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## The first 25 years...



**This year we celebrate our 25th anniversary – 25 years of working with schools to raise achievement for every student. Also 25 years of giving headteachers the opportunity to lead the educational agenda.**

I was a headteacher of one of the early technology colleges – Monks' Dyke became a technology college in 1995. We benefited from the network from the very beginning – I visited two CTCs, Brook Weston and Thomas Telford, to learn more about the principles behind the programme. Brook Weston welcomed all my staff for a day – they helped to remove the myths around CTCs and specialist schools.

The National Conference introduced me to many headteachers who helped me to transform my school from 15 per cent GCSEs 5 A\*-C to 56 per cent. We learnt to network, and to share what works.

The Schools Network has had many changes of name but its mission has always remained the same –

transformation and innovation. We have led the way – CTCs, specialist schools, academies, by schools for schools, school autonomy, personalising learning and much more.

In a rapidly changing landscape, the role of The Schools Network is even more important. Schools need an independent voice – to highlight what works. Schools are being challenged to do better in every aspect of their work – our networks are national and international – we provide access to leading edge practice from around the world.

As we move into our next 25 years, we have worked with headteachers to re-define our mission. It is shaped by our roots. In partnership with schools, we want to:

**Inquire** – help teachers to be action researchers.

**Innovate** – do things differently to do them better.

**Inspire** – showcase the most inspirational practice and help schools to aspire to do even better.

**Impact** – CTCs the specialist schools programme and academies have impacted upon the lives of millions of students. In a rapidly changing educational landscape, networks are even more important. We want to help students to be successful.

This year we are celebrating 25 years of achievement, but we are also looking forward. In this edition of The Schools Network news we are highlighting:

- The award of £1m from the Education Endowment Foundation to the Teacher Effectiveness Enhancement Programme.
- The 8th iNet International Conference held in Al Ain and Abu Dhabi in the UAE.
- The launch of the Forum for Neuroscience and SEN.

Wherever you are on your transformation journey, we are there to support. Your membership gives you access to best practice in 35 countries. In this time of rapid change, networking has never been more important.

**Sue Williamson**  
Chief Executive, The Schools Network

# £1million boost to TEEP training



**The Education Endowment Foundation has awarded a £1million grant to provide Teacher Effectiveness Enhancement Programme (TEEP) training to teachers in schools across the country.**



More than 50 schools will benefit from intensive TEEP training over the next four years, through the £1million project.

The TEEP programme, developed by the Gatsby Foundation and now run by The Schools Network, has been credited by schools and colleges with helping transform their teaching. It brings together the latest research on teaching and learning and allows teachers to experience a variety of proven techniques at first-hand.

The award is the latest success for the TEEP programme, which was developed as an action research project by the Gatsby Foundation to support teachers to improve their classroom practice.

Since its inception in 2002, the project has grown steadily, helping individual teachers, trainee teachers, departments,

whole schools and local authorities to improve classroom practice.

Sue Williamson, chief executive of The Schools Network, said, 'Teaching and learning is at the heart of every school. We are a schools network, therefore teaching and learning has to be at the heart of our work. This is why I see that the TEEP programme is something that we should be involving as many schools as possible in, so that they can make a real difference where it matters, in the classroom.'

'When I went to a school I saw how it was embedded in the school, the passion the teachers had and the passion the headteacher had for making a difference. After all they are going round the school every day, seeing what happens in the classroom and they were saying very clearly, this works.'

Dee Palmer-Jones, TEEP Programme Director, added, 'I am delighted that the Education Endowment Fund is enabling the programme to be offered to schools facing the most challenges.'

'The TEEP Programme has helped thousands of teachers and many schools to improve teaching and learning, and the grant will allow further developmental work to take place, including additional and new training and resources to support the most disadvantaged pupils and schools. This is an exciting phase in the development of the programme.'

'We already have evidence that the programme does support students in schools in the most disadvantaged areas, and look forward to working with EEF to support their aims.'

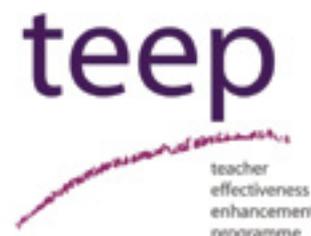
[www.theschoolsnetwork.org.uk/teep](http://www.theschoolsnetwork.org.uk/teep)



TEEP is a proven, well regarded and successful model which focuses on effective learner and teacher behaviours. Independent evaluations have been carried out by Warwick University, York University and the London Institute of Education.

The TEEP model of training is built around:

- **Effective learning behaviours**
- **Effective teacher behaviours**
- **Assessment for learning**
- **Effective use of ICT**
- **Thinking for learning**
- **Accelerated learning**



## Case study

# How TEEP helped one school improve

**Andy Gibson, Deputy Head for teaching and learning at Melksham Oak Community School, writes about his experience with TEEP.**

I completed the five day TEEP Level 1 course in 2005 as an AST, and would go so far as to say that this experience has had a profound impact on my own practice. I was appointed as deputy headteacher in September 2009 responsible for teaching and learning. In December 2009 the school was given 'notice to improve' by Ofsted with 54% of lessons judged good or outstanding. 'We clearly needed to improve the quality of our classroom practice and so introduced the principles of TEEP. This INSET was deliberately designed around active-learning, with staff challenged to work collaboratively.

Staff totally bought in to the engagement of this style of learning – some were so keen they insisted on performing in front of the whole staff! A key element of this training day was metacognition, and that staff experienced 'effective learner behaviour' for themselves, and so could reflect on how we wanted our students to learn.

A further whole staff training day was dedicated to introducing the TEEP Cycle, again in a way that modelled TEEP methodology. This time departments were set a challenge to produce a short animation that explained the TEEP cycle – using Lego characters or cuddly toys. In the afternoon staff met in the Hall for the 'premieres' of these animations. Again staff totally 'went for it' producing animations that were creative, informative and in most cases hilarious!

The session plans for these two days were shared explicitly with staff to model how the TEEP pedagogy was utilised to facilitate learning. There was a real buzz amongst the staff and many were keen to adopt the TEEP model in their own classroom practice.

In October 2010 a local authority monitoring inspection graded 73% of lessons as 'good' or 'outstanding', with the TEEP model highlighted as having real impact on learning.

The T&L inspector commented on the impact of TEEP, staff engagement with the model and the potential for greater sustained improvement through embedding TEEP across the school. Consequently this led to us having whole-school TEEP training with all staff in November 2011 and February 2012. Our next step is for a cohort of staff to complete the TEEP Level 2 in July 2012, which will have an onus on embedding TEEP and creating sustainability.

We are certainly not the 'finished article', judged 'satisfactory' in March 2011 – which in the new Ofsted parlance would be 'requires Improvement'! However, we are convinced that the TEEP model will form an integral part of our drive to becoming a 'great' school and a centre of excellence for learning.