

The headteacher encourages staff to come forward with new initiatives and it will be very interesting to see how the TEEP programme is implemented in this school in the future.

Listed are some examples of changes the TEEP trained teacher has made to his practice:

- Planning appropriate bell work activities and review parts to each lesson
- Using strategies for assessment for learning and developing knowledge and confidence about this
- Identifying student learning styles and ensuring there is variety in activities planned for each lesson
- More time spent on evaluating and reviewing the lessons he teaches
- Encouraging more group work in his lessons
- Using IT consistently

- Re-written the History scheme of work to incorporate the TEEP programme
- Coaching other staff within the faculty
 - Assessment for learning used effectively to inform students' progress
 - Focus on starters and plenaries across the faculty
- Developing a whole school strategic plan to implement the TEEP programme, focusing on different elements each term
 - Summer term: questioning and problem solving strategies
- Recently joined teaching and learning group

Barriers to success

In this school, there are many barriers to success, including:

- Issues concerned with staffing in the long term
 - There is a very high proportion of supply teachers and non-specialist teachers
- Difficulties in releasing TEEP teacher to coach others as he is needed to teach
- Pressure from LEA as both this LEA and school are near the bottom of the league tables
- The LEA focus is on the short term (to get the school out of special measures) so very hard to plan and implement developments for the longer term
- Present culture in school needs to change to become more positively focussed on teaching and learning and the benefits of this for both students and teachers. This is beginning to change as the school moves forward to coming out of special measures.
- Several new initiatives in school at the moment. The TEEP trained teacher needs to ensure that the profile of the TEEP programme is raised and remains high in order to encourage senior management support for a whole school implementation
- Only one teacher trained in Level One and Two.

Impact

There has been impact both on the teacher and on the students he teaches. This teacher has only been teaching for a few years. He has grown in confidence and has deepened his knowledge and understanding of teaching and learning. He has developed skills in using IT. His students are highly motivated, confident and enthusiastic. In some cases, they have exceeded their predicted achievement grades for GCSE History. Other teachers are beginning to develop their knowledge as they receive coaching about the TEEP programme.

School 5

This is a comprehensive school with specialist status (sports) for 923 students aged 11-16. It was formed by the amalgamation of three other schools in 2001 and operates on split sites. It serves a large inner city area in an Education Action Zone. According to the first OFSTED inspection in 2003, this is a good school that has made significant progress in a short space of time.

The OFSTED report states that the school is very successful in pockets but lacks consistency. It is making progress, but needs to establish the right climate to encourage and support learning with a focus on improving student discipline.

The TEEP programme has been written into the school's strategic plan over the next three years. In addition to this, there is a TEEP lesson plan proforma that is used to plan all lessons. The teaching and learning group, of which the TEEP teacher is a key member, has drafted a policy which uses the TEEP programme as its core model. The school has started to develop a bank of resources that support the implementation and delivery of the TEEP programme. A key factor is to develop a climate for learning in the school. As part of this, the TEEP trained teacher has coached other advanced skills teachers (AST) in the TEEP programme, led an assessment for learning day and supported the Science and Maths departments in raising standards in lessons (he teaches geography). Elements from the TEEP programme can be found in Geography, Maths, English and Modern languages

Key findings from interviews with Teachers and Classroom Observations

The following are examples of changes he has made to his teaching practice. He has:

- Used the TEEP programme to coach others
- Adopted the TEEP framework in all lesson planning and preparation
- Set up a lead learning group that highlights good practice
- Planned more activities for students to participate in each lesson
- Re-written schemes of work to incorporate the TEEP programme

Barriers to success

There are several barriers to the successful implementation of the TEEP programme in this school. There are:

- Issues of one TEEP person trying to implement the TEEP programme across the school
- Issues with time
 - Planning and preparing lessons takes far more time
 - Takes more time to cover each topic in the curriculum (Y10 students haven't covered as much content as Y11 this time last year)
- Poor behaviours from students impacts on the implementation of TEEP throughout the school
- Low expectations of students from some teachers
- Teachers may become swamped with too many new initiatives to take on board
- Pressures to hit LEA targets
 - 30% GCSE pass rate
- Only one teacher from this school has attended Level One and Two training. This school would benefit from having a key group trained.

Impact

There has been impact on student learning in the TEEP teacher's classroom. Students are experiencing practical situations where they are constructing their own learning. Y10 student exam results in Geography this year were much higher due to students being taught through the TEEP lesson framework, according to teacher. The students said that they enjoy his lessons because they are involved and lessons are energetic and fun. Students believe that being involved in their learning helps them to remember what they are taught.

The leadership team in this school have taken the TEEP programme on board, along with other initiatives such as TELMOS (to share lesson planning across schools) and VOLCOM (a programme focussing on oracy). The school has invested heavily in new IT resource so there are now 30 classrooms equipped with interactive whiteboards.

Every member of staff has had an introduction to the TEEP programme and each element will be revisited separately. The majority of staff are positive, but implementation needs to be taken slowly so that the TEEP programme becomes fully embedded. The school has changed their sessions so that there is now a whole school time for professional development each week. Each half term there is a different focus such as lesson planning or starters. It is hoped that good practice will develop across the school, as consistency is an issue here. The TEEP programme has had more impact where the teachers using it have developed positive behaviour management strategies with the students. In order for the TEEP programme to be effective, the climate for learning has to be conducive to facilitate this and this is currently not the case throughout the whole school.

School 6

This is an independent comprehensive school with city technology status. There are over 1450 students on roll between the ages of 11 and 18. Students come from areas that are above average in terms of social and economic disadvantage. However, due to sustained high performance it has been designated a Leading Edge school. It also has a Learning centre attached. It is a highly effective school with many outstanding features as indicated by the OFSTED report of 2005.

A number of teachers from different curriculum areas have participated in both the Level One and Level Two training programme but the focus on the TEEP programme has been within the Science department. The recent OFSTED report states that results from the national tests (in the year the inspection took place) in Science were above average. In Y9, student achievement in Science was satisfactory. The report goes on to state that standards in Science have been sustained at particularly high levels in recent years. The report further states that provision in Science is excellent, lessons are well planned to develop students' learning and there is progress in ensuring efficient learning. The quality of the teaching and learning taking place within science has improved and this is borne out by the fact that, overall, students' examination achievement in Science was significantly higher than their achievements in any other subject.

Key findings from interviews with Teachers and Classroom Observations

These teachers have developed and deepened their knowledge of the TEEP programme through working together as a team. This has been facilitated, in part, as they are all based in the same curriculum area. They found that:

- Planning the lessons became quicker because they planned collaboratively
- Re writing the scheme of work to incorporate the TEEP programme encouraged them to work in partnership
- Students were able to apply their learning when they were motivated and engaged in the lessons

- Other teachers who observed the TEEP trained teachers changed their practice to include the successful strategies they had seen, knowing that the students would be more engaged lessons they taught as a result
- Students were highly focussed on the learning they were experiencing when lessons were taught using the TEEP framework
- The TEEP programme pilot has been highly successful; as a result, it will now be rolled out across the Science department.
- Other teachers from other curriculum areas have also started to adopt elements of the TEEP programme to use in their own teaching

Barriers to success

There are very few perceived barriers to the successful adoption of the TEEP programme in this school. A key success factor is evidence of greater student achievement through examination results. In addition to this, there is a very low risk associated with the following:

- Lack of support from the school's senior management team
- Lack of financial support
- Lack of other staff commitment to adopting the TEEP programme

Impact

There is evidence from the Key Stage Three tests that students' achievement improved for the group that was taught using the TEEP lesson framework. In fact, on average, they achieved a 2-grade higher score. Student motivation is very high and they are willing to participate in discussions and answering questions. This school has put a lot of effort into providing 'good' (as perceived by OFSTED) lessons for their students.

A key factor is that the school has, at its heart a focus on teaching and learning. The TEEP programme is an initiative that is being used to encourage and support this. The implementation of the TEEP programme has been so successful that this school will become the link school for the TEEP programme in this area. Not only will the TEEP programme will become a key strategy in this school but it will be implemented in the initial teacher training (ITT) partner schools. The headteacher is very supportive of implementing the TEEP programme school wide. Teaching and learning has a very high profile across the school and this has been recently recognised by OFSTED, which graded the teaching and learning 'excellent'.

There is a high degree of collaboration between the staff and the development of a school intranet will further enhance this. In addition to this, handbooks of resources that can be shared have been compiled across different curriculum areas. Several training days have been led by the TEEP trained teachers on specific elements of the TEEP programme and the school has altered the timing of sessions so that there is a whole school development time each week.

School 7

This is a general college of further education. There are approximately 12,000 students, of whom 70% are adults. Almost 90% of full time students are aged 16-19. It was created in 1999 following a successful amalgamation and operates on two sites although it will move to a new, purpose built site in the near future. The college is recognised as a centre of vocational excellence in both the railway and stonemasonry

industries. Their most recent OFSTED inspection was in 2004 and states that the college gives satisfactory value for money.

Their most recent OFSTED report in 2004 identified a need for the college to improve the effectiveness of teaching and learning. In response to this, the college set up a teaching and learning strategy as part of the strategic plan. The main focus is for the college to add value to their Level two learners.

Unfortunately several of the teachers who received Level One training subsequently left the college. One of the Vice Principals participated in the training at both Level One and Two and she sees the TEEP programme as a key strategy to enhance effective teaching and learning. She is selecting key stakeholders to attend Level One training in an effort to implement the TEEP programme college wide. There are currently three TEEP trained teachers in the college who have participated in Level One and Two training. Not all of the participants who attended the training thought that the TEEP programme would be successful. It was not until they tried out elements in their own teaching, or participated in the Level Two training that they realised how effective the TEEP programme is in enhancing teaching and learning.

Key findings from interviews with Teachers and Classroom Observations

All of those who participated in the training and who remain as teachers in the college have changed their teaching practice. Some examples of these changes are:

- Lessons are planned and prepared
 - The TEEP framework is used for this
 - More resources are used in lessons
 - Focus on linking lessons to previous learning
 - Sharing lesson planning with others who teach same subject
- Underpinning elements such as critical skills are being developed in these lessons
- Ensuring there are more practical activities that meet the preferred learning styles of the students
- Ensuring students know what is required of them and checking their learning
- Using more technology to deliver lessons
 - Interactive whiteboards
 - PowerPoint Presentations
 - Videoing students
- Ensuring there are opportunities for students to develop their IT skills
- Enhancing the learning environment
 - Displaying and using 'TEEP posters
 - Displaying student work on walls
 - Using music
 - Re-painting classroom wall bright and stimulating colours
 - Beginning to develop a community of learners with the students

Barriers to success

- Issues with relevance of training programme as the majority of it based on needs of secondary students
- Time, especially planning the lessons and gathering resources
- Very little collaboration between teachers in same curriculum area

- Money and resources to release teachers to take part in the training
- Sheer size of the college and numbers of teachers, subject area and students involved
- OFSTED focus on improving outcomes for Level two learners (aged 16 –19)

Impact

Teaching in this way has changed the way these teachers teach. In fact, one teacher, who was quite sceptical at the outset, said that he now couldn't teach in a non-TEEP way. He has implemented the TEEP programme in all his teaching and shared it with other colleagues within his department. His head of faculty is very keen for others to receive TEEP training. Teachers who use the TEEP programme are motivated and enthused in their teaching and are developing their knowledge and understanding of pedagogy.

One Manager who again, was quite sceptical about the effects the TEEP programme would have on teaching and learning has subsequently been convinced of its effectiveness since attending the Level Two training. As a manager he is in a key position to oversee the implementation of the TEEP programme throughout the college.

A key factor is teaching and learning. To support this, the college is developing a teacher project focussed on critical skills, active learning activities and learning styles. The outcome from this will be to encourage teachers to reflect on their own and others' practice and how this can bring about change. The main aim is to ensure lesson planning is effective through using a number of strategies, of which the TEEP programme is one, to support this. Careful planning and wise use of resources is needed to ensure that the TEEP programme is implemented as a college wide strategy. In addition to this, a core group of TEEP trained teachers needs developing so that they can lead the implementation in their curriculum areas.

The coaching model will be an important strategy in training up the colleges' own experts who can then cascade the TEEP programme within their own curriculum areas. Developing a comprehensive package for teachers' professional development is one way in which the time and financial costs of TEEP training could be eased.

Findings from these visits support and provide further examples of findings from previous visits to schools. The table on the following pages illustrates common factors and cites examples of inhibiting and or facilitating factors. In order for the TEEP programme to be effective in school, there is a set of prevailing conditions that the school needs to be in. These are the same factors, regardless of school type (primary, secondary, special, college) or socio-economic factors relating to student intake.

Factor	Facilitator	Inhibitor
Quality of leadership	<p>Headteacher or key senior leader focus on teaching and learning</p> <ul style="list-style-type: none"> • <i>School 7 sent asst. principal on L1</i> • <i>School 2 sent a deputy headteacher on L1 &2</i> <p>Key appointments with a focus on teaching and learning</p> <ul style="list-style-type: none"> • <i>School 7 Teaching and Learning Excellence Tutor</i> • <i>School 3 Deputy head with responsibility for teaching and learning</i> 	<p>Acting head or newly appointed head</p> <ul style="list-style-type: none"> • <i>School 1 had a keen acting head but new headteacher appointed from Jan 2005. Head's agenda directs way school develops</i> • <i>School 4 is in special measures with permanent head appointed May 05. Keen staff with lots of ideas to move school forward. TEEP Teacher needs to highlight TEEP as key factor</i>
Support from leadership	<p>Focus on creating a climate geared towards teaching and learning</p> <ul style="list-style-type: none"> • <i>School 2 identifying key people to develop this</i> • <i>School 4,3, 5 and 6 beginning to develop a common language across the school</i> • <i>School 3 developed a critical mass of teachers to embed TEEP across school</i> <p>Provide opportunities for staff to attend TEEP training</p> <ul style="list-style-type: none"> • <i>L1: 3 teachers from school 2, 6 from school 3 & 7, 9 from school 6 and 1 each from the others</i> • <i>Teachers from schools 2,3,4,5,6+7 attended L2</i> • <i>Teachers from school 3 attended Internship training</i> <p>Provide money and resources</p> <ul style="list-style-type: none"> • <i>School 1 projectors linked to laptops</i> • <i>School 5 interactive whiteboards throughout school</i> • <i>School 3 & 6 lots of digital cameras</i> • <i>School 5 TEEP model classroom</i> <p>Set aside time for staff development</p> <ul style="list-style-type: none"> • <i>School 5 & 6 whole school CPD on Weds afternoon</i> • <i>School 3 audit of training needs</i> <p>Write school policies focussed on teaching and learning</p> <ul style="list-style-type: none"> • <i>School 1 & 2 incorporated TEEP into School Improvement Plan</i> • <i>School 3 successful bid for Specialist Status through Teaching and Learning, with TEEP at the core of this</i> • <i>School 5 TEEP at the centre of school's Teaching and Learning policy</i> <p>Re structure session length to more easily</p>	<p>Different agendas, see TEEP as low priority</p> <ul style="list-style-type: none"> • <i>School 3 new head of department in Science has different priorities</i> • <i>School 2 some staff focus on 'what's in it for me?'</i> <p>TEEP not fully embedded in school</p> <ul style="list-style-type: none"> • <i>School 4 and 1</i> <p>Lack of money and resources</p> <ul style="list-style-type: none"> • <i>School 4 not enough interactive whiteboards and projectors in school</i> • <i>School 7 unable to release lecturers to attend training</i> <p>Too many Government –led initiatives</p> <ul style="list-style-type: none"> • <i>School 7</i> <p>Lack of time to develop TEEP in school</p> <ul style="list-style-type: none"> • <i>Schools 1 and 7</i>

	<p>incorporate full cycle</p> <ul style="list-style-type: none"> • <i>School 2 now has 5 1hour sessions per day rather than 6 50 minute sessions</i> 	
Staff culture	<p>Openness, collaboration, sharing good practice</p> <ul style="list-style-type: none"> • <i>School 7 begun to cascade knowledge of TEEP from Geog teacher to other subject teachers in faculty</i> • <i>School 3 middle managers will be coached then will coach other staff in their dept.</i> • <i>School 7 identify subject leader coaches who will coach others in TEEP</i> • <i>School 2 appointing a significant number of new enthusiastic staff</i> <p>Schemes of work written according to TEEP programme</p> <ul style="list-style-type: none"> • <i>School 5 P.E</i> • <i>School 3 English</i> <p>Whole school inset with specific focus</p> <ul style="list-style-type: none"> • <i>School 4 on higher order questioning</i> <p>Willingness to attend TEEP training</p> <ul style="list-style-type: none"> • <i>School 6 SMT will be trained then they will deliver training to others</i> • <i>School 3 oversubscribed twilight sessions for L1 training</i> • <i>School 2 whole school INSET about TEEP</i> 	<p>De-moralised and worn out teachers. Lack of collaboration</p> <ul style="list-style-type: none"> • <i>School 4 in special measures</i> • <i>School 1</i> <p>Changes in staff/role</p> <ul style="list-style-type: none"> • <i>School 1</i> • <i>School 2 trained teacher on maternity leave, other trained teacher changed role and has less teaching now</i> <p>No key staff to develop TEEP with</p> <ul style="list-style-type: none"> • <i>School 2 high proportion of staff due to go on maternity leave</i> • <i>School 1 and 7 there are too many competing initiatives at the moment</i> <p>Lack of awareness/knowledge about TEEP</p> <ul style="list-style-type: none"> • <i>School 4 aiming to get out of special measures</i>
Teacher	<p>High level skills, risk taker, ability to influence change</p> <ul style="list-style-type: none"> • <i>School 5 and 4 TEEP teacher uses framework in AST roles</i> • <i>School 3 English teacher successful bid for funding and Specialist Status</i> • <i>School 6 developing framework across Science dept</i> 	<p>Unwilling to change, especially if achieve good results with current methods</p> <ul style="list-style-type: none"> • <i>School 2</i> <p>Teachers unwilling to take responsibility for their teaching</p> <ul style="list-style-type: none"> • <i>School 5 some students are bored and therefore don't behave in their lessons</i> <p>Lack of qualified and/or subject specialists to teach in schools</p> <ul style="list-style-type: none"> • <i>School 4 and 5</i>
Teacher – student relationship	<p>Responsibility for learning is handed over to students within a structured framework of support</p> <ul style="list-style-type: none"> • <i>In all 7 schools by TEEP trained teachers</i> <p>Students' views are valued and sought, teacher uses skilful questioning.</p> <ul style="list-style-type: none"> • <i>School 4 History teacher uses interactive displays in room</i> • <i>School 3, 5 and 6 make use of Bloom's taxonomy posters in their teaching on a regular basis</i> <p>Students work in a variety of ways</p>	<p>Limited expectations of students from teachers</p> <ul style="list-style-type: none"> • <i>School 2, 4 and 5 from some teachers</i> <p>Poor behaviour by students</p> <ul style="list-style-type: none"> • <i>School 2 group of EBD boys will be taught in TEEP way</i> • <i>School 5 teachers with limited skills experience poorly behaved students</i> • <i>School 4 has a high proportion of boys</i> <p>Students for whom English is an additional language</p> <ul style="list-style-type: none"> • <i>School 4 has a significant number of</i>

	<ul style="list-style-type: none"> • <i>School 1,3 & 4 more group work</i> • <i>In all schools students have opportunities to present their work in a variety of ways e.g. posters, models, PowerPoint Presentations</i> 	<i>students who are asylum seekers who've recently arrived in the UK</i>
Classroom climate	<p>Teacher provides secure emotional and collaborative climate where learning can take place</p> <ul style="list-style-type: none"> • <i>School 4 in humanities dept there are interactive displays including students' work</i> • <i>School 3 in a variety of subjects including English, MFL, R.E, Drama</i> • <i>School 6 in Science</i> • <i>School 2 beginning to happen in Humanities</i> <p>Whole school focus on creating a positive climate</p> <ul style="list-style-type: none"> • <i>School 5 looking to develop this across school</i> 	<p>Teacher doesn't have own base, tatty wall displays with little/no student work</p> <ul style="list-style-type: none"> • <i>School 2 one TEEP teacher teaches in several classrooms</i>
IT	<p>Can overcome language barriers</p> <ul style="list-style-type: none"> • <i>School 4 has a significant number of students who are asylum seekers</i> • <i>School 2 all students have special needs</i> <p>Can enhance student work</p> <ul style="list-style-type: none"> • <i>School 1 students with poor written skills</i> • <i>Schools 2, 4 and 5 with lower ability students</i> <p>Develop whole school intranet</p> <ul style="list-style-type: none"> • <i>School 6 and 3</i> 	<p>Lack of money to buy resources</p> <ul style="list-style-type: none"> • <i>School 4 not enough interactive whiteboards and projectors</i> • <i>School 3 and 6</i>

The degree of successful implementation of the TEEP programme in each of these schools varies. There are two key factors that influence this and they are the style of leadership in the school and the amount of teaching commitment the participant who attends the training has. This research has found that there is very little implementation if both of these factors are not in place:

	School 1	School 2	School 3	School 4	School 5	School 6	School 7
Leadership	X	✓	✓	/	✓	✓	✓
Teaching participant	✓	X	✓	✓	✓	✓	/
Degree of implementation	Low	Low	High (school wide)	Low, (but improving)	High	High (Dept. wide)	Low

In many cases, the person who participates in the training is often the first to bring knowledge about the TEEP programme into school. Factors about this teacher such as how much understanding of the TEEP programme they develop, how often is it used in their teaching and how influential they are can all impact on the successful implementation of the TEEP programme in the school. It is therefore necessary to carefully select participants who are able to develop a comprehensive understanding of the TEEP programme and who will develop its use in their teaching.

If the leadership style encourages teachers to put forward suggestions and developments to enhance the teaching and learning that takes place in the school, then implementing the TEEP programme will be more successful. In addition to this there are a number of other factors that relate to the school's agenda and climate for learning that will also affect the successful implementation of the TEEP programme.

As evidenced by the majority of data collected throughout this evaluation, where the factors that influence the implementation are positive or facilitating, then there is a high degree of positive impact from the TEEP programme. This impact is evidenced at three levels, whole school, teacher and student. Even though adopting the TEEP programme means a heavier workload for teachers initially, they all believe that the benefits to themselves and their students far outweigh this. As the TEEP programme permeates through the school, there is a greater synergy both by teachers planning and developing resources and by students learning. The whole school becomes a collaborative learning community where everyone is an independent learner and is given responsibility for their own learning.

In fact, not one teacher who has experimented with the TEEP programme in their teaching has said that they will not continue to develop its use. Even when elements or indeed, whole lessons have not gone well, teachers are keen to persevere and to use it as a learning experience to further develop their understanding of the TEEP programme. Every single teacher who uses the TEEP programme has changed his or her teaching practices and methodologies and this has impacted on the students they teach. These students experience a deeper cognitive development and are more mature and confident. They develop into truly independent learners, as knowledge and understanding is not restricted to curriculum content.

Student Focus Groups

The data analysed comes from 36 year 9 students, 21 year 10 students and 12 year 11 students. For a detailed breakdown of subject by school, please refer back to the table on page 7.

Students were asked to brainstorm their thoughts and then record these using coloured pens. There were three areas for discussion:

- Teachers
- Students
- Classroom climate

They were then shown a series of pictures and asked the same questions for each set of pictures:

- How often does this happen?
- Which lessons/subject?
- What do you like?
- Where do you learn the best?

Teacher

The following table lists a selection of the words and phrases students recorded when brainstorming and then recording their feelings about their teachers:

Year	Descriptors
9	Creative, changed since the start of the year, expressive, kind, happy, courteous, safe, fun, smiling, caring, fair, happy, exciting, active, extraordinary, interesting, passionate about what she does, creative, thoughtful, calm, truthful, has high expectations, ensures students know what to do, communicates well with class, smartly dressed Sometimes moody, sarcastic and rude depending on her mood but usually o.k.
10	Fantastic teacher, likes to communicate with students, confident, loyal, joyful, energetic, happy, enthusiastic, interested, humorous, listens, active, fun, helpful, thoughtful, kind, caring, determined, approachable Could be moody, sarcastic, unkind depending on her mood
11	Funny, always has a review of the lesson, easy to understand, sorted, all-round nice guy, uses sound and video, confident, good at getting points across, energetic, humorous, tries to get the best from you, involves everyone, caring, easy going, active, interactive, logical, friendly, enthusiastic, happy, smart, clever, bubbly, makes a lot of effort, co-operative, shows empathy, optimistic, encourages us to do our best

The majority (99%) of these descriptor words and phrases are positive. Below are some of the statements students made about their teacher:

‘(He) likes to make things more practical to make it easy to teach.’

‘(He) teaches in a way in which information remains in your head.’

‘(She) gives me a chance to express my knowledge and understanding.’

‘We are always informed about any new work and things we need to know.’

However in both years 9 and 10 a group of students felt that one of their teachers frequently behaved in an unpredictable manner and therefore the students felt extremely uncomfortable, as they never knew how this teacher would be feeling or what was expected of them. They stated that this led to general poor behaviour by a number of other students in these lessons and this in turn impacted on the learning taking place. This teacher had received some in-house training about using the TEEP lesson plans but had not attended any TEEP programme training.

The majority of students liked their TEEP teachers and looked forward to these lessons, as they knew that they would be interesting, fun and challenging. These students had developed supportive relationships with these teachers.

The table below presents what students thought about their teacher's styles. All of the teachers used an assortment of styles. Students were asked to select the style they preferred and the style where they thought they learnt best.

Picture	Like the best (%)			Learn the most (%)		
	Y9	Y10	Y11	Y9	Y10	Y11
Clown	50	57	32	52	33	58
Magician	20	14	42	14	33	25
Wise man	22	10	9	17	24	17
Policeman	8	19	17	17	10	0
Total	100%	100%	100%	100%	100%	100%

The overwhelming majority of students preferred it when there were a variety of exciting activities going on, with lots of fun and humour and a lively 'buzzing' atmosphere in the classroom (represented by the clown picture). Interestingly, older students preferred it when they were being 'policed'. This may be an effect of having exams and coursework to do in this year group. However, although students may prefer this style, they believed that they learn best when there are lots of activities going on so that they can get involved and take an active role in their learning.

Students were then asked the same questions in relation to how they were grouped during lessons and their preferences. The table below presents these findings:

Picture (Groupings)	Like the best (%)			Learn the most (%)		
	Y9	Y10	Y11	Y9	Y10	Y11
Individual	14	14	17	14	19	0
Pair	33	33	42	14	29	43
Group	39	48	24	45	0	25
Whole class	14	5	17	27	52	32
Total	100%	100%	100%	100%	100%	100%

Year 9 students prefer group work and believed that this is where they learn the most. However, in one school all the students said that they learnt best in the whole class situation. This is because their teacher ensures that all students participate in every lesson through using a variety of strategies. He has a highly interactive classroom. Students said this about him:

‘(Our Teacher’s) lessons are different from the rest of the lessons we have. Students actually want to go to his lessons to learn as he makes them interesting and involves everyone. No one can feel left out or lost. Each class has grown to respect him as he respects his classes’ views and thoughts on the lesson.’

‘Everyone is 100% focussed in class. No one talks because no one is bored. Yet, in the other classes, everyone talks and no-one pays attention.’

A most interesting finding is that, with year 10 students, although 48% of them prefer to work in groups, they believe that they learn the most in a whole class situation. When one of the groups of students were probed as to reasons for this, it became clear that they don’t have many opportunities to work in groups and lacked knowledge about how groups operate. Standard operating procedures for group work were not always followed. This impacts on the learning taking place. In addition to this, their teacher prefers to teach the whole class together. In fact, students don’t move on to new work until everyone in the group has reached the same level. This frustrated a few students.

In one school, year 10 students were discouraged with the style of their lessons as it was always the same. They were divided in to the same groups and were irritated because the burden of work fell on the same students each time. It was very clear from our discussions that their teacher had not spent sufficient time explaining the processes of how groups operate and allowing the students to draw up their own group operating procedures.

Working in pairs is the most common approach used by teachers with the year 11 students. Students prefer this as they have someone with whom to discuss and debate ideas and also someone to share the burden of work. Students felt under a lot of pressure to do well in their examinations.

The final set of questions in this section asked students to state their preferences regarding their teacher’s style and to say how frequently their teacher was supportive, gave lectures or acted as a facilitator. The table represents these findings.

Picture	Like the best (%)			Learn the most (%)		
	Y9	Y10	Y11	Y9	Y10	Y11
Supportive	89	57	50	70	57	42
Lecturing	1	24	17	15	38	16
Conducting	10	19	33	15	5	42
Total	100%	100%	100%	100%	100%	100%

There were difficulties in finding a definition for ‘conducting’ that was easily understood by all students. The best idea students came up with was where the teacher behaved like an orchestra conductor and made sure that everything happened at the right time in order to create a harmonious environment.

Although the majority (50%) of year 11 students preferred it when their teacher was supportive, they believed that they learnt equally well when their teacher’s style was

supportive or conducting. Unsurprisingly, all students across the three year groups believed that they learnt the most when their teacher was supportive.

Students

Students were asked about what they did in their lessons and how they felt. In the table below is a selection of the words and phrases students used to describe how they feel about being taught through the TEEP programme.

Year	Descriptors
9	Treated well, interested, mature, helped by peers, welcome, fun way to learn, inspired, never bored, involved, working collaboratively, understood, calm, challenged, clever, 100% focussed, different from other lessons we have, comfortable, teaches us social skills, I can choose how to learn, privileged, independent, he's like a dad, no pressure, fantastic, encouraged, enlightened, successful, not scared, she doesn't give up on us
10	Fun, exciting, helps us become independent learners, choice, co-operative, confident, involved, happy, relaxed, responsible, interested, intelligent, uplifting, eager, enjoyable, enthusiastic, encouraged, informative, active, motivated, explains exactly what we have to do, glad, control over what I'm doing Anxious, bored and frustrated, held back due to others' misbehaving
11	Easy to understand, a good laugh, fun, teacher has faith in you, different styles make it easier, self confident, enjoyable, interesting, not boring, entertaining, responsible, able to participate, involved, independent, informed, sharing, different perspectives, stimulating, lively, co-operate, exciting, mature, learn social skills, learn how to co-operate with others

'I got a good result in my SAT test, so it must have helped.'

'I actually want to go to this lesson as he makes them interesting and involves everyone.'

'(The teacher) leads us into deeper thinking and understanding of subject'

I feel relaxed and involved in the lesson, mainly because I enjoy it and I feel disappointed when the lesson ends.'

In year 10, one group of students were frustrated when others in their class misbehaved. This class is always divided into the same groups. The students stated that there were several others who preferred not to take part in any group activity and were disruptive which frustrated the students who did want to learn. There is a need for their teacher to discuss with them and put in place good group working practices and to find appropriate ways to engage the students who are disruptive.

All the other comments are positive. Students enjoy being taught using the TEEP programme and it has benefits that go beyond curriculum knowledge. All of the students who took part in these sessions were mature, confident and very well behaved.

Students are given a variety of activities to do in the 'construct -the search for meaning' part of the cycle. The most common activities are listed in the table below with students indicating their preferences and where they learn the most.

Picture	Like the best (%)			Learn the most (%)		
	Y9	Y10	Y11	Y9	Y10	Y11
Making a booklet	8	0	0	12	37	0
PowerPoint	34	38	67	52	0	42
Posters	34	50	8	21	7	8
Exams	0	6	17	0	19	0
Essays	24	6	8	15	37	50
Total	100%	100%	100%	100%	100%	100%

An interesting finding is that although year 10 students prefer to make posters or create PowerPoint presentations, they believed that they learn the most through making booklets and writing essays. In fact, none of them believed they learned the most through making PowerPoint presentations. Students receive individual feedback when they write an essay. They believe that this may help them to improve the essays they write in their examinations and therefore they may achieve a higher grade.

Year 9 students enjoyed creating PowerPoint presentations and posters equally. But the majority of them believed that they learnt the most through creating PowerPoint presentations

One group of students did not record preferences for what they liked as all their work is practical. However, they did state their preferences relating to where they believed they learnt the best. Although only 8% of year 11 students prefer to write essays, 50% stated that this is where they learn the best. This is because of the reason given for year 10 students. There is an incredible amount of pressure, both on teachers and students, to do well in exams and a significant amount of time is spent on practice essay questions and developing the skills of successful essay writing. This pressure develops, as the exams get nearer and is borne out by the increase in the number of students in each year group stating that essay writing is where they learn most.

Students were then asked about their feelings. The pictures used illustrate the following:

- Feeling on top of the world (man on top of building)
- Being lost (maze)
- Having to juggle a large workload (balancing act)
- When the penny drops (light bulb)
- Feeling like a performer (performing dog)

Picture	Like the best (%)			Learn the most (%)		
	Y9	Y10	Y11	Y9	Y10	Y11
Building	42	62	8	33	29	0
Maze	3	0	0	17	0	16
Balancing act	5	0	8	11	24	42
Light bulb	45	38	84	33	9	42
Performing dog	5	0	0	6	38	0
Total	100%	100%	100%	100%	100%	100%

Although year 10 students do not like to feel under pressure (balancing act) or that they have to perform (performing dog), over 60% of them believed that this was where they learn the most. This could be because they have more opportunities to demonstrate their learning as a result of being taught using the TEEP programme, although they may lack self-confidence, which could be why they do not like these activities. If this is the case, then it is most important that teachers create an emotionally secure collaborative climate within their classrooms and give students the opportunities to demonstrate their learning.

The vast majority (84%) of year 11 students like it when their understanding deepens as this makes them feel good about themselves. Interestingly, they believe that they learn the best when under pressure and when the penny drops.

Classroom climate

Once again, students were asked to brainstorm and then record what went on in their classrooms, what the classroom is like and their feeling about this.

Year	Descriptors
9	Our work is displayed, welcoming, posters, tidy, safe, bright, attractive, inspiring pictures, colourful, whiteboard, tables grouped together, encouraging statements displayed, carpet, comfortable, friendly environment, buzzing lively Teacher gives praise, advice, help and support, encouraged Students are hardworking, happy and cheerful
10	Fun relaxed, class discussions, Power Point presentations, noisy, exciting music, interesting, our work is displayed, colourful laid back, inspiring displays, neat and tidy, warm, comfy chairs,
11	Visual, attractive, positive vibes, fun, good atmosphere, posters, books, computers, interactive, good working environment, fun place, grouped tables, colourful, lively, friendly, hardworking, comfortable, relaxing stimulating, buzz, motivating happy, sharing

'We are respectful of each other.'

'We have our own laptops to use during lessons.'

Students recognised that these classrooms were different to the classrooms they used for other lessons. They were extremely proud that their work was displayed on the walls for other students in the school to see and also that, in some cases, the teacher referred to this work. Students benefited most when resources on the walls and in the classroom were used to enhance their learning. However where the classroom was crowded or there was a lack of space, students complained of being bored, frustrated and squashed. It is important for classrooms to be big enough to accommodate all the students and for them to be able to work in a variety of groups and situations. The requirements of IT also impacts on classroom size. Where there was a secure and collaborative classroom climate, students looked forward to attending that lesson, taking part and extending their learning.

Students were asked to compare their classroom to a selection of pictures illustrating:

- Factory (a production line churning out the same finished product)
- Open road (knowing the destination but not necessarily the exact route)

- Prison (same routine and lack of freedom)
- Circus (all sorts of things going on at the same time)

Picture	Like the best (%)			Learn the most (%)		
	Y9	Y10	Y11	Y9	Y10	Y11
Factory	17	12	8	12	31	16
Open road	21	18	8	29	25	0
Prison	3	0	0	7	0	0
Circus	59	70	84	52	44	84
Total	100%	100%	100%	100%	100%	100%

The year 10 students decided that the factory picture meant that they knew what was expected of them and they each had a vital role to play. They perceived that the factory picture was a positive classroom environment and 31% believed that they learnt best in this environment.

The majority of students across all the year groups enjoy the circus environment most and they consider that this is where they learn the most. Interestingly, only a few year 9 students liked or thought they learnt the most in a 'prison' like environment. This could be linked to the fact that, with rules and regulations, they know what is expected of them and therefore feel safe and secure. The variety in preferences serves to underline the fact that we all have our own preferred style of learning.

4) Conclusions

The TEEP programme is a highly successful framework that enhances teaching and learning in schools. It has a wide-ranging impact.

A main conclusion is that because learning about the TEEP programme is experiential, its translation into being used in the classroom, as an effective tool to improve learning, is high. Teachers taking part in TEEP training go through the TEEP processes and cycle themselves. They become learners, so their understanding of what it is like to be a learner is developed and they can then understand the position they place their students in.

Teachers are enthused, re-energised and re focussed after completing the training. They know that the TEEP programme works because of their own experience. Teachers from across all the phases (primary, secondary and further education) and with a range of experience (from new in post to 25 years and more) have stated that the TEEP programme has changed the way they now teach.

A further key conclusion is that the TEEP programme is truly a generic framework. It is used in different types of schools from foundation stage through to further education colleges, in mainstream and special schools across a wide range of subjects, including, but not limited to English, Maths, Science, Drama, MFL, R.E. Geography, History, Law, Sociology, PHSE, Health and Social Care, Technology and Drama. It is used with students who have a wide range of ability from those with special needs through to those who are deemed gifted and talented.

The TEEP Programme provides a comprehensive framework that is underpinned by current educational theory and pedagogy. It is also constructed to incorporate the behaviours that effective teachers have been shown to display. Furthermore it is a vehicle that can be used to bring together in a holistic manner the many varied Government initiatives relating to teaching and learning.

Even the most sceptical of teachers have acknowledged that this programme has made a difference not only to their understanding of teaching and learning but also to what they do in their classroom. Those who have attended the training in their capacity as LEA advisors have stated their clear intention to use the TEEP programme to enhance teaching and learning across their LEA and as a vehicle to drive change forward.

Once teachers are secure in their understanding of the programme and have developed their expertise in using it, they are most eager to share their good practice with colleagues, not only in their department and throughout their school but also in seeking out any other opportunities they may have such as using their role as Advanced Skills Teachers or as mentor for trainee teachers (ITT/GTEP/PGCE) or newly qualified teachers. They are further motivated to encourage debate about teaching and learning and are determined to highlight the crucial importance of teaching and learning in their schools. Some ways in which this has been done are through the setting up or joining of Teaching and Learning groups, formulating new policies, training others and generally ensuring that teaching and learning remains a high priority.

The TEEP programme has had and continues to impact on students who are taught in this way. There has been both affective and cognitive impact. In addition to this, students have benefited because their social skills have developed. As the TEEP programme becomes further embedded, there will be more examples of cognitive and affective impact.

Students become mature and behave in a more responsible way. They respond positively to the higher expectations teachers have of them and the increasing knowledge of their own self worth and abilities. They want to engage with others and to demonstrate their knowledge and abilities.

In conclusion the evidence and data gathered shows that the TEEP programme is a highly successful and effective programme that has enhanced teacher effectiveness and has had a positive impact in the schools where these teachers work and on the students that they teach.

APPENDICES

Appendix A

Level two training

The table below shows which LEA's were involved.

LEA	No. of Schools	No. of Participants
Birmingham	11 + LEA	17
Black Country	4	5
Hackney	LEA	2
Hull	7+LEA	9
Middlesbrough	3	3
Other	2	2
Tower Hamlets	LEA	3
York	2	3

The table below gives the date of the level two training courses.

Cohort	Date	Attended
1	3/4/5 Dec 03	Yes
2	22/23/24 Mar 04	Yes
3	29/30 Nov 1 Dec 04	Yes
4	14/15/16 Mar 05	Yes

Appendix B

Interview Schedule for Level 2 School visits

Teachers

What did you think about the training?

Do you feel that you have learnt things you didn't already know? Which?

Where there any improvements you would make?

Do you feel you were suitably prepared to take on the coaching, observation and feedback roles?

What activities have you engaged in as a result of the training?

Have they coached teachers? Who, how many?

Have you done any lesson observations and given feedback? Who, how many?

Have you worked as a learning mentor in your school? To who? How many?

Have you developed a bank of support strategies?

What do you think are the main issues that need addressing in practice in your school/department?

Which of these activities have been most/least successful? Why?

How are teachers that you work with selected?

Could you describe any impact from this?

On the practice of colleagues in the classroom – have they changed their teaching?

On students' learning

On your own professional development (promotion/career development)

Any other

Why do you think this approach is/is not having an impact?

What are the main barriers to change in your school?

How have teachers reacted to you in this role?

Have you received support from senior managers? In what ways? Why (not)?

Have you received support from the LEA? TEEP trainers?

Are other colleagues (Those you have not directly interacted with in this role) aware of TEEP?

If not, are you intending to change that? If yes, what is their reaction?

Are you able to influence decision making in the school?

In what ways?

Why (not)?

How would you describe leadership in your school?

Effective? What style of leadership?

What do you think an effective teacher is?

What characteristics, behaviours, beliefs? Which most important?

What activities do you intend to undertake in future

SMT (Questions in italics only to be asked of teachers not previously interviewed)

Can you tell me a bit about the school (intake, performance, challenges)?

What other school improvement efforts are ongoing in the school at the moment?

How long have you been at this school?

How long have you been in your current role?

What do you know about the coaching/mentoring/feedback role teachers in TEEP are being asked to undertake?

Do you think this is useful? Why?

Do you have any idea how many teachers have been mentored/coached?

How are teachers that the TEEP teacher works with selected?

How have teachers reacted? Are there any problems with the fact that TEEP teachers are singled out as coaches?

Is this a new role for teachers in your school, or do similar roles already exist?

To what extent are teachers able to take initiative in your school? Do they?

In what ways do you support teachers engaged in this role?

What do you think are the main issues/areas for improvement with regards to teaching and learning in your school?

Do you think TEEP approach can help? How? Why?

What other activities/strategies/programmes is the school undertaking to improve teaching and learning?

How does TEEP fit with these other strategies in school?

What are your expectations of the TEEP Programme?

Have they been met yet? Why/Why not?

Has there been any impact yet?

Is there evidence of change in practice of teachers who have been mentored/coached? How can you tell?

In the school as a whole

In the wider community

What do you think are the main barriers to success of the TEEP approach?

How can these problems be solved?

Has support from TEEP been sufficient?

Any evidence (documents, anecdotes, results, attitudes)?

What are the implications for TEEP within the school in the future? Would you make any changes to the programme?

How do you usually go about implementing change in the school? (Give detailed examples)

Any other comments?

Appendix C

Case Study

Case Study Questions: PARTICIPANTS

- In what ways have you changed your teaching as a result of TEEP?
Are you using the full TEEP framework or an adaptation?
Can you give us some concrete examples?
How did you go about making those changes?
 How successful have they been?
 Why?
 What would you have changed?
How many teachers in your school have taken part in TEEP training?
What about SMT?
Do you think TEEP has improved student learning? Why (not)?
Have you disseminated TEEP practice to other teachers in your school?
 If not: why not?
 Any future plans?
 If yes, can you describe the activities you undertook?
 How did staff react? Why?
How many teachers do you think are using the TEEP framework?
 In full or adapted?
 Which subjects?
Are there any school policies in place supporting TEEP?
 Describe these
Does SMT support TEEP in other ways?
 Describe those.
Have there been any staff changes since you started being involved in TEEP?
Are new staff inducted into TEEP?
 How?
Can you please describe the intake of your school?
Do you consider your school to be successful?
 Why?
Can you describe leadership in your school?
What would you say were the main strengths of your school?
What would you say were the main weaknesses of your school?
What things do you think could be done in your school to make TEEP more successful there?
To what extent:
 Is leadership shared within the school? (egs)
 Are roles and responsibilities rotated? (egs)
 (How are teams constructed/deconstructed?)
 c) How do these relate to school improvement?
 d) To what extent do teachers plan or share ideas
 With other teachers in this school? (egs)
 e) Do teachers work in collaboration with colleagues from
 Other schools or agencies? (egs)

- f) What contribution do students and parents make towards school improvement in this school?

What has been the most successful improvement strategy that you have been involved with at this school during the past four years?

What other initiatives regarding teaching and learning is the school involved in?

Case Study Questions: SMT

What do you know about the TEEP programme

Do you think x has benefited from the TEEP training?

Why (not)

In what ways (egs)

Do you think that TEEP has had an impact in your school?

- Other teachers/environment etc
- Student learning
- In the class of x
- In school as a whole

What evidence is there to support this?

Are there any school policies in place to support TEEP?

What are they?

How does the school support TEEP in specific ways?

How well does TEEP fit in with other practice or strategies in this school?

How do you see TEEP evolving in your school?

What would happen to TEEP if the TEEP trained teacher(s) left the school?

Is there any resistance to TEEP amongst your staff?

- Yes:
 - what kind of teachers (profile)
 - why would this be the case?
- No:
 - Why no resistance
 - What has convinced them it's a good idea?

Do you think TEEP is practical?

What are the main factors that you think could make TEEP work in your school?

What are the main barriers to TEEP working in your school?

To what extent:

- a) Is leadership shared within the school? (egs)
- b) Are roles and responsibilities rotated? (egs)
(how are teams constructed/deconstructed?)
- c) How do these relate to school improvement?
- d) To what extent do teachers plan or share ideas with other teachers in this school? (egs)
- e) Do teachers work in collaboration with colleagues from other schools or agencies? (egs)
- f) What contribution do students and parents make towards school improvement in this school?

Case Study Questions: Teachers

In what ways have you changed your teaching as a result of TEEP?

Are you using the full TEEP framework or an adaptation?

Can you give us some concrete examples?

How did you go about making those changes?

How successful have they been?

Why?

What would you have changed?

Do you think TEEP has improved student learning?

Why (not)?

Can you please describe the intake of your school?

Do you consider your school to be successful?

Why?

Can you describe leadership in your school?

What would you say were the main strengths of your school?

What would you say were the main weaknesses of your school?

What things do you think could be done in your school to make TEEP more successful there?

To what extent:

a) Is leadership shared within the school? (egs)

b) Are roles and responsibilities rotated? (egs)

(how are teams constructed/deconstructed?)

c) How do these relate to school improvement?

d) To what extent do teachers plan or share ideas

with other teachers in this school? (egs)

e) Do teachers work in collaboration with colleagues from other schools or agencies? (egs)

f) What contribution do students and parents make towards school improvement in this school?

What has been the most successful improvement strategy that you have been involved with at this school during the past four years?

What other initiatives regarding teaching and learning is the school involved in?

Case Study Questions: Students

Have you noticed any differences in recent xxxx lessons taught by xxxx?

Can you tell me about them?

What did you particularly enjoy?

Why?

How did that help your learning/understanding of that topic?

Was there any spin off from learning in that way?

What are those lessons like now?

Was there anything you didn't enjoy?

Is all your learning related to subject knowledge or are you learning about how we learn?

What sorts of activities have helped you understand the process of learning?

Appendix D

Focus Group

A) Teacher (20mins)

(i) Teacher characteristics

a) Brainstorm some words and images, express words using different colours, font and sizes, write words in any way that you want to, use shapes, balloons, bubbles etc to **define your teacher**. Please use big letters for words you feel strongly about.

Have a group discussion about what they've drawn/written:

(Talk about the words and rationale)

b) Pictures: policeman, clown, magician, seer, superhero. Use tally sheet to record individual student responses to each picture (so everyone makes a comment)

Use these questions: How often does this happen

Which lessons/subject

What do you like

Where do you learn the best?

(ii) Teaching approach

Pictures: individual work, pair share, classroom, group work

Questions: Use tally sheet to record responses to same?

(iii) Styles of teaching

Pictures: teacher type 1, 2 3

Questions: Use tally sheet to record responses to same?

B) Students (20mins)

(i) Student response (feelings)

a) Brainstorm some words and images, express words using different colours, font and sizes, write words in any way that you want to, use shapes, balloons, bubbles etc to **describe your feelings about being taught thro' the TEEP framework**. Please use big letters for words you feel strongly about.

Have a group discussion about what they've drawn/written: (Talk about the words and rationale)

b) Pictures: on top of tall bldg, maze, balancing act, face+lightbulb, performing dog

Questions: Use tally sheet to record

(ii) Student deliverables

Pictures: booklet, presentation, poster, exam cert, essay

Questions: Use tally sheet to record responses

What have you learnt from this?

C) Classroom (20mins)

a) Brainstorm to describe your what goes on in your classroom

Have a group discussion about what they've drawn/written (Talk about the words and rationale)

b) Pictures: factory, open road, prison, circus

Questions: Use tally sheet to record responses

Student focus group pictures

